TEXAS EDUCATION AGENCY SCHOOL MODEL PLAYBOOK

Rural P-20 System Model





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Introduction

The Challenge

Tremendous work is happening in public schools across Texas to expand high-performing school options.

Districts and schools want to provide high-quality school models with a proven success track record that meets their community needs and interests. But where should they begin? Although there are many successful schools across the state, many district and campus leaders need more exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

The Texas Education Agency (TEA) is committed to relentlessly increasing the number of students in great schools. One way TEA will increase the number of students in great schools is by providing a series of playbooks featuring evidence-based, Effective Schools Framework (ESF)-aligned school models that can be replicated across the state. Each playbook will allow leaders to consider what is possible and provide a framework to provide a solid launching pad.

Transformational schools have leaders who are deeply passionate about improving student outcomes and have deeply internalized the purpose and mission of their school model. We aim to support transformational district and school leaders like you by giving you the material to internalize rather than starting from scratch. However, the real power of the school you design will come from your effort and ability to become an expert in your model and align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three outline the critical stages of new school design. In contrast, the final chapter highlights successful schools implementing the school model.

<u>CHAPTER 1: PLAN</u> Describes the model's mission, the student experience, and intended outcomes. By exploring these three components, readers can envision what the model would mean for their community.

<u>CHAPTER 2: IMPLEMENT</u> Details best practices for implementing the model align with the Effective Schools Framework and supporting TEA programs.

<u>CHAPTER 3: EVALUATE</u> Includes planning and implementation "look fors" and a planning and implementation timeline.

<u>CHAPTER 4: LEADING THE WAY</u> Features profiles of schools successfully implementing the model throughout Texas.

This playbook can be used in **two** primary ways:

- For inspiration: District and campus leaders and stakeholders at the beginning stages of a school design journey can review the playbooks to see what is offered, what is required, and what is possible with the specific school model. When reading for this purpose, chapters one and four may be of the most interest.
- 2. As a how-to guide: School teams can work through the playbook to learn best practices for designing and launching critical components for a new school model. For this purpose, reading chronologically from chapters one through four may work best.

Regardless, use this playbook in collaboration with

others in your community. These components will be most powerful in a collaborative creation process. By conceptualizing and creating a model with the founding team, a school leader can breathe life into their mission and increase understanding and buyin from all stakeholders.

CHAPTER 1

Plan

Chapter 1: **Plan**

After making a case for the model and sharing its compelling benefits and track record in Texas, the first chapter will explore three components so that readers can envision what this model would mean for their community:

1. Mission

What is the broad purpose of the model and what makes it special?

2. Instruction and School Culture

What is the student experience?

3. Intended Outcomes

What is the model designed to achieve?

Readers will find the following consistent format under each component:

- Component definition
- Essential considerations for this model
- Guiding questions design this element for this model
- Model-specific examples

Model Overview: A Case for Change

Your vision is clear: ending rural generational poverty. The mission is to craft a comprehensive, interconnected educational pathway guiding rural students from their earliest education days to postsecondary studies and into the workforce.

Education in rural Texas faces numerous challenges that can hinder the progress and opportunities for students in these areas. One major issue is the presence of higher education deserts¹, where limited access to colleges and universities creates significant barriers for students seeking postsecondary education. Additionally, many rural communities in Texas are economically disadvantaged, with fewer educational resources and funding than nonrural counterparts². These conditions further exacerbate the challenges students face by students in these areas, making it difficult to provide quality education and support systems.³

1. Klasik, D., Blagg, K., & Pekor, Z. (2018). Out of the education desert: How limited local college options are associated with inequity in postsecondary opportunities. *Social Sciences*, 7(9), 165. https://www.mdpi.com/2076-0760/7/9/165

2. Wang, Zhuoying, Shifang Tang, and Kara Sutton-Jones. 2019. "Texas Rural vs. Nonrural School District Student Growth Trajectories on a High-Stakes Science Exam: A Multilevel Approach" *Social Sciences* 8, no. 6: 166. https://doi.org/10.3390/socsci8060166

3. https://www.americanprogress.org/article/path-rural-resilience-america/

4. Olson, J. S. (2014, 06/01/). Opportunities, obstacles, and options: First-generation college graduates and social cognitive career theory. *Journal of Career Development*, 41(3), 199-217. http://ezproxy. library.tamu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=E-J1024413&site=ehost-live, http://dx.doi.org/10.1177/0894845313486352

Another significant obstacle is the prevalence of first-generation college goers in rural Texas, as these students often need more guidance and familial support to navigate the complex higher education landscape.⁴ Moreover, a lack of workbased learning opportunities usually leaves rural students disadvantaged regarding exposure to high-wage, high-demand careers. Finally, the issue of brain drain poses a significant challenge to rural communities, as talented individuals from rural areas often leave to pursue education and employment opportunities elsewhere, depriving rural regions of skilled individuals and hindering local development.

Addressing these challenges requires targeted efforts and investments in infrastructure, resources, mentorship programs, and community development initiatives to ensure equal access and support for education in rural Texas.

But rural Texas educators have accessible tools to tackle these issues. The Rural P-20 System Model redesign is an option that helps students from pre- kindergarten through higher education. This plan aims to help students in rural areas do well in school while developing skills and earning degrees and certifications leading to high wage, high demand careers. This model as well as other rural resources and programs are available for Texas Educators to ensure rural schools are futurefocused organizations.

Model Overview: A Case for Change

The Rural P-20 System Model offers a holistic approach to address the challenges outlined above and improve educational outcomes for all students within a single school district. The struggles of rural districts with lower academic performance and higher dropout rates are well-documented.⁵ In additional to Rural P-20 Redesign supports, the Texas Education Agency (TEA) offers significant resources addressing rural challenges through initiatives like the Rural Partnerships for Excellence in Education Program (RPEP) funding and the P-TECH model.⁶ RPEP funding incentivizes districts to collaborate with each other to provide more high-quality post-secondary pathways to students. P-TECH offers students in rural areas access to high-demand, high-wage career pathways, encouraging them to stay in their communities while pursuing rewarding careers. TEA's commitment to these resources ensures equitable access to quality education and opportunities for success in the 21stcentury global economy for all Texas students.

The P-20 System Model aligns education with local workforce needs, encouraging students to contribute to their communities while attaining a high-wage, high-demand job. Access to high-wage, high-demand jobs in rural communities enables students to break the cycle of poverty, enhance social mobility, and foster economic growth. By staying and working locally, individuals contribute to the community's development, reduce unemployment, and create a positive ripple effect that benefits future generations. The Rural P-20 System Model enhances resource utilization. Rural districts often grapple with resource constraints; the P-20 System Model can boost resource efficacy by emphasizing collaboration and shared resources.

Benefits of the Model

The P-20 System Model combats educational inequity by providing rural students with quality education, leveling the playing field, and promoting lifelong learning to adapt to the changing world. Moreover, it fosters community engagement, encouraging collaboration with local communities for collective responsibility for student success.

Students and families benefit from the Rural P-20 System Model in the following ways:

- **Coherent and Integrated Curriculum**: Students experience a curriculum tailored to the needs and aspirations of rural communities, featuring personalized learning, problem-based education, and technology integration for distance learning.
- Targeted postsecondary Outcomes: The model aims for three primary outcomes, including college readiness through associate degrees, workforce readiness via industry-based certifications, and life readiness marked by student-directed research projects.

6. see https://centerforschoolactions.org/ for more information about these school models

^{5.} https://eric.ed.gov/?id=ED516681

CHAPTER 1: PLAN

Model Overview: A Case for Change

- Lifelong Learning Emphasis: Lifelong learning is promoted as essential for students to adapt to shifts in the job market and society, preparing them for future challenges and opportunities.
- Equitable Outcomes: The P-20 System Model ensures equitable outcomes for all students by providing comprehensive, continuous, and personalized educational pathways that address the diverse needs and aspirations of every learner, regardless of their background or circumstances.

Rural communities benefit from the model in the following ways:

- **Strong Industry Partnerships**: The model facilitates partnerships with local businesses, providing students with internships and career exposure to enhance their workforce readiness leading to a more highly educated rural workforce.
- **Strengthens community engagement**: The model encourages robust collaboration with local communities, fostering collective responsibility for student success.
- **Pathway to End Generational Poverty**: When fully implemented, the P-20 Model serves as a powerful Pathway to End Generational Poverty by equipping rural students with the knowledge, skills, and resources needed to access high-wage, high-demand careers, breaking the cycle of poverty and fostering sustainable economic growth within the community.

• Additional funding: When a district achieves the intended outcomes of a Rural P-20 System, a district can access and maximize the House Bill 3 CCMR Bonus Outcomes.

Track Record

The Roscoe Collegiate Independent School District (RCISD) in Roscoe, Texas, offers a shining example of the P-20 System Model. Pre-2000, the region grappled with limited postsecondary education access and a dwindling population. In 2008, RCISD established an Early College High School program, which evolved into a comprehensive P-20 Program in the following years. Its successful transition and innovative approach have since led to increased enrollment, students graduating with associate degrees, industry certifications, and graduate degrees.

Moreover, the RCISD model has had a broader community impact. Collaborations with local businesses have led to ventures providing valuable learning opportunities for students and contributing to community economic growth. The success of RCISD's model has even led to Collegiate Edu-Nation, a nonprofit organization dedicated to expanding the P-20 System Model to other rural school districts.

Model Overview: A Case for Change

Roscoe Collegiate ISD Cumulative Outcomes (as of 2021):

- By 2023, the Rural P-20 System Model is in planning or implementation stages in 21 school districts in Texas.
- In the five districts in full implementation of the Rural P-20 System Model,
 - 61% of students are earning dual credit in high school, and 43% of students are graduating high school with associate degrees
 - 60% of the students earned industry-based certifications
 - 58% of the students identify as economically disadvantaged. This transformation demonstrates the model's ability to drive positive outcomes and educational excellence across diverse settings, empowering students in rural communities to thrive academically and beyond.
 - The five districts in implementation were all ranked as B districts in 2022 state A-F Accountability System.

	PRIOR TO FULL P-20 System Mode Implementation	AFTER P-20 System Model	TOTAL
TOTAL GRADUATES	136	232	368
# COMPLETING ASSOCIATES/ CERT PRIOR TO HS GRADUATION	14	182	196
% COMPLETING ASSOCIATES PRIOR TO HS GRADUATION	10%	78%	47%
# BACHELORS DEGREES	52	76	128
% BACHELORS DEGREES	38.2%	32.8%	30.5%
# COMPLETING GRADUATE DEGREE	16	12	28
% COMPLETING GRADUATE DEGREE	12%	5%	7%
# RECEIVING ANY TYPE OF POST-SECONDARY CREDENTIAL	75	192	267
% RECEIVING ANY TYPE OF POST-SECONDARY CREDENTIAL	55%	83%	64%

Mission

Component Definition

The mission is the foundation upon which a school is built, and it should guide all decision-making within the school community. In successful schools, the mission drives everything, from priorities to culture to instruction.

Model Considerations:

Rural communities face unique challenges—limited resources, geographical isolation, and 'brain drain.' There are also opportunities—a future, a way to break the cycle of poverty, and the promise of a thriving, resilient community to fortify the local economy, retaining local talent, and cherishing rural lifestyle and culture.

In the context of a Rural P-20 System Model, the focus on mission entails establishing a clear and cohesive vision encompassing all levels of education, from Pre-K to postsecondary education, aligned with rural communities' unique needs and aspirations. This model aims to foster educational excellence, equity, and collaboration, empowering students to succeed academically and prepare for high-wage, highdemand careers within their local communities.

Reflection Questions:

- How can the mission statement reflect a commitment to providing equitable access and opportunities for all students from early childhood to postsecondary education?
- Does the mission statement address rural communities' unique needs and aspirations while fostering a college-going culture among students?
- How can the mission statement align with the goals and values of key stakeholders, including parents, educators, community members, and higher education partners?
- Does the mission statement emphasize the importance of innovative and future-focused educational approaches to prepare students for the challenges of the 21st-century global economy?
- How can the mission statement highlight the district's dedication to cultivating tri-agency partnerships between the workforce, the district, and higher education, ensuring a seamless pathway to high-wage, high-demand careers for our students?
- How does the P-20 System Model align with community values?
- How does the P-20 System Model address rural communities' unique challenges and aspirations? Your Portrait of a Graduate and the mission and vision collateral guide this reflection.

CHAPTER 1: PLAN

Mission Examples

Iraan-Sheffield CISD Mission Statement:

Iraan-Sheffield ISD will provide a learning environment that is innovative and personally rigorousthat will produce graduates who are effective communicators, problem solvers, and responsible patriotic citizens that reflect the community's standards.

White Deer ISD Mission Statement:

White Deer ISD Communities will work in partnership to create high expectations of academic and extracurricular success through exemplary and unique opportunities for all students.

Each individual in our communities shall share the responsibility for cultivating confident, compassionate, successful leaders honoring the White Deer ISD legacy.

Cumby CISD Mission Statement:

To Educate and Empower All Students to Their Full Potential.

Colorado ISD Mission Statement:

Developing exceptional education programs and opportunities for all students to become successful lifelong learners and productive citizens.



IRAAN-SHEFFIELD ISD **MISSION &** VISION

EVERY STUDENT, EVERY CLASSROOM, EVERY DAY

MISSION STATEMENT Iraan-Sheffield ISD will provide a learning environment that is innovative and personally rigorous that will produce graduates who are effective communicators, problem solvers, and responsible patriotic citizens that reflect the community's standards.



VISION

GOALS

MISSION

empower students.

learning experiences.

of the district direction.



#WDLLL

Vision for Instruction and Campus Culture

Component Definition

Instruction and campus culture go hand in hand to create the student experience. The instructional beliefs shared by staff reflect how students learn best and should include information regarding what practices will be utilized across disciplines. Cultural beliefs reflect the values of the school community and how students and adults interact on campus and should include consistent practices, programming, and celebrations the school will enact.

Reflection Questions:

- Does our Instructional and Campus Cultural Vision align with the goals of the Rural P-20 System Model, fostering a positive and engaging learning community for all students?
- How are we integrating innovative practices like AVID, P-TECH, and STEM strategies to ensure a seamless and coherent learning experience from Pre-K to postsecondary education and career pathways?
- Are we utilizing the Harvard Instructional Rounds model to monitor instructional improvement collaboratively and reflect on effective teaching practices?
- How are we fostering experiential-focused early childhood learning and providing age-appropriate research opportunities to spark curiosity and love for learning?
- Are we promoting intentional college and career programming to support all students in attaining college degrees and industry-based certifications, empowering them for high-wage, high-demand jobs in their rural communities and regions?

Vision for Instruction and Campus Culture

Model Considerations

In the Rural P-20 System Model, the Instructional and Campus Cultural Vision extends beyond individual schools to encompass the entire educational continuum from Pre-K to postsecondary education and career pathways. This unified vision sets a clear direction for integrating innovative and futurefocused educational practices, ensuring that students have a seamless and coherent learning experience as they progress through different levels of education. It fosters collaboration among educators, students, families, and community partners to create a positive and supportive environment that promotes academic excellence, college and career readiness, and equitable opportunities for all learners.

The focus on student experience in a rural P-20 System Model centers on providing students with a comprehensive, engaging, and personalized learning journey that aligns with rural communities' unique needs and interests. This component model emphasizes coherent, integrated curricula incorporating STEM strategies and problem-based education. It further promotes using technology for distance learning, fostering partnerships with local businesses for internships and career exposure, and empowering students through student-directed research projects to cultivate college, workforce, and life readiness.

Aligned Vision Statement, Core Values, Learner Profile Examples:





IRAAN-

ISD

VISION



Intended Outcomes

Component Definition

This component should describe the outcomes the model is intended to achieve. Your team should work to define two types of outcomes, *academic* and *graduate*.

Academic outcomes should describe what content will be mastered by students and expected performance on achievement exams as well as age-appropriate mastery of content application of grade-level content.

Graduate outcomes should describe what competencies students should be proficient in by the time of graduation and be high-value skills based on higher education and business/ industry input.

Reflection Questions:

- How can we track and analyze high school graduation rates to assess the impact of the P-20 System Model on educational attainment?
- What strategies can we implement to ensure students grow on formative data assessments throughout the academic year, indicating effective instruction and personalized learning experiences?
- How can we measure the success of our college preparatory program in preparing middle school students for college readiness exams and the Texas Success Initiative Assessment?
- How can we assess the completion of authentic and age-appropriate work-based learning experiences to ensure students are exposed to meaningful career exploration opportunities?
- What methods can be employed to track the completion of student-driven ageappropriate research projects, promote critical thinking and inquiry-based learning, and assess their impact on student engagement and learning outcomes?

Intended Outcomes

Model Considerations:

In the P-20 System Model, academic outcomes focus on ensuring students master core content aligned with gradelevel standards and demonstrate high proficiency levels on achievement exams. These outcomes emphasize acquiring essential knowledge and skills across various subject areas, preparing students for college and career success. Academic outcomes in a P-20 Model expand beyond grade level mastery of core content to encapsulate the model's commitment to fostering holistic educational development and propelling students towards well-rounded success.

Graduate outcomes, on the other hand, target broader competencies that students should possess proficiently by graduation. These competencies are carefully curated based on input from higher education institutions and business/industry partners. These outcomes ensure that graduates are equipped with high-value skills demanded in the evolving job market and are well-prepared to contribute meaningfully to society and their local communities. The alignment of academic and graduate outcomes within the P-20 Model ensures a seamless transition from Pre-K to postsecondary education and career pathways, fostering students' continuous growth and development throughout their educational journey.

Academic Outcomes

Academic outcomes within the context of the P-20 System Model encompass various key aspects:

- Increased High School Graduation Rates: A central objective of the P-20 System Model is to elevate high school graduation rates within rural communities. This entails closely monitoring graduation rates and dissecting the contributing factors to academic success. By meticulously analyzing these rates, districts can gauge the influence of the model on students' educational accomplishments, ensuring a positive impact. Students should be able to successfully meet all academic graduation requirements for the state as well as the district.
- Student Growth on Formative Data: A pivotal gauge of achievement within the P-20 System Model lies in the percentage of students displaying progress on formative data assessments throughout the academic year. This metric stands as a reflection of instructional effectiveness and intervention efficacy, directly bolstering students' advancement and proficiency in grade-level standards and summative achievement exams. Through vigilant scrutiny of formative data outcomes, educators can identify domains of strength and areas necessitating improvement, thereby facilitating targeted instructional aid and personalized learning experiences.

Intended Outcomes

- Success of the College Preparatory Program: At the middle school level, the P-20 System Model prioritizes academic outcomes encompassing student mastery of core content and accomplishments on achievement exams. Performance in college readiness assessments, like simulated SAT or ACT tests, harmonizes student outcomes with postsecondary anticipations. Furthermore, evaluation of 8th-grade student outcomes in the Texas Success Initiative Assessment (TSIA) imparts invaluable insights into the effectiveness of college and career readiness initiatives during this pivotal educational phase.
- Completion of Authentic and Age-appropriate Work-based Learning Experiences: The notion of authentic work-based learning experiences extends to furnishing students with essential workforce-oriented skills. Achieving this entails focusing on strategies that provide fitting, purposeful work-based learning avenues, spanning internships, apprenticeships, and career exploration programs. This metric gauges the extent to which educational institutions and educators offer substantial college and career exploration encounters to students in grades K-8 and should be considered as vital as strong core academic outcomes.
- Completion of Student-driven Age-appropriate Research Projects and Experiences: A cornerstone of academic outcomes involves the integration of studentdriven research projects designed to cultivate critical thinking, problem-solving abilities, and an enduring zeal for learning. A robust approach to this outcome necessitates incorporating age-appropriate student research undertakings into the curriculum, championing inquiry-based learning and exploration. The culmination of research projects warrants meticulous tracking, with a simultaneous evaluation of their impact on student learning and engagement.

Graduate Outcomes

Higher Rates of College Enrollment and Degree Completion: A key measure of success in the P-20 System Model lies in achieving graduate outcomes, particularly increased college enrollment and degree completion rates among rural students. The model emphasizes establishing a college-going culture, comprehensive college awareness, exploration activities, and robust support services to facilitate college application and enrollment. Enrollment rates and degree completion outcomes reflect the model's effectiveness in preparing students for postsecondary education, aligning with the broader competency of equipped graduates contributing effectively to society.

CHAPTER 1: PLAN

Intended Outcomes

- Higher rates of Industry-based Certifications and Attainment Aligned to Rural Community Needs: Student attainment of industry-based certifications is a critical outcome of the P-20 System Model, aligning education with the workforce demands of rural communities. The model emphasizes the importance of offering relevant career preparation programs, facilitating work-based learning experiences, and establishing partnerships with local businesses. Industry-based certification attainment reflects the model's effectiveness in preparing students for highwage, high-demand careers aligned with the specific needs of the local job market. This outcome resonates with the broader goal of graduates possessing skills demanded by the evolving job market.
- Improved Economic Outcomes for Rural Communities: The P-20 System Model is designed to empower graduates with achievements, including college credits, degrees, and industry certifications. It emphasizes equipping students with the knowledge and skills necessary for success in higher education and the job market. The model aims to prepare graduates for a wide range of opportunities and contribute to the community's economic growth and development by focusing on college credit attainment, degree completion, and industry certifications aligned with regional workforce needs. This graduate outcome directly correlates with graduates' ability to contribute meaningfully to society and their local communities, reflecting the broader competencies they acquire through the P-20 Model.



P-20 District Outcomes: Cumby ISD

Vision: Educating Tomorrow's Leaders Today

CHAPTER 1: PLAN

Intended Outcomes

Preparedness for Evolving Careers and Lifelong . Learning: A crucial graduate outcome of the P-20 System Model is equipping students with the adaptability and resilience needed for careers that may not currently exist but are likely to emerge in the future. This outcome focuses on nurturing students' capacity for continuous learning, problem-solving, and critical thinking, enabling them to quickly acquire new skills and knowledge as industries evolve. By instilling a strong foundation of lifelong learning and an aptitude for flexible skill acquisition, the model ensures that graduates are not only ready for existing job opportunities but are also primed to thrive in a rapidly changing job landscape, contributing effectively to their communities and the broader economy.

The Rural P-20 System Model is not an abstract concept; it is concrete, grounded in specific elements of curriculum and instruction, innovative educational models, and district culture support.



P-20 District Outcomes: White Deer ISD

Vision: Honoring our Legacy—Learning Today, Leading Tomorrow

Core Values: Work Ethic, Accountability, High Standards, Integrity, Tradition Respect, Excellence, Team Work

CHAPTER 2

Implement

Chapter 2: Implement

The Texas Education Agency defines five essential levers in all high-performing campuses. <u>Effective Schools Framework</u> (ESF) created exemplars and tools for each lever found on their website.

Implementing the recommended actions in the ESF is a critical step for any school model and will improve outcomes for children. However, to differentiate the student experiences between one school model and another, influential leaders need to think about the design decisions for each lever to ensure coherence to their mission, the school's instructional and cultural vision, and intended outcomes.

As you read this chapter, hold Chapter 1 in your mind. As you read about each lever and the considerations for the Rural P-20 model and suggested actions, continue to ask yourself: How will I implement these essential levers while bringing the Rural P-20 System model to life? How can my choices in this area of design elevate my Rural P-20 System programming?

Finally, in this chapter, you will also see many of the Texas Education Agency's programs available to districts and campuses. As you hone your design, consider what additional supports are available to your school and what programs might allow you to continue to carry forward your vision after the initial launch.



Lever 1 Strong School Leadership and Planning

Lever Summary: Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor campus systems and structures that are aligned to a compelling school mission, vision, values, and goals rooted in student achievement. At the heart of any successful school reform lies robust and inspired leadership. The Effective Schools Framework identifies strong school leadership and planning as its first and arguably most critical lever. This lever encompasses setting a clear and compelling direction, nurturing a healthy school culture, and ensuring effective instructional planning.

Rural P-20 System Model Redesign Considerations

The Rural P-20 System Model offers a unique perspective on utilizing the effective schools framework to address the specific challenges faced by rural education systems. In rural communities, distinctive factors shape the educational landscape, and it is crucial to implement relevant actions within the effective school framework to meet the needs of rural students. By adopting this model, rural schools can create a supportive and effective learning environment, ensuring every student receives a high-quality education that prepares them for college, career, and life success. Let's explore the relevant actions within the effective schools framework that are particularly significant for rural schools and their unique viewpoint.

Lever 1 Strong School Leadership and Planning

Effective school leadership is particularly crucial in the context of rural education. Research shows that the quality and direction of leadership can make a significant difference in educational outcomes and overall school climate. In rural settings, leaders often have closer relationships with staff, students, and the community, which can be leveraged to create clear cultural communications. Regular feedback cycles should be established to ensure stakeholder understanding and to encourage community engagement.

In the Rural P-20 district, district and campus leadership are pivotal in cultivating tri-agency partnerships between the workforce, the district, and the higher education partner. They act as facilitators, forging strong connections between these entities to ensure seamless collaboration. By aligning curriculum and instructional practices with the needs of the workforce and higher education institutions, district and campus leaders foster a cohesive educational pathway that prepares students for high-wage, high-demand careers. Additionally, they champion a shared vision and mission that emphasizes the importance of these partnerships in equipping students with the skills and knowledge necessary for success in a rapidly evolving global economy.

Building a Culture of a Tri-Agency Partnership in a Rural P-20 System

- Align K-8 Curricula with College and Career Readiness Standards: Collaborate with higher education institutions (IHEs), businesses, and K-12 schools to align K-8 curricula with college and career readiness standards. Focus on grade-level, rigorous instruction in K-8 classrooms to prepare students for high school and beyond academic challenges.
- Facilitate Experiential Learning and Mentorship: Create opportunities for K-8 students to explore various career pathways and develop practical skills. Collaborate with businesses to offer field trips, job shadowing, and guest speaking opportunities that expose students to real-world applications of their classroom learning.
- Ensure Access to Resources and Infrastructure: Collaborate to provide K-8 schools with resources supporting effective teaching and learning. Offer access to educational resources, research facilities, and digital platforms through higher education institutions (IHEs) to enhance K-8 instruction.
- **Engage the Broader Community**: To promote community engagement, foster relationships between K-8 schools, businesses, and local organizations. Invite community members to serve as guest speakers, provide mentorship opportunities, or participate in career fairs to showcase the relevance of education to future career prospects.

Lever 1 Strong School Leadership and Planning

Recommended actions:

- Implement school structures that allow for <u>clear</u> <u>communication channels</u> and foster a positive and inclusive learning community, ensuring alignment with the school's instructional and cultural vision. Design school structures that allow for <u>clear communication and feedback</u> culture with established cycles to assess stakeholder understanding.
- Provide comprehensive training programs for rural school administrators and instructional leaders, focusing on developing strong academic and administrative capabilities while understanding the unique aspects of rural life.
- Emphasize community engagement skills among school leaders to build strong relationships with local communities, garner support for educational initiatives, and advocate for resources and funding. Foster supportive and collaborative school environments to attract and retain high-quality teachers in rural areas, exploring innovative solutions like distance learning and college partnerships for enhanced professional development opportunities.
- Empower district leaders, district-level P-20 administrators, and dedicated P-20 Directors to support campus principals, build leadership capacity, and ensure the effective implementation of the P-20 System Model across all campuses. Establish ongoing dialogue and collaborative structures that engage community stakeholders and foster shared responsibility for the model's mission and vision with clearly defined roles and responsibilities.
- Proactively seek resources, funding, and partnerships to help improve students' educational outcomes.

Did You Know?

- Leadership training for rural district leaders can be found in the <u>West Texas A&M Rural</u> Administrator Program.
- The Tri-Agency Strategic Framework for Work-Based Learning Report is a comprehensive document outlining a collaborative approach by TEA, TWC, and THCB to promote and support work-based learning initiatives, fostering connections between education and the workforce to enhance students' career readiness and success.
- <u>T-PESS Evaluation Processes</u> (Texas Principal Evaluation and Support System) is an evaluation process designed to assess the performance of campus principals based on Texas Principal Standards, providing feedback and support for continuous improvement.
- <u>Texas Instructional Leadership</u> is a framework that emphasizes developing practical instructional leadership skills among school leaders, focusing on improving teaching and learning outcomes.
- The <u>Principal Residency Grant</u> is a funding initiative to support aspiring school principals' professional development through hands-on residency experiences, preparing them for successful school leadership roles.

Lever 2 Strategic Staffing

Lever Summary: Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and inducting teachers so all students can access high-quality educators.

Rural P-20 System Model Redesign Considerations

The successful implementation of the Rural P-20 System Model relies heavily on effective and well-supported teachers, especially in the unique context of rural settings. These teachers drive academic success and create a nurturing and stimulating learning environment, particularly crucial in areas with limited resources. Equipping K-8 teachers with the tools and support to implement critical elements such as Project-Based Learning (PBL), student research, and High Cognition Instructional Frameworks lays the foundation for college readiness and career engagement opportunities at the high school level. By integrating these elements effectively, students develop essential skills, foster a sense of inquiry, and gain proficiency in tackling complex challenges confidently. Well-supported teachers are the driving force behind effectively integrating the elements of PBL, student research, and the JFF High Cognition Common Instructional Framework (CIF) into students' educational experience of students in the Rural P-20 System Model.

Lever 2 Strategic Staffing

Through the efforts of K-8 teachers, students are prepared for college-level work and empowered to explore various career pathways. Integrating the P-20 elements in the classroom sparks students' interest in real-world applications and bridges academic concepts with practical career opportunities. Encouraging teachers to pursue advanced degrees enhances their ability to embed college-level education within the high school experience, further supporting student success in the Rural P-20 System Model.

Recommended actions:

- Creating a **clear and comprehensive profile** of the <u>Ideal P-20 School Teacher</u> is essential in aligning recruitment, selection, and professional development efforts with the specific needs and goals of the P-20 System Model. This profile should encompass academic qualifications and critical attributes such as cultural competency, adaptability to rural settings, and a commitment to lifelong learning.
- Implement teacher induction and mentor programs that support new educators in developing the required skills to deliver effective instructions and student support. A comprehensive induction system with mentorship programs provides new teachers essential guidance and professional support, enabling them to thrive and contribute effectively to the P-20 System Model's success.

Did You Know?

- The <u>Texas Teacher Evaluation and Support System</u> (T-TESS) is an evaluation framework designed to assess and improve teachers' effectiveness in delivering highquality instruction and supporting student growth.
- The <u>Grow Your Own Grant</u> program aims to address teacher shortages by providing financial support and resources to develop a pipeline of future educators within the local community.
- The <u>Teacher Incentive Allotment</u> program is a statefunded initiative that offers financial incentives and recognition to highly effective teachers based on their impact on student growth and achievement.
- The <u>Texas Strategic Staffing</u> initiative seeks to enhance student outcomes in high-need schools by recruiting, developing, and retaining highly effective teachers and school leaders.

Lever 3 **Positive School Culture**

Lever Summary: Campus systems support positive school culture through explicit behavioral expectations, schoolwide culture routines, proactive and responsive student support services, and involved families and communities.

Rural P-20 System Model Redesign Considerations

The third lever of the Effective Schools Framework and the Rural P-20 System Model focuses on cultivating a positive school culture, emphasizing the importance of high expectations, equity, and inclusivity in rural education. A positive and inclusive culture significantly contributes to students' educational success, fostering a sense of belonging, mutual respect, and a shared commitment to academic achievement. The culture of high expectations is critical in setting the foundation for student success, promoting increased achievement, college and career readiness, and a positive school climate. It also challenges stereotypes and biases, ensuring that every student has the opportunity to reach their full potential.

CHAPTER 2: IMPLEMENT

Lever 3 **Positive School Culture**

Recommended Actions:

- Encourage students to **set ambitious goals and provide the necessary support and resources** to help them work towards achieving academic excellence. Emphasize a growth mindset that values effort, perseverance, and personal best.
- Instill in students the belief that they can achieve at high levels, preparing them for future success in higher education and the workforce. Develop their skills, knowledge, and self-confidence through rigorous instruction and engaging learning experiences.
- Foster a **supportive and nurturing school environment** where students feel valued, supported, and challenged to grow. Encourage educators, administrators, and the entire school community

to rally around students, providing guidance and resources to help them meet and exceed expectations.

 Surveys are crucial in measuring stakeholder opinions and understanding of the P-20 model within the school community. By conducting surveys regularly, schools can gather valuable feedback from students, parents, teachers, and community members, enabling them to assess the model's implementation's effectiveness and identify improvement areas. This continuous feedback loop ensures that the P-20 model remains responsive to the needs and expectations of all stakeholders, fostering a positive school culture and supporting student success.

Did You Know?

- TEA offers many resources and training opportunities for schools to design an effective Multi-Tiered System of Support (MTSS) through their TIER (Tiered Interventions Using Evidence-Based Research) program. <u>Trainings are available through your ESC</u>, or you can access <u>online trainings</u> or <u>targeted</u> <u>resources</u> at your own pace.
- The <u>Tri-Agency Strategic Framework for Work-Based</u> <u>Learning Report</u> is a comprehensive document outlining a collaborative approach by TEA, TWC, and THCB to promote and support work-based learning initiatives, fostering connections between education and the workforce to enhance students' career readiness and success.

CHAPTER 2: IMPLEMENT

Lever 3 Positive School Culture

- P-20 Districts often use schoolwide or systemwide programs to build connections between students and teachers while creating a culture of high expectations for all. For example, Lytle Collegiate ISD utilizes Capturing <u>Kids Hearts</u> to build strong relationships throughout the district between adults and students while Colorado ISD supports leadership development through the <u>Leader</u> in <u>Me</u> program. Floydada Collegiate ISD's <u>AB Duncan</u> <u>Elementary developed a campus wide PBIS program</u> with clear guidelines for students and positive interventions to reinforce high expectations.
- Promote a belief in the potential of every student and recognize their unique strengths and abilities. Overcome barriers and create opportunities for all students, breaking down stereotypes and biases that can hinder success. Create a culture of high expectations for all students to achieve success and provide tools, resources, and habits that support and enforce high expectations for achievement including:
 - Utilizing AVID (Advancement Via Individual 0 Determination) and WICOR (Writing, Inquiry, **Collaboration, Organization, and Reading) strategies** provides valuable tools for teachers to foster growth in all students. AVID's WICOR methodologies focus on equipping all students with critical academic skills and encouraging active participation, collaboration, and inquiry-based learning, which, when integrated into classroom instruction, can empower students to reach their full potential and succeed in college and career readiness within the P-20 System Network. With intensive AVID implementation for the middle school years and schoolwide AVID in high school, students are supported with best practices to engage in rigorous, student-centered learning. Schoolwide AVID in Hamlin Collegiate ISD is a critical component supporting the success of all students in the district.

Lever 4 High-Quality Instructional Materials and Assessment

Lever Summary: All students engage daily with TEKS-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

Rural P-20 System Model Redesign Considerations

The fourth lever of the Effective Schools Framework, a fundamental component of the Rural P-20 System Model, focuses on implementing a high-quality, relevant curriculum. This lever recognizes the crucial role of a well-structured and responsive curriculum in driving student achievement, especially in rural schools that encounter unique challenges and opportunities in the educational landscape. The curriculum must be thoughtfully designed to align with students' specific needs and aspirations of students and the community it serves. This design entails developing crosswalks at the secondary level that align with college degree plans, ensuring the curriculum is rigorous but also directly connected to postsecondary pathways. Moreover, integrating high-quality career education resources is paramount to equip students with the knowledge and skills they need to thrive in their chosen careers. Students' engagement, motivation, and outcomes can significantly improve by contextualizing the curriculum and incorporating personalized learning experiences and problem-based education.

Lever 4 High-Quality Instructional Materials

The integration of high-quality instructional materials (HQIM) is central to the success of the P-20 System Model. However, implementation should go beyond meeting standards and consider the students' and community's realities. The curriculum must be tailored to incorporate personalized learning experiences and problem-based education that leverage local resources, culture, history, and environment, making the learning meaningful and relevant to the students. A high-quality curriculum aligned with the grade-level standards enables students to close the achievement gap, build foundational skills, and prepare for college and career success. Moreover, equipping historically marginalized students with rigorous instruction and HQIM empowers them to excel in dual credit and postsecondary pathways, fostering academic excellence for all.

Teaching grade-level, rigorous instruction and utilizing highquality instructional materials under the effective schools' framework is vital in preparing students for future dual credit and postsecondary pathways. <u>The Opportunity Myth report</u> <u>by TNTP</u> sheds light on the importance of this approach. Additionally, by identifying career education resources, the P-20 System Model ensures students are exposed to age-appropriate research and a high-quality career-oriented curriculum. These resources foster career awareness, connect academic learning to real-world applications, and equip students with the skills to thrive in their chosen careers.

Assessment:

- A comprehensive formative assessment system focused on academic growth for all students, including embedded formative assessments within the HQIM, enables continuous monitoring of student progress and identifying learning gaps, allowing tailored instruction.
 - Incorporating the formative assessment provides valuable data on students' growth and academic progress, offering insights into their strengths and areas for improvement and facilitating data-driven decisions for optimal instructional practices.
 - » Formative assessment focuses on student growth ensuring the instructional environment is designed to support all students. For example, using NWEA MAP Student Growth Summary Reports and the Class Breakdown Report by Instructional Area, the 2023 data showed AB Duncan Elementary with 78% growth among all students through all testing areas while Sunray Elementary showed 76% of students showing growth across all grade levels and tested areas.

CHAPTER 2: IMPLEMENT

Lever 4 High-Quality Instructional Materials

- » Regularly collecting and analyzing benchmark and formative data allows educators to monitor student progress and identify areas for improvement. Regular formative assessments help teachers make timely interventions and provide targeted support, ensuring the success of every student in the Rural P-20 System Model. This data-driven approach informs instructional decisions, allowing teachers to tailor their teaching to meet the unique needs of their students and ensure academic growth for all students.
- Training in High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) equips teachers with evidence-based practices to enhance their instructional effectiveness.

Scheduling:

- Allocate dedicated school time for research and projectbased learning (PBL) instruction aligned to the HQIM scope to enhance authentic, hands-on learning experiences for students.
- Implement a <u>well-structured schedule</u> that allows for the effective delivery of HQIM lessons, creating a conducive learning environment to foster student engagement and achievement incorporating dedicated instructional time for integration of PBL and research opportunities.
- Integrate career-oriented instruction into the schedule and establish collaborations and partnerships with career education organizations, industry professionals, and local businesses to offer students valuable real-world experiences and explore various career pathways.

Lever 4 High-Quality Instructional Materials

Recommended Actions:

- Adopt <u>High-Quality Instructional Materials</u> addresses grade-level needs for all students.
- Grade-level, rigorous instruction helps build the foundational skills students need for future success. When students are exposed to challenging content and taught at their grade level, they acquire the necessary academic knowledge, critical thinking abilities, and problem-solving skills for postsecondary education and career readiness.
- Dual credit and postsecondary pathways require students to be well-prepared for higher education's academic rigor and demands. Rigorous instruction ensures that students are adequately prepared to navigate college-level coursework, meet the expectations of postsecondary institutions, and successfully transition into their chosen career paths.
- The integration of high-quality career education resources is also vital to the success of the P-20 System Model.
 - <u>Age-Appropriate Research</u>: Incorporate age-appropriate research opportunities using career education resources. These resources provide students with the tools and guidance to explore different career pathways, understand the relevance of academic subjects, and develop critical research skills. By engaging in <u>research activities aligned with their age and developmental level</u>, students gain a deeper understanding of the world of work and develop essential skills for their future careers.

- In the P-20 model, the incorporation of PBL (Project-» Based Learning) instruction and age-appropriate research aligns well with the HQIM (High-Quality Instructional Materials) implementation that emphasizes explicit instruction time. The schedules generated demonstrate how PBL and age-appropriate research can be integrated within dedicated class periods, providing structured opportunities for students to engage in hands-on projects and research activities. These activities are designed to enhance critical thinking, problem-solving, and research skills while maintaining a balance with other subject areas. The inclusion of ageappropriate research complements HQIM by fostering a holistic learning experience that encourages practical application of knowledge and prepares students for future career pathways.
- High-Quality Career-Oriented Instruction: Utilize highquality career education resources that align with industry standards and promote experiential learning. These resources offer comprehensive curriculum materials that connect academic concepts to real-world career applications. By integrating a career-oriented curriculum into the P-20 System Model, educators can ensure that students gain the knowledge, skills, and career awareness necessary for success in their future endeavors.

CHAPTER 2: IMPLEMENT

Lever 4 High-Quality Instructional Materials

- Collaboration and Partnerships: Foster collaborations and partnerships with career education organizations, industry professionals, and local businesses. These critical collaborations provide valuable opportunities for students to engage with professionals in various fields, participate in job shadowing, and attend field trips and mentoring programs for high-quality authentic learning. By forging these connections, students gain firsthand exposure to different career options, enabling them to make informed decisions about their educational and career pathways.
- <u>Crosswalked degree plans</u> that include ageappropriate understanding and exploration options in elementary and middle grades.

Did You Know?

- **Amplify for RLA** is an educational program focusing on Reading and Language Arts (RLA) to enhance students' language and literacy skills through engaging and research-based curriculum and resources.
- **Eureka** is a math curriculum emphasizing conceptual understanding, problem-solving, and critical thinking skills, helping students build a strong foundation in mathematics.
- **<u>TEA CTE Programs of Study</u>** support customizable CTE coherent sequence planning processes including alignment to degrees, careers, and industry certifications.
- HQIM Frameworks (High-Quality Instructional Materials) Frameworks provide educators with comprehensive and effective resources to deliver rigorous standards-aligned instruction, supporting student learning and achievement.

HQIM Office Hours: The TEA Strong Foundations team created this short video series to provide overviews of essential curriculum decisions:

- <u>Elementary Literacy Program (Grades K-2)</u>
- Lectoescritura en Español (Grades K-5)
- <u>Elementary Literacy Program (Grades 3-5)</u>
- <u>K–5 Math</u>
- Professional Development

Lever 5 Effective Instruction

Lever Summary: Campus leaders provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

Rural P-20 System Model Redesign Considerations

The Rural P-20 System Model emphasizes the provision of effective instruction as the fifth lever of the Effective Schools Framework. To facilitate effective instruction in rural classrooms, educators can adopt various strategies. The JFF High Cognition Common Instructional Framework provides a strong foundation for fostering deeper critical thinking among students. Experiential and blended learning strategies offer dynamic and engaging content delivery, aligning well with the unique circumstances of rural settings.

Supporting teachers through tailored professional development programs is essential to ensure effective instruction. Strategies like technology-based learning opportunities and partnerships with higher education institutions can expand access to training and resources. Professional development serves as a cornerstone of the Rural P-20 System Model, advocating for robust and ongoing opportunities that cater to the specific needs of educators in rural contexts.

CHAPTER 2: IMPLEMENT

Lever 5 Effective Instruction

Key areas of focus to support teachers include:

- Implementing student-driven research.
- Employing high-cognition common instructional frameworks.
- Utilizing data-driven instructional strategies.
- Leveraging innovative pedagogical approaches like problem-based learning.

A student-centered approach acknowledges that students actively participate in their learning journey and tailors education to their unique needs, interests, passions, and talents. Intrinsic motivation, deep engagement, and lifelong learning are fostered by putting students at the center of learning.

The student journey is a very intentional and defined path in a P-20 System that truly aligns all grade levels within the rural district and feeder pattern into a systemic roadmap for student learning. This roadmap is designed to increase student ownership and agency in their learning to prepare them for the rigors of dual enrollment at the high school level. A high-cognition framework emphasizes critical thinking and problem-solving skills, preparing students for the complexities of the 21st-century workforce. A common instructional framework unifies these principles, providing teachers with clear expectations and strategies while ensuring consistency and equity in the learning experience for all students. Addressing the digital divide through community-wide broadband initiatives, grant programs, and collaborations with tech companies to improve technology access in rural communities is vital to enhance educational progress.

The <u>Collegiate Edu-Nation P-20 Network</u> offers case studies, best practices, technical assistance, and access to communities of practice from other rural communities implementing the P-20 System Model.
Lever 5 Effective Instruction



Lever 5 Effective Instruction

Recommended actions:

- Implement Experiential Learning at the elementary level:
 - Experiential learning at the Pre-K-5th grade level involves providing students with hands-on, real-world experiences that deepen their understanding of academic concepts. Through field trips, interactive projects, and practical activities, students engage actively in their learning, making connections between the classroom and the world around them. Early exposure to hands-on, real-world experiences fosters curiosity, critical thinking, and a strong connection between concepts and practical application. These formative experiences cultivate a love for learning, shape cognitive development, and equip young learners with essential skills that seamlessly transition into higher education and their future careers.
 - In the P-20 Model, Project/Problem-Based Learning and experiential learning harmonize with HQIM, occurring within scheduled class periods. These activities strategically complement core subjects, prompting students to apply theoretical concepts practically. For example, the provided schedule dedicates specific class periods to PBL and experiential learning, enabling immersive, HQIM-aligned projects A partnership with <u>4-H AgriLife Extension</u> provides resources for teachers to implement research in the classroom.

- Implement Blended Learning at the middle school level:
 - Blended learning at the middle school level combines traditional classroom instruction with digital technology and online resources. Students interact face-to-face with teachers and peers and utilize digital platforms to access supplementary materials, interactive exercises, and virtual discussions.
 - This approach offers flexibility, allowing students to learn at their own pace and access resources tailored to their learning needs. Blended learning also cultivates essential digital literacy skills, preparing students for success in a technology-driven world while maintaining the benefits of in-person instruction and social interactions.
 - Blended learning increases student ownership and agency by giving students greater control over their learning pace and style, fostering self-directed learning skills. This empowerment enables students to confidently develop the autonomy and responsibility to engage in dual credit opportunities by 9th grade.

Lever 5 Effective Instruction

- Adopt the JFF High Cognition Common Instructional Framework to foster deep, critical thinking skills among students. Emphasize challenging tasks and problem-solving activities that promote analysis, evaluation, and creativity.
 - Implementing the JFF High Cognition Common Instructional Framework offers a research-based approach to cultivate higher-order thinking skills in students, promoting deeper understanding and analysis of complex topics. This framework provides educators with the tools to deliver engaging, rigorous, and intellectually challenging instruction, aligning with the goals of the P-20 System Model.
- Provide teachers with a clear structure and strategies to apply the framework effectively in their classrooms. Establish a shared understanding of effective learning practices to prepare students for the 21st-century workforce, equipping them with the skills needed for success in complex problem-solving scenarios.
- Establish and nurture Professional Learning Communities (PLCs) within the school to foster collaborative groups of educators. These PLCs should regularly convene for ongoing discussions, data analysis, and professional development opportunities to enhance instructional practices and drive positive student outcomes.
 - By sharing best practices, collaborating on curriculum development, and collectively analyzing student data, educators in PLCs continuously enhance their instructional approaches and support each other's professional growth. This collaborative culture fosters a commitment to continuous improvement and student success.

- Formative assessment is a critical component of the P-20 System Model, ensuring students' progress and understanding align with grade-level readiness and the Texas Essential Knowledge and Skills (TEKS) standards. By implementing Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) assessments, educators can accurately measure student growth and provide targeted interventions and support where needed. This data-driven approach empowers educators to tailor their instruction to address individual student needs, promoting continuous improvement and ensuring that students are on track to meet academic standards. Additionally, regularly administering benchmark and formative assessments to guide instructional planning and support students' academic success is essential. Using benchmark assessments allows educators to assess student performance against gradelevel standards, identify learning gaps, and inform targeted instructional adjustments.
- PBL rubrics support a clear understanding of academic expectations connecting real-world relevance to grade-level academics. PBLWorks provides access to project-based resources to support implementation of this instructional strategy. P-20 Districts offer opportunities for students to share their PBL experiences in a variety of formats. Lytle Collegiate shares student work annually in a communitywide student showcase.

Lever 5 Effective Instruction

Implementing the Rural P-20 System Model in harmony with the Effective Schools Framework is a comprehensive and multifaceted endeavor that requires strategic planning, effective leadership, dedicated teachers, and a high-quality curriculum.

Developing a comprehensive written plan is beneficial for stakeholders to engage with the planning process and better understand the implementation process. An exemplary school design plan will communicate the redesign plans, provide links to artifacts and tools for implementation, and systematically align the initiatives of the redesign work.

Best Practice

Overcoming rural schools' and districts' unique challenges necessitates innovative solutions, collaborations, and consistent review and improvement. As we progress through this journey, we must remember that every step brings us closer to an equitable, inclusive, and high-quality education for every student, setting them on a path to lifelong success. Reflection, adaptation, and resilience are the keynotes of this journey, leading to a future where every rural student has the opportunities they need to thrive.

Connecting these elements to the process of planning mission and instructional vision and campus culture, the model ensures that all educational components work in harmony, guiding students towards a successful and impactful future. It may be helpful to see the Rural P-20 Model Elements in a coherent list as well as in practice as in the Venus ISD Rural Redesign Plan.

- A common instructional framework that fosters a student-centered, high-cognition learning environment.⁷
- A collaborative and reflective process for districts to monitor systemic improvement from an instructional standpoint. Model districts use Harvard Instructional Rounds.
 - The Harvard Instructional Rounds model is a collaborative and reflective process used by Rural P-20 System Model districts to monitor systemic improvement from an instructional standpoint. During instructional rounds, teams of educators visit classrooms to observe and analyze teaching practices, student engagement, and learning outcomes. Through Early Childhood Experiential Learning structured debriefing sessions, educators engage in rich discussions, identify patterns of effective instruction, and generate actionable insights to inform continuous improvement efforts across the P-20 System Model.⁸
 - **Experiential-focused early childhood learning** to nurture creativity, critical thinking, collaboration, and communication skills from an early age. This approach takes advantage of a young child's natural curiosity and desire to learn by doing.

7. Moon, J.-M., Camburn, E. M., & Sebastian, J. (2022, 01/01/). Streamlining your school: Understanding the relationship between instructional program coherence and school performance. *School Effectiveness and School Improvement*, 33(2), 260-279. https://doi.org/10.1080/09243453.2021.2011750

8. City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. Instructional rounds in education (Vol. 30).

Lever 5 Effective Instruction

- **Benchmark and Formative Assessment** methods concentrate on student growth over time, highlighting incremental progress and mastery of skills.
- Innovative and future-focused educational components tailored to meet rural communities' distinct challenges and aspirations. AVID and P-TECH are central to the Rural P-20 System Model, as are STEM instructional practices and student research projects.
 - Work-Based Learning creates authentic learning via apprenticeships and internships providing students and age-appropriate experiences aligned to the Tri-Agency Workbased Learning Continuum.
 - STEM Strategies integrate within the core curricula and programs of study, these strategies foster authentic learning through inquiry processes and equip students for future college and career success.
 - Intentional College and Career Programming promotes college-going skills and mindsets for secondary students, which provides tools, resources, and habits to support all students in obtaining college degrees and certifications regardless of their backgrounds, economic status, or previous education experiences.

- P-TECH (Pathways in Technology Early College **High School)**⁹ creates programs that lead to associate and bachelor's degrees, preparing rural students for high-demand, high-wage, regionally relevant careers. The P-20 System Model is crucial in supporting rural communities to grow their labor force for high-wage, high-demand jobs. The model prepares students for the specific needs and opportunities within their rural communities and regions by aligning the education system from pre-kindergarten through postsecondary education and career readiness. Using a comprehensive approach, students have the necessary skills and knowledge to thrive in local industries, including teaching, trades, and other high-demand sectors. By fostering a pipeline of skilled workers within their communities, rural areas can experience economic growth, increased employment opportunities, and a stronger sense of self-sufficiency.
 - » Districts design their P-TECH school to serve all students and align programs to meet the benchmarks of the P-TECH Blueprint.

9. Litow, S. S., & Kelley, T. (2021). Breaking barriers: How p-tech schools create a pathway from high school to college to career. Teachers College Press. https://books.google.com/books?id=ImY0EAAAQBAJ

Lever 5 Effective Instruction

- The P-20 System Model expects that all students can succeed academically and reach their full potential. AVID plays a crucial role in supporting this expectation by equipping students with the necessary academic¹⁰, organizational, and social skills to thrive in college and career, promoting a college-going culture among students, and fostering selfdirected learning¹¹ and critical thinking.
 - **AVID's WICOR** (aligns well with the Jobs for the Future (JFF) Framework with strong training support)
- Project and Problem-based Learning, which pivots away from standardized testing towards developing future-ready skills through inquiry-based learning, including Student-Directed, Age-Appropriate Research: From grades 3-12, student-designed research sparks curiosity and cultivates a lifelong love of learning. Resources supporting districts in this work include PBLWorks, Design Thinking processes, and the 4-H AgriLife Extension curriculum.

P-20 Model Operational Considerations

Successfully implementing a comprehensive P-20 Model requires careful attention to various operational considerations. Apart from the discussed instructional materials, staffing, professional development, and scheduling, the following factors are vital for effective planning:

Campus Infrastructure: Collaborative and inquiry-based learning benefits from ample, flexible space arrangements. Classrooms should be designed to facilitate individual and group work, allowing students to engage with technology, creative supplies, and other resources. Consideration should be given to allocating space for specialized courses like Makerspaces and Robotics, which require access to specific equipment and materials.

Noise Management: Since inquiry-based learning is often interactive and collaborative, classrooms should be organized to minimize disruptions caused by noise between rooms. Creating an environment that supports active learning while maintaining a conducive atmosphere for focused work is crucial.

10. Wooldridge, H. R. C. (2017, 01/01/). The impact of advancement via individual determination (avid) on the achievement of eighth-grade students. *Middle Grades Research Journal*, 11(2), 7-20. http://ezproxy.library.tamu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=E-J1178375&site=ehost-live, http://www.infoagepub.com/mgrj-issue.html?i=p5aa3fc032d9fa

11. Pugh, P. M., & Tschannen-Moran, M. (2016, 09/01/). Influence of a school district's advancement via individual determination (avid) program on self-efficacy and other indicators of student achievement. *NASSP Bulletin*, 100(3), 141-158. http://ezproxy.library.tamu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1123974&site=ehost-live, http://journals.sagepub.com/doi/full/10.1177/0192636516679261

Lever 5 Effective Instruction

Time Commitment: Fully developed extra-curricular activities and expanded learning opportunities require teachers, leaders, and support staff dedication. Adequate planning and budgeting for compensating these efforts are essential to ensure the sustainability and success of these initiatives.

Budget Considerations: Allocating resources, including funding, talent, and facilities, is a significant aspect of planning for the P-20 Model. Leaders must carefully assess budget needs to support instructional excellence, comprehensive curricular offerings, and the integration of innovative programs.

By addressing these operational considerations, school districts can lay a solid foundation for successfully implementing the Rural P-20 System Model, providing students with a transformative and holistic educational experience from Pre-K through postsecondary education and career readiness.

Did You Know?

- TEA provides resources to incorporate <u>RLA Research-Based Instructional Strategies</u> and evidence-based teaching practices in Reading, Language Arts, and Writing to foster students' literacy skills and comprehension abilities.
- <u>Math Research-Based Instructional Strategies</u> integrate research-based instructional approaches in Mathematics, enabling educators to effectively teach students mathematical concepts, problem-solving skills, and critical thinking abilities.
- Review HQIM products to see which curriculum best matches your priorities, or you may create your own.
- TEA has created <u>several supports</u> that can be used as you implement Professional Learning Communities on your campus. TEA's Strong Foundations team supports Instructional Coaches and Teachers in designing and implementing the internalization process of both units and lessons of HQIM. These are excellent supports to consider in designing and implementing your PLCs.

CHAPTER 3

Evaluate

Chapter 3: Evaluate

Like effective curriculum design, successful schools are designed when leaders begin with the end in mind and take scaffolded steps to get there. This chapter centers on two essential tools, a timeline and a fidelity of implementation rubric, that will allow you to evaluate what you should do, when, and if you are on track for success. This chapter contains general school design steps, model-specific considerations and look-fors, guiding each phase of the process.

Suppose you are reading this playbook for inspiration. In that case, you should review these two tools to evaluate your district's capacity to commit to this timeline and whether these success metrics align with your goals. If you are reading this playbook as a how-to guide, this chapter will serve as both your map and North Star, allowing you to plan backward to deliver on a school that brings to life your mission and achieves your intended academic and graduate outcomes. In addition to using this timeline and these look-fors to monitor your progress, they will likely support your change management process. In their book, Switch, authors Chip and Dan Heath describe how great change management efforts take into account the clarity all stakeholders have on the initiative, the emotional resistance they might feel towards that change, and how leaders can set up a learning and working environment and conditions that help people to change. When considering implementing a new school model, you must win the hearts and minds of staff, students, families, and community partners. Use these tools to create clarity into what you are doing, harness positive momentum and emotions, and make it easier for people to collaborate with you in your efforts. As you read this chapter and review these tools, you can also use the Switch framework based on the research in Switch to help guide your planning.

Planning Timeline

As you determine your path forward, understanding what phases of work are necessary when launching a school model and when they must happen is critical. By following <u>this suggested timeline</u>, your team can ensure that your new school model meets the community's needs and that each step you take builds on the previous. During the planning phase, <u>reflection questions</u> may be used to guide district decisionmaking in the development of the P-20 Model.

In the change management process, a timeline allows you to "shrink the change" by laying out small, easily achievable steps that build momentum. Most importantly, it directs your team to their destination throughout the journey. You will want to create a detailed plan, including roles and responsibilities, aligning with this timeline so that you can ensure a clear path with motivated team members.

Fidelity of Implementation Success Criteria

As you work through the suggested timeline, you also want to set up a plan that monitors your progress toward a successful and sustainable school launch. <u>This document</u> outlines specific schoolwide look-fors for the P-20 System Model elements summarized in Chapter 1 and each Effective Schools Framework Lever. Evaluation tools for implementing critical success factors for the P-20 System Model are found in <u>Collegiate Edu-Nation</u> <u>Evaluation Rubrics</u>.

Like the timeline, internalizing these look-fors will allow you at each stage of the school design and launch to create a manageable process that people are excited about because they know where they are going. Additionally, these look-fors to celebrate successes early on while pushing forward to even greater success.

Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of				
Planning	Identify P-20 planning needs,develop a project plan, and establish a stakeholder communication plan to ensure effective engagement and communication. Conduct a comprehensive change management diagnostic, analyze community profiles, build a compelling case for change, and define student outcome goals aligned with the P-20model.	Plan and design systems for AVID, Experiential Learning/ PBL, Blended Learning, NWEA MAP training, Common Instructional Framework, Classroom Management, Professional Development, Learning Acceleration, Summer Programs, and Student Data Tracking. Align goals to district and campus plans, evaluate communication channels, and implement progress measure plans for staff and students while strengthening communication lines.	Continue implementing progress measure plans for staff and students, monitor tracking systems, and make necessary adjustments. Strengthen communication lines with stakeholders to ensure ongoing collaboration and support in achieving desired outcomes.	Sustain progress measure plans, continuously monitor tracking systems, and make adjustments for continuous improvement. Further, strengthen stakeholders communication lines, celebrate successes, and ensure transparency in the P-20 model's implementation.

	×			
Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of	these steps, first review	v guidance in Playbook,	<u>Chapter 2</u> .	
Planning	Identify P-20 planning needs,develop a project plan, and establish a stakeholder communication plan to ensure effective engagement and communication. Conduct a comprehensive change management diagnostic, analyze community profiles, build a compelling case for change, and define student outcome goals aligned with the P-20model.	Plan and design systems for AVID, Experiential Learning/ PBL, Blended Learning, NWEA MAP training, Common Instructional Framework, Classroom Management, Professional Development, Learning Acceleration, Summer Programs, and Student Data Tracking. Align goals to district and campus plans, evaluate communication channels, and implement progress measure plans for staff and students while strengthening communication lines.	Continue implementing progress measure plans for staff and students, monitor tracking systems, and make necessary adjustments. Strengthen communication lines with stakeholders to ensure ongoing collaboration and support in achieving desired outcomes.	Sustain progress measure plans, continuously monitor tracking systems, and make adjustments for continuous improvement. Further, strengthen stakeholders communication lines, celebrate successes, and ensure transparency in the P-20 model's implementation.
Strong School Leadership	Provide board training to ensure effective governance and support for the P-20 model. Engage in district budget planning to allocate resources strategically. Develop plans for school and project leadership to promote effective decision- making and implementation. Establish leadership tools such as observations, walk- throughs, data analysis tools, PLC agendas, and leadership team meetings.	Implement board training to enhance governance and support for the P-20model. Implement board training to enhance governance and support for the P-20 model. To facilitate effective leadership practices, utilize observations, walk-throughs, data analysis tools, PLC agendas, and leadership team meetings.	Continue board training to maintain strong governance and support for the P-20 model. Sustain the use of leadership tools to promote effective leadership practices and decision-making. Evaluate and adjust leadership strategies based on feedback and outcomes.	Further enhance board training to ensure ongoing governance and support for the P-20 model. Continuously utilize and refine leadership tools to foster a culture of effective leadership and decision-making. Regularly evaluate and adapt leadership strategies to meet evolving needs and challenges.

Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of	these steps, first review	guidance in Playbook, g	<u>Chapter 2</u> .	
Quality Staffing	Develop staffing plans aligned to the P-20 model, ensuring that staffing decisions support the desired outcomes. Focus on recruiting high- quality teachers and plan for mentoring programs to support their professional growth. Establish a PLC(Professional Learning Community) schedule to facilitate collaboration and professional development. Implement a teacher observation and feedback cycle to support continuous improvement.	Review student outcomes aligned to the P-20 model and identify any gaps or areas of improvement. Use the findings to inform staffing decisions and make necessary adjustments. Continue to prioritize recruitment efforts for high- quality teachers. Implement the planned mentoring programs and establish a structured PLC schedule for collaborative learning and support. Conduct regular teacher observations and provide constructive feedback to enhance instructional practices. Identify a P-20 Coordinator within the district.	Continuously review student outcomes aligned to the P-20 model and monitor progress. Identify and address any gaps or areas that require improvement. Refine staffing plans based on student needs and instructional goals. Sustain efforts to recruit and retain high-quality teachers. Deepen the implementation of mentoring programs and strengthen the PLC schedule to promote professional growth and collaboration. Conduct ongoing teacher observations and provide meaningful feedback for instructional enhancement.	Maintain a continuous review of student outcomes aligned to the P-20model to ensure ongoing improvement. Adjust staffing plans and strategies based on identified needs and priorities. Sustain recruitment efforts for high- quality teachers to support the achievement of desired outcomes. Further develop and expand mentoring programs to support professional growth. Maintain a robust PLC schedule for collaborative learning and instructional improvement. Continuously provide teacher observation and feedback to enhance instructional practices and student success.

Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of	these steps, first review	v guidance in Playbook, g	<u>Chapter 2</u> .	
Positive School Culture	Conduct baseline culture surveys to assess the existing school culture. Develop positive cultural supports,such as Positive Behavioral Intervention and Supports (PBIS) and Social-Emotional Learning (SEL) programs. Focus on the development of a culture of high expectations. Provide culture training that emphasizes the "why" behind positive school culture.	Implement strategies and initiatives to enhance family engagement,ensuring the mission and vision of the school are communicated to all stakeholders. Strengthen student support services to meet the diverse needs of students. Foster family and community involvement in school activities. Establish effective classroom procedures that support a positive learning environment. Align and deepen understanding of the P-20 model while supporting a culture of high expectations for students and staff. Provide training and resource support for college and career program development.	Actively implement family engagement practices and initiatives. Ensure the mission and vision of the school are present and evident in the daily operations. Continuously improve student support services to provide comprehensive support. Enhance family and community involvement through collaborative partnerships. Maintain effective classroom procedures to sustain a positive learning environment with high expectations for all students. Implement college and career support programs ensuring all students are provided with tools and resources for academic success.	Maintain regular communication with stakeholders to ensure transparency in implementing the P-20 model. Celebrate district and campus successes related to positive school culture. Continue to refine and improve family engagement, mission and vision alignment, student support services, family and community involvement, and effective classroom procedures to create a sustainable positive school culture centered on GRIT and high expectations for all students. Sustain the college and career support program ensuring all students are provided with tools and resources for academic success.
HQIM & Assessments	Conduct an HQIM audit and pilot to assess the effectiveness of instructional materials and assessments. Identify formative assessment data plans with a BOY,MOY, and EOY assessment tool.	Implement HQIM with monitoring procedures and internalization processes to ensure consistent use of high-quality instructional materials and formative assessments. Implement plans and training for the benchmark assessment system.	Continue implementing HQIM with monitoring procedures and internalization processes to promote instructional improvement and alignment. Implement a benchmark formative assessment system and support teachers and staff using reports to guide instruction.	Sustain the implementation of HQIM with ongoing monitoring procedures and internalization processes for continuous improvement and alignment. Sustain the formative assessment systems with a focus on growth for all students.

Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of				
Effective Instruction	Conduct baseline instructional observations to assess current practices and identify areas for improvement. Develop plans for mentoring programs to support teachers' professional growth. Establish a PLC (Professional Learning Community) schedule to facilitate collaboration and shared learning. Plan a teacher observation and feedback cycle to provide ongoing support and promote instructional improvement. Identify instructional models for grade bands, initiate support planning, and align tool sunder Research-Based Instructional Strategies (RBIS) categories.	Implement mentoring programs to provide support and guidance for teachers. Establish and follow the planned PLC schedule to promote collaborative learning and professional development. Begin the teacher observation and feedback cycle to provide constructive feedback for instructional enhancement Identify common instructional framework expectations and support professional development for teachers and staffdesign professional development for instructional models for grade bands in alignment with RBIS and HQIM resources.	Continue with mentoring programs to support teachers' professional growth and development. Maintain the PLC schedule for ongoing collaboration and shared learning among educators. Sustain the teacher observation and feedback cycle to provide continuous support and improvement opportunities. Incorporate instructional rounds into the campuses to focus on continuous improvement of student- centered instruction aligned to the common instructional framework. Implement elements of instructional models during the school year (consider piloting with lead teachers or identifying common expectations for instructional models). Continue support of RBIS within the use of HQIM.	Further, enhance and refine the mentoring programs to ensure continuous teachers' professional growth and development. Strengthenthe PLC schedule to foster collaboration and innovation in instructional practices. Maintain the teacher observation and feedback cycle as a regular practice for ongoing support and improvement in instruction. Continue instructional rounds at the campuses to focus on continuous improvement of student-centered instruction aligned to the common instructional framework Continue to refine and support instructional models at each grade band. Continue support of RBIS within the use of HQIM.

Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of	these steps, first review	v guidance in Playbook, g	<u>Chapter 2</u> .	
Operations within the P-20 Model	Review and assess campus policies and procedures to identify areas for improvement and alignment with the P-20 model.	Make necessary adjustments to campus policies and procedures based on the review, establish instructional model plans aligned with the P-20 model, and develop sustainability plans.	Continuously review and adjust policies and procedures to ensure alignment with the P-20 model. Establish advisory roles within the community, launch advisory committees, and form partnerships with higher education institutions.	Deepen the advisory roles within the community, continue to launch advisory committees, and strengthen and expand partnerships with higher education institutions to support ongoing improvement and alignment with the P-20 model.
Student- Directed Age- Appropriate Research	Identify local resources and tools to support age-appropriate research within the school community.	Establish expectations for age- appropriate research within each grade level and allocate resources for research projects. Provide training for community partners and staff to support research projects. Analyze data to start the development of research projects and expectations.	Launch research projects in alignment with the scope and sequence of instruction. Share results of research efforts with stakeholders.	Sustain the research program with continued professional development and resource allocation. Continue to integrate research efforts in the community and share results with stakeholders.

Component	Planning Year-Plan (Fall Semester)	Planning Year–Implement (Spring Semester)	Implementation Year One	Implementation Year Two & Beyond
For each of				
P-TECH Supports	Establish a shared vision and mission with stakeholders, focusing on post-secondary outcomes and the goals of the P-TECH model.	Engage with business partners and community leaders to understand the local community, region, and state needs. Identify opportunities for collaboration and support.	Apply for P-TECH designation in December through the CCRSM (College, Career, and Military Readiness School Models) Window. Develop a comprehensive P-TECH Recruitment Plan to attract and enroll students. Begin the development of P-TECH Programs of Study aligned to workforce data, plan and address each benchmark in the CCRSM P-TECH Blueprint, aligning age-appropriate college and career activities with the specific P-TECH pathways. Align Programs of Study with relevant STEM workforce needs.	Engage in ongoing planning based on the CCRSM P-TECH Blueprint, focus in on outcome- based measures for access, attainment, and achievement within the CCRSM framework. Continuously align age- appropriate college and career activities to the P-TECH programs of study, ensuring students have the necessary support and resources to succeed. Expand Programs of Study based on relevant STEM workforce needs. Monitor attainment of TSIA completion, college degrees, and industry certifications.

CHAPTER 4

Leading the Way

Chapter 4: Leading the Way

In this chapter, we delve into three inspiring case studies demonstrating how rural districts effectively implemented the P-20 elements in alignment with the Effective School Framework to drive significant improvements in postsecondary outcomes for their students. While sharing the common goal of preparing their students for success beyond high school, these districts took unique approaches tailored to their specific community needs and local economic contexts.

Throughout the case studies, we will explore how these districts leveraged the tri-agency work in collaboration with the Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and Texas Workforce Commission (TWC) to inform their decision-making and create impactful programs. By aligning their efforts with community needs and economic demands, these districts improved student outcomes and played a vital role in driving their rural economies forward.

Each case study provides valuable insights into the strategies and initiatives employed by these districts to foster a culture of academic excellence, student agency, and community engagement. From establishing solid partnerships with local businesses and community organizations to designing innovative programs and pathways, these districts exemplify the power of collaborative efforts in transforming rural education.



Join us as we dive into the stories of these districts, showcasing their unique journeys, challenges, and successes in implementing the P-20 System Model. Through their experiences, we will uncover valuable lessons and best practices that can inspire and guide other rural districts seeking to make a lasting impact on student outcomes and contribute to the economic prosperity of their communities.

SCHOOL PROFILE **Roscoe Collegiate ISD**

District: Roscoe Collegiate ISD

Grades Served: PreK-12th, P-TECH 13-14

Campus Demographics: 3076 Students (2439 virtual)

- 14.1% African American
- 52.5% Hispanic
- 22.9% White
- 62.9% Qualify for Free or Reduced Lunch



As of the 2021-2022 school year, RCISD had 3,076 students. 37.5% of students were considered at risk of dropping out of school. 5.9% of students were enrolled in bilingual and English language learning programs. Of those 3,076 students, 2,439 were enrolled in the Lone Star Online Academy program.

Class of 2021, 95.5% of students received their high school diplomas on time or earlier. The dropout rate for grades 9-12 students was 0.6% during the 2020-2021 school year.

The average SAT score at Roscoe Collegiate ISD was 915 for 2020-2021 graduates. The average ACT score was 19.0.

As of the 2021-2022 school year, an average teacher's salary was \$50,036, \$8,851 less than the state average. On average, teachers had 11.5 years of experience.

SCHOOL PROFILE **Roscoe Collegiate ISD**

MODEL OVERVIEW: A CASE FOR CHANGE

Roscoe Collegiate ISD redesigned its district over a decade ago, transforming it into a rural P-20 System Model to address the limitations and challenges they faced under the leadership of Dr. Kim Alexander and a very progressive Board of Trustees.

The previous system perpetuated a cycle where students from low-income backgrounds excelled academically in high school but had limited career prospects. By embracing the rural P-20 System Model, they broke this cycle and provided pathways for all students, regardless of socioeconomic status, to access highwage, high-demand careers. The model raised expectations among all students and provided comprehensive career education and exploration opportunities, fostering aspirations for success. It also revitalized the district, attracting more students through an extensive educational experience.

The redesigned model emphasized engaging and relevant learning experiences, bridging the gap between classroom instruction and the demands of the real world. It instilled grit and a strong work ethic in students, preparing them for success in the competitive workforce. The P-20 model ensures students have the necessary postsecondary education and training for long-term career success. The redesigned model redefined the pre-kindergarten through high school experience by involving collaboration with higher education institutions and workforce partners, creating a seamless pathway from pre-kindergarten through postsecondary education. This transformative approach empowered all students to reach their full potential and secure a prosperous future.

Work-based Learning Opportunities

In the rural town of Roscoe, a creative approach was taken to offer authentic work-based learning internships by creating Edu-Businesses. Recognizing the need for more business partners in the town, Edu-Businesses such as Edu-Vet, Edu-Weld, Edu-Make It, and Edu-Drone were established to provide student pathway experiences. These Edu-Businesses serve as authentic workplaces open to the public where students gain hands-on experience, develop relevant skills, and explore career opportunities. This innovative solution addresses the challenge of limited local business partners and provides valuable learning opportunities. Roscoe Collegiate ISD goes further by delivering practicum experiences and valuable paid apprenticeships at local edu-businesses. This unique opportunity allows students to gain practical skills and real-world experience in their chosen fields. Notably, the district's P-TECH students in years 13-14 participate in paid apprenticeships directly related to their postsecondary studies, facilitating a seamless transition into higher education or the workforce. Roscoe Collegiate ISD employs innovative methods such as edu-businesses, mobile learning labs, and Edu-Connect to expose elementary students to potential careers, fostering curiosity and excitement about their prospects.

CHAPTER 4: LEADING THE WAY

SCHOOL PROFILE **Roscoe Collegiate ISD**

Through real-world experiences, students not only engage in hands-on learning aligned with their career aspirations but also develop a deeper connection with their school, community, and potential future employers. This aligns with the ESF Lever 3 focus on cultivating an environment of high expectations, collaboration, and partnerships to prepare students for college and career success.

Student interns assist in collecting oocytes at Equine Reproductive Services, one of Roscoe Collegiate ISD's business partners. Students gain hands-on experience while working alongside industry experts.



Student interns assist in collecting oocytes at Equine Reproductive Services, one of Roscoe Collegiate ISD's business partners. Students gain hands-on experience while working alongside industry experts.

CHAPTER 4: LEADING THE WAY

SCHOOL PROFILE **Roscoe Collegiate ISD**

Rigorous, College Bound, and Project-Based Curriculum

Roscoe Collegiate ISD takes a comprehensive approach to age-appropriate, student-directed research, beginning as early as 3rd grade and culminating in a two-year senior capstone project. The school collaborates with Texas A&M AgriLife Extension to offer school-wide 4-H programs to 3rd to 12thgrade students. This partnership enables Roscoe Collegiate ISD to design research projects that align with locally relevant agricultural issues, fostering a sense of community engagement and practical application of knowledge. Additionally, the school ensures that student research aligns with grade-level Texas Essential Knowledge and Skills (TEKS) standards, providing a framework for academic growth and development. In high school, the research projects are thoughtfully aligned with students' chosen career pathways, allowing them to be meaningful and focused. Finally, after students conduct their research, they present it to a panel of judges from the community. The judges are encouraged to ask focused, challenging questions that will spur students to defend their work. Through this approach, Roscoe Collegiate ISD equips students with valuable research skills, critical thinking abilities, and the opportunity to pursue their passions in preparation for future success.

Roscoe Collegiate ISD's comprehensive approach to ageappropriate, student-directed research creates an inclusive culture as described in ESF Lever 3, coupled with researchdriven teaching strategies which align with the ESF Lever 4 Effective Instruction.

Students participate in student-directed research projects designed in collaboration with Roscoe Collegiate ISD and Nolan County Extension agents ensuring relevance to local agriculture issues and alignment with Texas curriculum standards.



Students participate in student-directed research projects designed in collaboration with Roscoe Collegiate ISD and Nolan County Extension agents ensuring relevance to local agriculture issues and alignment with Texas curriculum standards.

Postsecondary Outcomes

Collegiate has a proven track record for graduating students who simultaneously earn an associate degree and high school diploma. For six consecutive years, RCISD had more than 80% of the senior class reach this goal. In three of these years, they resulted in 90% or more seniors earning an associate degree. Along with the P-TECH designation came increased opportunities for students to earn technical-focused, applied associate degrees and postsecondary certifications. Roscoe Collegiate ISD has aligned those opportunities to career pathways students begin as freshmen. This experience enables RCISD to guide students into meaningful career pathways and complete a coherent CTE sequence.

SCHOOL PROFILE Roscoe Collegiate ISD

The P-TECH designation also prompted Roscoe Collegiate administrators and advisors to consider options for using P-TECH's additional two years of district support and state revenue to serve its students who earned an associate degree in high school. In 2019 Roscoe Collegiate ISD collaborated with West Texas A&M University (WTAMU) and Western Texas College (WTC) to develop a three-way MOU to provide RCISD P-TECH students with a distributed bachelor's degree program. The distributed program blurs the lines¹² between high school, college, and career. It enables students who graduate high school with an associate degree to continue taking classes at WTC to earn up to 80 hours that seamlessly transfer to WTAMU. Students take courses from WTC and WTAMU simultaneously as they pursue a bachelor's degree while remaining local, thus eliminating the barriers of costly living expenses and familial responsibilities that often stand between students and degree attainment. Roscoe Collegiate ISD provides an off-campus study location with WIFI snacks, a laptop computer, and academic coaches critical to student persistence. Finally, using the weighted ADA revenue, RCISD pays all students' tuition, fees, and books, allowing them to earn a bachelor's degree without incurring student debt. In partnership with Western Texas College and West Texas A&M University, Roscoe Collegiate ISD has developed a way to provide a \$10,000 degree.

Roscoe CISD's approach aligns seamlessly with the ESF levers of strong leadership, effective instruction, and positive school culture, with a dedicated focus on high expectations for all students and rigorous academic instruction. The district's leadership fosters a culture of excellence, which combined with effective instructional strategies, creates an environment where students are encouraged to reach their full potential. Through rigorous academic instruction and the cultivation of a positive school culture, Roscoe CISD ensures that all students are empowered to excel, embodying the core principles of the ESF framework.

^{12.} Hoffman, N., Vargas, J., Hartung, K., Barrett, L., Cuevas, E., Sullivan, F., Mawhinney, J., & Nahar, A. (2021). *The big blur: An argument for erasing the boundaries between high school, college, and careers--and creating one new system that works for everyone*. https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED614768&site=ehost-live&scope=site&authtype=shib&custid=s8516548

SCHOOL PROFILE **AB Duncan Elementary**

District: Floydada Collegiate ISD

Grades Served: PreK-5

Campus Demographics: 686 Students

- 4.3% African American
- 77.4% Hispanic
- 16.8% White
- 84.7% Qualify for Free or Reduced Lunch

Floydada Collegiate ISD has always been a leader in innovation in the region. In recent years, it has become evident that although students at the secondary level perform well in state accountability, the elementary campus has suffered due to a lack of systemic, constant high-quality instruction and support, particularly in reading. As a recovering campus in need of improvement, the elementary has committed to increasing state and federal accountability ratings and implementing sound systems to ensure student learning outcomes are optimal and that students are strongly prepared to pursue P-TECH pathways in secondary that will lead to successful college completion, career credentialing, and military readiness.



SCHOOL PROFILE **AB Duncan Elementary**

AB Duncan Elementary embraced a spirit of innovation by recognizing the importance of improving academic outcomes while connecting learning to college and career readiness. As a Collegiate Edu-Nation (CEN) network member, AB Duncan Elementary understood the significance of providing students with an early start in their college and career readiness, particularly in anticipation of a future P-TECH environment. The school's commitment to equipping students with the necessary skills is aimed to break generational poverty, increase educational attainment, and foster a talent and entrepreneurial pipeline for the rural community. This case study explores how AB Duncan Elementary implemented a P-20 School Action Model to empower students for success beyond the classroom.

AB Duncan Elementary recognized that early intervention and preparation were vital in enabling students to access and pursue opportunities that would lead to breaking generational poverty. They understood that early on, providing a strong foundation and necessary skills would be crucial for students' future success in a rapidly evolving world. With this understanding, AB Duncan Elementary adopted a P-20 School Action Model to holistically address the educational needs of its students and align them with college and career readiness. AB Duncan Elementary focused on incorporating innovative practices to prepare students for college and career readiness. Implementing the P-20 School Action Model aimed to equip students with the skills and knowledge necessary to thrive in a changing landscape. AB Duncan Elementary provided a comprehensive education that extended beyond traditional classroom instruction through targeted curriculum enhancements, experiential learning opportunities, and community partnerships. They fostered a culture of high expectations and nurtured a college-going mindset among students.

Implementing the Rural Redesign School Action Model at AB Duncan Elementary yielded significant positive outcomes. Students exhibited improved academic performance and increased engagement in their learning experiences. By connecting learning to real-world applications and future career opportunities, students gained a deeper understanding of the relevance and purpose of their education. This improvement enhanced motivation, a stronger work ethic, and a sense of purpose among students. The P-20 School Action Model also fostered a collaborative environment among staff, parents, and community stakeholders, creating a shared vision for student success.

SCHOOL PROFILE **AB Duncan Elementary**

The campus' notable improvement was an improvement from an overall "F" rating to a "B" rating. Furthermore, it achieved an "A" rating specifically in academic growth, showcasing significant progress in this area. Alongside these academic strides, there has been a substantial positive change in discipline referrals. Within just one year, reported incidents dropped by over 80%, decreasing from 470 in 2019-2020 to 87 in 2020-2021. This comprehensive enhancement underscores the collective efforts of the AB Duncan Elementary community.

AB Duncan Elementary's adoption of the P-20 School Action Model exemplified their commitment to preparing students for college and career readiness. By focusing on early intervention, innovative practices, and strong community partnerships, AB Duncan Elementary empowered students with the skills, knowledge, and mindset necessary for success beyond the classroom. Their efforts broke generational poverty, increased educational attainment, and created a talent and entrepreneurial pipeline for the rural community. AB Duncan Elementary serves as a case study that showcases the transformative potential of the P-20 School Action Model in empowering students for a future filled with promise.

Work-based Learning Partnerships

The district's strategic use of TEA competitive grant funds has led to a valuable partnership with Ogallala Commons, providing students with meaningful summer internships that offer authentic work-based learning experiences. These internships allow students to apply their knowledge and skills in real-world settings, developing essential workplace competencies and gaining valuable insights into various career pathways.

Furthermore, the district has made a concerted effort to integrate age-appropriate work-based learning activities throughout the educational journey, starting from elementary school and continuing through post-high school programs. By aligning these activities with the defined programs of study, students are exposed to relevant and engaging experiences that enhance their understanding of different careers and foster a seamless transition into postsecondary education or the workforce. This comprehensive approach to work-based learning ensures that students are well-prepared for the demands of the 21st-century job market and clearly understand their career options.

CHAPTER 4: LEADING THE WAY

SCHOOL PROFILE **AB Duncan Elementary**



Healthcare Science Floydada students experience college and career-based learning in the P-TECH program of study crosswalked to South Plains College Associate of Science in Pre-Nursing. Floydada CISD stands as a prime example of effective implementation of ESF Levers 4 and 5 in a P-20 Rural Redesign Model. By leveraging high-quality instructional materials and data-driven instructional practices, coupled with effective teaching strategies, the district has created an educational environment that not only ensures academic excellence but also aligns seamlessly with the principles of the Effective Schools Framework. This comprehensive approach not only bolsters student achievement but also demonstrates the power of integrating these levers to create a future-focused educational landscape that prepares students for success in both their academic journey and their future careers.

Healthcare Science Floydada students experience college and career-based learning in the P-TECH program of study crosswalked to South Plains College Associate of Science in Pre-Nursing.

Building Community

The campus has established advisory committees and forged partnerships with AgriLife Extension and the local community, creating avenues for strong community engagement and support. These collaborative efforts ensure that community stakeholders are actively involved in shaping students' educational experiences, providing valuable insights and resources. Additionally, a robust partnership with the local community college has been established, facilitating seamless educational pathways for students and expanding their opportunities beyond high school. This partnership enhances the alignment between the K-12 and postsecondary systems, empowering students with a comprehensive and holistic educational journey.

SCHOOL PROFILE **AB Duncan Elementary**

A tangible example of this community building is evidenced through an elementary-level research project undertaken during the 2022-2023 academic term. Students in the third to fifth grade cohorts engaged in an extended age-appropriate, but student-driven research study, investigating the relationship between soil composition and the germination and growth rates of pumpkin seeds. Floydada's status as the pumpkin capital of Texas provided real-world significance to the students.

The students interacted with local farmers and experts in agriculture, gaining valuable knowledge about the various types of soil found in Floyd County. They systematically collected soil samples from different areas within the county, with assistance from the AgriLife Extension Agent who had agriculture expertise in the region.



Students from different grade levels pursued separate research objectives, collected and analyzed real-world data with dedication, and then shared their significant findings with an audience of authentic stakeholders.

The work undertaken by Floydada CISD serves as a remarkable illustration of ESF Lever 1, showcasing strong leadership's role in building robust partnerships. Through advisory committees, collaborations with local organizations like AgriLife Extension, and active community engagement, the school has established a strong foundation of connections. These partnerships allow community stakeholders to contribute to the shaping of students' education, fostering a cohesive learning environment that aligns with local needs and resources. The partnership with the local community college further exemplifies this leadership by creating a seamless transition from K-12 to postsecondary education, providing students with enhanced opportunities and pathways for their future.

Floydada Elementary students plant pumpkin seeds during a research activity planned and conducted in collaboration with Floyd County Extension agents.

Floydada Elementary students plant pumpkin seeds during a research activity planned and conducted in collaboration with Floyd County Extension agents.

SCHOOL PROFILE **AB Duncan Elementary**

Data-Driven Instruction

Implementing NWEA MAP assessments facilitated continuous monitoring of student growth and provided valuable insights for instructional decision-making. By regularly assessing students' progress, educators can identify areas of strength and areas that require additional support, leading to targeted interventions and instructional adjustments to meet students' needs effectively.

In addition to NWEA MAP assessments, the district has established rigorous common assessments closely aligned with the scope and sequence of High-Quality Instructional Materials (HQIM). These assessments are powerful tools for gathering data on student performance and understanding the effectiveness of instructional strategies and materials. The data from these assessments guide teachers in making informed decisions about instructional adjustments, ensuring that instruction remains aligned with the intended learning outcomes and supports student achievement. The combination of NWEA MAP assessments and rigorous common assessments aligned with HQIM creates a comprehensive assessment system that provides a holistic view of student progress, enables targeted instruction, and promotes ongoing improvement in teaching and learning. The district is well-positioned to optimize student growth and academic success by leveraging these assessment practices.

Through the implementation of NWEA MAP testing, Floydada CISD's AB Duncan campus has been able to closely monitor student growth and emphasize the progress of every student. Notably, during the 2021-2022 academic year, the campus witnessed substantial growth in MAP scores across grade levels, a testament to their effective data-driven instructional practices. This commitment to student growth was further validated by the campus's remarkable improvement in state accountability ratings. Previously rated at an F, the campus's concerted efforts resulted in a notable shift to a B rating in the STAAR testing, underlining the direct positive impact of their student-centered approach and data-driven instruction on overall academic achievement.

Charter Network: Lytle Elementary School, Lytle Middle School

Grades Served: PreK-8

Campus Demographics: 1,740 Students

- .6% African American
- 82.4% Hispanic
- 15.9% White
- 74.0% Qualify for Free or Reduced Lunch



Lytle ISD, a rural district south of San Antonio, has been at the forefront of innovation in supporting the needs of its at-risk students. With a student enrollment of nearly 1,800, the district has dedicated over 300 employees to ensuring all students' academic and social-emotional success.

Comprised of three communities, Lytle ISD serves a predominantly Hispanic population with a median household income of \$53,000 and a poverty rate of 11.5% (2019 data). The district's residents are employed primarily in the construction, retail, education, and healthcare sectors. While 85% of community members have a high school diploma, only 16% hold a college degree. The district is experiencing growth as San Antonio continues to expand southward. When Lytle Elementary and Junior High initiated the Rural Redesign School Action, student performance was a pressing concern. With only 30% of students meeting grade-level performance in reading and 36% in math, the district's performance fell below state targets for all sub-populations and student groups.

CHAPTER 4: LEADING THE WAY

SCHOOL PROFILE Lytle Collegiate ISD

Lytle High School students engage in authentic learning experiences with community partners and business owners as part of the trades-focused education opportunities aligned to community needs.



An achievement gap became evident between White and Hispanic students, with only 29% of Hispanic students achieving college-ready status compared to 40% of their White peers. Furthermore, only 15% of graduates earned dual credit before graduation, and none graduated with an associate's degree. While 42% of Early College High School students enrolled in postsecondary education, only 11% earned a four-year degree.

These challenges and disparities catalyzed change within Lytle ISD. The district recognized the urgent need to address academic readiness, college attainment, and equity gaps to serve its diverse student population better. Through the Rural Redesign School Action, Lytle ISD embarked on a transformative journey to reimagine its educational practices, support systems, and community partnerships, aiming to provide all students with the necessary skills and opportunities for college, career, and life success.

Community and Business Leaders Provide Work-based Learning Experiences

Lytle ISD recognized the importance of engaging business and community leaders to support its programs of study. The district proactively identified and collaborated with these stakeholders to provide valuable insights and resources that align with the district's educational goals.

To increase awareness and promote programs of study, Lytle ISD organized community-wide events focused on showcasing various career pathways at the middle and elementary school levels. These events allowed students, parents, and community members to explore different career options and understand the connection between education and future opportunities.

Lytle High School students engage in authentic learning experiences with community partners and business owners as part of the trades-focused education opportunities aligned to community needs.

The district also cultivated partnerships with local businesses to offer age-appropriate career development opportunities. Through these partnerships, students could engage in realworld experiences, such as job shadowing, internships, and mentorship programs, that aligned with their areas of interest and supported their career exploration.

By actively involving business and community leaders in the education process, Lytle ISD fostered a collaborative environment where students could gain valuable insights into potential career paths and develop a deeper understanding of the connection between their education and future success. These efforts aimed to equip students with the knowledge and skills necessary for their future careers while building strong community relationships supporting the district's educational initiatives.

The described efforts of Lytle ISD underscore the importance of ESF Lever 1 Strong School Leadership and Planning by showcasing how the district proactively engaged with business and community leaders to enhance its educational programs. By seeking out partnerships and collaborating with stakeholders, Lytle ISD demonstrated strong leadership in aligning its educational goals with the needs and resources of the local community. This proactive engagement reflects a commitment to driving positive change and establishing a comprehensive educational environment that extends beyond the school walls.

Elementary students in Lytle ISD present project-based learning experiences to community stakeholders.

Additionally, the Lytle ISD's emphasis on college and careerfocused efforts illustrates the ESF Lever 3 Positive School Culture through its intentional focus on promoting career pathways and community involvement. By organizing community-wide events and partnering with local businesses, the district has cultivated a positive school culture that values real-world connections and student engagement. This approach creates an environment where students see the relevance of their education and future opportunities, fostering a sense of purpose, belonging, and collaboration within the school community.



Intentional Cross-Curricular Design of Project-Based Learning

Lytle ISD fostered collaboration between CTE (Career and Technical Education) and core subject teachers through co-planning sessions. This collaborative approach allowed teachers to design cross-curricular project-based learning opportunities that integrated CTE skills and knowledge with core academic content. By bridging the CTE and core subjects' gap, students were provided with meaningful and relevant learning experiences that connected theoretical concepts to real-world applications. As outlined in Chapter Two, the pivotal aspect of effective model implementation lies in pinpointing educators adept at delivering instruction within a project-based learning context or fostering the necessary skill sets for such instruction.

The district also prioritized incorporating authentic learning opportunities aligned with the local community's needs. By engaging with local businesses and community partners, Lytle ISD identified areas of interest and relevance to the community, which informed the development of authentic learning experiences. These experiences allowed students to apply their skills and knowledge in authentic contexts, preparing them for future career pathways and increasing their sense of purpose and relevance in their education.

Lytle ISD invested in state-of-the-art lab facilities to further support students in their programs of study. These modern and well-equipped labs provided students with hands-on experiences and access to industry-standard tools and equipment. The stateof-the-art facilities created an immersive learning environment where students could develop practical skills and gain valuable experience in their chosen fields of study. By promoting cross-curricular project-based learning, incorporating authentic learning opportunities, and investing in state-of-the-art lab facilities, Lytle ISD demonstrated its commitment to providing students with high-quality, relevant, and engaging educational experiences. These efforts aimed to equip students with the skills, knowledge, and experiences necessary to succeed in their chosen career pathways and meet the local community's needs.

Implementation of HQIM with Quality Internalization Lesson Processes

Lytle ISD has implemented a well-defined <u>professional</u> <u>development plan</u> that supports teachers at their comfort level with High-Quality Instructional Materials (HQIM). This personalized approach ensures teachers receive the necessary support and resources to effectively implement HQIM in their classrooms, promoting grade-level, rigorous instruction needed for students to succeed academically.

Professional Learning Communities (PLCs) are critical in internalizing lesson materials. Led by experienced teachers with multiple years of experience with HQIM materials, PLCs provide a collaborative space for educators to share best practices, discuss challenges, and collectively problem-solve. This peer-led approach fosters a culture of collaboration, innovation, and continuous improvement.

Instructional rounds are a powerful professional development tool to address common problems of practice. By focusing on specific areas of improvement identified through instructional rounds, Lytle ISD cultivates a culture of continuous improvement. Teachers engage in reflective discussions, observe each other's classrooms, and provide feedback, leading to enhanced instructional practices and increased student achievement.

Through targeted professional development, collaborative PLCs, and instructional rounds, Lytle ISD empowers its teachers to implement HQIM effectively and create a culture of continuous improvement. These initiatives support teachers in delivering high-quality instruction and positively impact student learning outcomes as described in Chapter Two's ESF Lever 4: High-Quality Curriculum and Assessment.

Challenges for sustainability for ALL future-ready graduates of the P-20 System Model

Public school culture plays a pivotal role in the sustainability of the P-20 System Model and the preparation of future-ready graduates. Maintaining a solid public school culture is essential in addressing the challenges sustaining the model's success. A vibrant and supportive P-20 public school culture fosters a sense of belonging, collaboration, and shared responsibility among stakeholders, including students, educators, parents, and the broader community. This culture creates an environment where all individuals are invested in the success of future-ready graduates.

One of the critical challenges for sustainability lies in maintaining the commitment to the P-20 System Model's core principles and vision. As educational landscapes evolve, preserving the emphasis on college and career readiness, rigorous curriculum, work-based learning, and community partnerships is crucial. Sustaining these elements requires continuous support, engagement, and alignment of stakeholders to ensure their integration into the fabric of public education.

Another challenge is sustaining the budget and resources required for high-quality education and support services. Collaboration with local, state, and federal entities and leveraging community partnerships can secure the necessary funding and resources to sustain the model's success and meet the evolving needs of future-ready graduates. For rural districts that fully implement a successful P-20 System Model, the House Bill 3 Bonus Funds will support the continuation of the robust model.

A strong culture supports professional development and ongoing learning opportunities for educators. The P-20 System Model's effectiveness relies on educators' continuous growth, innovative teaching practices, and a shared commitment to student success. Creating a culture that values and supports professional development enables educators to stay abreast of best practices, emerging trends, and evolving educational needs, ensuring they are equipped to provide the highest quality education for future-ready graduates. The sustainability of the P-20 System Model and the preparation of future-ready graduates are contingent upon fostering a solid public school culture. This culture serves as the foundation for addressing challenges related to maintaining the model's core principles, securing funding and resources, and supporting ongoing professional development. By embracing public school culture and its inherent values of collaboration, engagement, and shared responsibility, the P-20 System Model can thrive, ensuring the continued success of all future-ready graduates.
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