Presentation Overview

1. The AVATAR model
2. Vertical alignment collaborations
3. AVATAR in Region 12 (Waco)
   A. ELAR
   B. Math
   C. Counselors
   D. STEM

http://untavatar.org
The AVATAR Model
Foundations of AVATAR

Closing the Gaps

1. Student Participation
2. Student Success

Source: Closing the Gaps Progress Report, June 2012
Retrieved from: http://www.thecb.state.tx.us/index.cfm?objectid=858D2E7C-F5C8-97E9-0CDEB3037C1C2CA3
The Workforce Education Pipeline

100 Ninth Graders

High School

Graduate from high school on time: 68
Enroll directly in college: 40

First year of college

18 College Graduates, including Associate’s degrees

Remaining of college

Are still enrolled the next year: 27

-32 -28 -13 -9

The Texas P-16 Pipeline, 2007

Texas P-16 Pipeline...

100 Students 7th Grade
86 Students 9th Grade
68 Students H.S. Diploma
53 Students Entered College
18 of the original 100 earned a higher education credential

Lost 14
Lost 18
Lost 15
Lost 35
1 Certificate
3 Associates
14 Bachelors

2008 Median Wages
$17,954
$22,867
$24,480
$27,498
$30,849
$40,710

The Texas P-16 Pipeline data are derived from the cohort of Texas students who entered the 7th grade in fall 1997 and are tracked through fall 2009. These data do not reflect students who enrolled and/or graduated from institutions outside of Texas.

Source: Higher Education in Texas Closing the Gap by 2015, Texas Higher Education Coordinating Board
Heart Of Texas Pipeline

2013 High School Graduates Attending MCC Needing Developmental Coursework

- 32% of local HS grads enrolled at MCC
- 41% of those enrolled had at least one developmental need

Source: McLennan Community College Office of Institutional Research
Alignment assumes a standards-based system of curriculum and assessment. **Vertical alignment** attends to articulation of curriculum across levels of education and requires willingness to focus instruction, assessment, staff development, and management so that students succeed. **Horizontal alignment** attends to student learning in every section of the same grade or class.

Squires (2009) reviewed research and concluded:

1. Alignment improves student outcomes.

2. Alignment is a powerful tool for assuring the written, taught and tested curriculum are the focus of instruction, assessment, and professional development.

Smith (2014) focused on Algebra 1 and concluded:

Alignment of high school instruction around frameworks and vertical progressions enhances student success and is facilitated by collaborative planning and professional development.

References:


AVATAR is a Partnership of Regional Leaders from these institutions.
Vertical Alignment Teams (VATs): Educators and leaders representing AVATAR partners who are committed to addressing discipline specific course needs to create environments where students can make successful transitions between and among regional educational systems.

http://untaavatar.org
The AVATAR Process

- Creates and builds relationships through ongoing critical conversations
- Uses regional data to make alignment decisions
- Develops shared understanding of college and career readiness and success for students
- Identifies and implements intentional actions
- Evaluates, sustains, and shares vertical alignment work

http://untavata.org
AVATAR enables Critical Conversations

Secondary

Graduate College/Career Ready

Student Success Assessments

Dual Credit, Early College High Schools

Student Support Services

Educational Policies & Practices

Classroom Instruction, Textbooks

Grading, etc.

Discipline Specific Course Curriculum

Texas Essential Knowledge and Skills

Post-Secondary

Graduate Career Ready

Impact of Developmental Education and Texas Success Initiative

Dual Credit, Early College High Schools

Student Support Services

Educational Policies & Practices

Classroom Instruction, Textbooks

Grading, etc.

Discipline Reference Course Profiles

College & Career Readiness Standards
Mathematics

- ESC 2, Citizens for Educational Excellence, Education to Employment Partners P-16 Council, TAMU Corpus Christi, TAMU Kingsville, Del Mar College, Coastal Bend College, Robstown ISD, Odem Edroy ISD, Corpus Christi ISD, & Calallen ISD.
- ESC 9, Region 9 P-16 Council, Midwestern State University, Vernon College, Burkburnett ISD, Wichita Falls ISD, Iowa Park CISD, and Vernon ISD.
- ESC 10, North Texas Regional P-16 Council, University of North Texas, Dallas CCCD, Brookhaven College, Carrolton Farmers Branch ISD & Dallas ISD.
- ESC 12, Heart of TX P-20 Council, McLennan Community College, Texas State Technical College, Waco ISD, La Vega ISD, Midway ISD, Robinson ISD, Rapoport Academy, Reicher Catholic School, & Baylor University.
- ESC 15, San Angelo P-16+ Partnership, Howard College, Angelo State University, San Angelo ISD & TLC Charter School.
- ESC 16, Panhandle P-16 Council, West Texas A&M University, Amarillo College, Clarendon College, Frank Phillips College, Amarillo ISD, Borger ISD, & Canyon ISD.
- Region 20, P-16 Plus Council of Greater Bexar County, UT San Antonio, Alamo Colleges, Palo Alto College, & Harlandale ISD.

Science

- ESC 1, Upper Rio Grande Valley P-16, UT Pan Am, South Texas College, South Texas ISD, Missions ISD, Weslaco ISD, McAllen ISD, & Pharr San Juan Alamo ISD.
- ESC 10, North Texas Regional P-16 Council, University of North Texas, Dallas CCCD, Brookhaven College, Carrolton Farmers Branch & Dallas ISD.

College Awareness

- ESC 7, Deep East Texas P-16 Council/Stephen F. Austin University, Kilgore College, Kilgore ISD, Panola Charter, & Tyler Junior College.

English Language Arts

- ESC 6, Sam Houston State University P-16 Council, Sam Houston State University, Lone Star College System, Huntsville ISD, & Sam Houston State University Regional P-16 Council (Huntsville).
- ESC 9, Region 9 P-16 Council, Midwestern State University, Vernon College, Burkburnett ISD, Vemon ISD, Iowa Park CISD, & Wichita Falls ISD.
- ESC 11, North Texas Regional P-16 Council, Tarleton State University, Hill College, Burleson ISD, Cleburne ISD, Godley ISD, & Joshua ISD.
- ESC 12, Heart of TX P-20 Council, McLennan Community College, Texas State Technical College, Waco ISD, La Vega ISD, Midway ISD, Robinson ISD, Rapoport Academy, Reicher Catholic School, West Midway & Baylor University.
- ESC 15, San Angelo P-16+ Partnership, Howard College, Angelo State University, Eden CISD, Wall ISD & San Angelo ISD.
- Region 20, P-16 Plus Council of Greater Bexar County, UT San Antonio, Alamo Colleges, Palo Alto College, & Harlandale ISD.
Texas House Bill 5:
Provisions with Implications for Vertical Alignment
Provision 1: College Preparatory Courses (CPCs)

- Districts must partner with at least one IHE to develop college prep courses in math and ELA for 12th grade students who do not meet college readiness standards or whose performance indicates they are not ready for entry-level college coursework.

- Effective 2013-2014 (with courses to be provided no later than 2014-2015)

- High school and IHE faculty keep meeting regularly as necessary to ensure courses are aligned with college readiness expectations.
What was accomplished by ESC regions in 2014-15?
How CPC’s link to a national interest in transitions for high risk students

- By providing for College Preparatory Courses, Texas joins 37 other states that are exploring high school transitional courses as an alternative to developmental education (Barnett et al, 2013).

- College Preparatory Courses support imperatives to address student need for remediation at the lowest possible level, using fast-track models, and support brush-up before placement testing (Center for Community College Student Engagement, 2014; Office of President, 2014).


Provision 2: Endorsement Options

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<thead>
<tr>
<th>Endorsements</th>
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<tbody>
<tr>
<td>STEM (Science, Technology, Engineering, and Mathematics)</td>
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<tr>
<td>Business and Industry</td>
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<tr>
<td>Public Services</td>
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<tr>
<td>Arts and Humanities</td>
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<tr>
<td>Multidisciplinary Studies</td>
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### Endorsement Requirements

#### Endorsements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
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<tr>
<td>A student shall specify in writing the endorsement the student intends to earn on entering Grade 9.</td>
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<td>A district shall permit a student to enroll in courses under more than one endorsement before the student’s junior year and to choose, at any time, to earn an endorsement other than the endorsement previously specified.</td>
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<tr>
<td>A student must earn at least 26 hours to earn an endorsement.</td>
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<td>A school district must make available to high school students courses that allow the student to complete at least one endorsement.</td>
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<tr>
<td>A school district that offers only one endorsement must offer the Multidisciplinary endorsement.</td>
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<tr>
<td>A school district may define advanced courses and determine a coherent sequence of courses for an endorsement area provided that prerequisites in Chapters 110-118, 126-127, and 130 are met.</td>
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Provision 3: Locally Developed CTE Courses/Activities

- Districts may offer courses or other activities, including apprenticeships, needed for industry-recognized credentials or certificates
Provision 4: TEC 39.0545

- To evaluate community and student engagement

- Districts and campuses can showcase where they are excelling and where there is room for improvement
  - Not all should be exemplary.....

- To tell the story of what is happening in districts and on campuses when it’s not a test day

- An opportunity to highlight community values, which are varied across the state and sometimes within a district

AVATAR in Region 12
ELAR Project—Year 1, 2 and 3

- Developed an essay rubric for all teachers
- Created a Lesson Plan Evaluation Tool to evaluate college readiness assignments
  - http://craftx.org/
- Reviewed curriculum for the ELAR College Prep course offered by McLennan Community College (MCC)
- Collaboration with Counselors and administrators to identify the profile of a entering college freshman
Math—Year 2

- Review College Prep course for mathematics
- Make recommendations on the MCC College Prep mathematics course. Recommendation of a departmental exam to determine college readiness for the Texas Success Initiative (TSI).
- Work on the STE²M Project with a focus on mathematics
Counselor/Admissions—Year 2

- Collaboration with Counselors and administrators to identify the profile of an entering college freshman
- Critical conversations on the admission process
- Creation of a FAQ page for counselors
- Creation of a “Need to Know” document for graduating seniors
- Host Region 12 College Prep Symposium
STE²M—Science, Technology, Engineering, ELAR, and Math

- Creation of STEM pathways leading to different exit points along the way.
- STEM Endorsement options for graduation
  - Science
  - Technology
  - Engineering (CTE, Project Lead the Way)
  - Math
- Marketable Skills
- Certification
- Associate Degree
- Bachelors Degree and Beyond
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