

TEXAS EDUCATION AGENCY SCHOOL MODEL PLAYBOOK

Accelerating Campus Excellence Model



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Introduction

The Challenge

Tremendous work is happening in Texas public schools to expand high-performing school options throughout the state. Districts and schools want to provide high-quality school models with a proven success track record that meet their community needs and interests. But, where should they begin? Although there are many successful schools across the state, many district and campus leaders have limited exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

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

Transformational schools have leaders who are deeply passionate about the work and who have deeply internalized the purpose and mission of their school model. This playbook aims to support transformational districts and school leaders like you by providing foundational material to internalize so you don't have to start from scratch. However, the real power of the school you design will come from your effortful ability to become an expert in your model and to align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three chapters outline the key stages of new school design, while the final chapter highlights successful schools that have implemented the school model.

CHAPTER 1: PLAN Describes the model's mission, the student experience, and intended outcomes. Readers can envision what the model would mean for their community by exploring these three components.

CHAPTER 2: IMPLEMENT Details best practices for implementing the model with alignment to the Effective Schools Framework and supporting TEA programs.

CHAPTER 3: EVALUATE Includes planning and implementation look-fors, a planning and implementation timeline and an ESF-aligned model implementation tool.

CHAPTER 4: LEADING THE WAY Features profiles of schools that are successfully implementing the model throughout Texas.

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



1. 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's required, and what's possible with the specific school model. When reading for this purpose, chapters 1 and 4 may be of the most interest.



2. As a how-to guide: School teams can work through the playbook to learn about best practices for designing and launching key components for a new school model. When reading 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 buy-in 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 & 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
- Important considerations for this model
- Guiding questions that can be used to design the component for this model
- Model-specific examples

Model Overview: A Case for Change

Data shows that the Texas public education system is inequitable, both in student outcomes and student experiences. Economically disadvantaged students across the state face similar academic challenges, regardless of the overall affluence of the school district they attend. In some cases, the gap in academic performance between economically disadvantaged students and their more affluent peers, even within a single school district or campus, can approach 40 percentage points.

Additionally, teachers are the single most important in-school factor impacting student outcomes (Hattie, 2011). Unfortunately, not all students have access to high-quality teachers. Texas is employing more teachers than ever before, with a total of roughly 370,000 teachers. In the 2021-22 school year alone, nearly 43,000 new teachers were hired across the state. The number of Texas teachers has continued to increase even as student enrollment has declined due to COVID. Average teacher pay in Texas is also the highest it has ever been. But the challenges associated with the profession remain significant, with 20% of teachers entering the profession without certification (TEA, 2022), a steep increase in teacher attrition rates, and salary increases that are not keeping up with high inflation rates. Research and data connect attrition rates to challenges related to compensation, working conditions, and

training (Board, 2022; McKinsey & Company, 2010), which has been reinforced by the experiences shared by Texas teachers and school systems. Texas has the largest teacher labor market and educator preparation system in the U.S. (U.S. Department of Education, 2019), positioning the state to lead the nation in improvements in the health of the teacher workforce, better staffing models, and ultimately more effective teachers who are more likely to stay in the profession long-term.

One of the most crucial strategies for bridging this achievement gap is ensuring that effective educators are fairly and equitably distributed across campuses and classrooms. However, districts often struggle to identify their most effective teachers. Many human capital systems in school districts fail to differentiate effectively between high-performing and low-performing teachers, despite significant differences in teaching practices and, more importantly, in student achievement gains.

Aligned with the recommendations from the Teacher Vacancy Task Force to improve compensation structures and teacher support mechanisms, The Accelerating Campus Excellence (ACE) model is a comprehensive approach designed to improve school performance and student outcomes by focusing on five core pillars.

Model Overview: A Case for Change

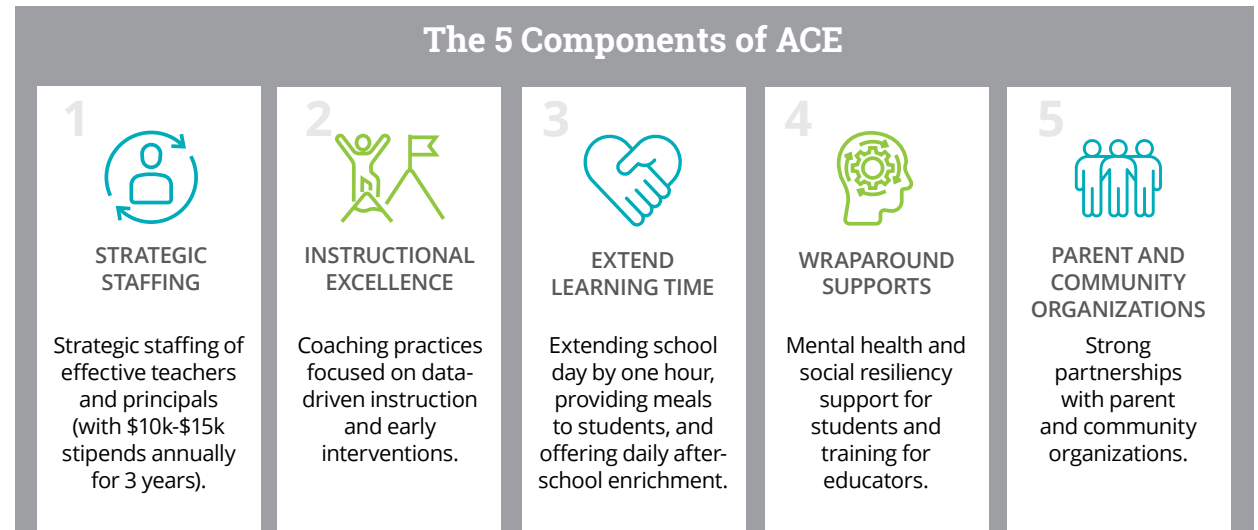
Strategic Staffing

At the heart of the ACE model is the strategic staffing of schools with highly effective principals and teachers. By using both quantitative and qualitative data, the model identifies exceptional educators and offers financial incentives to encourage their placement in underperforming campuses. This pillar emphasizes the importance of having skilled and committed leadership and teaching staff who can drive school improvement and enhance student learning experiences. Additionally, the model supports ongoing professional development for all staff members, ensuring that educators are well-equipped to meet the needs of their students.

Instructional Excellence

Instructional excellence is achieved through data-driven instruction and the implementation of Professional Learning Communities (PLCs). The ACE model fosters a culture of high expectations for both students and staff, prioritizing student achievement and continuous improvement. Instruction is aligned with standards and implemented consistently with fidelity across all subjects and grade levels. This pillar includes content-driven coaching, which helps educators refine their instructional practices, and the use of high-quality assessments to monitor and support student progress.

The 5 Components of ACE



Extended Learning Time

The ACE model extends learning opportunities beyond the traditional school day. Schools offer extra hours of instruction, primarily focusing on reading and math, to provide students with additional time to master core subjects. These extended hours also include time for interventions, enrichment activities, and engagement with parents and the community. By providing breakfast, lunch, and dinner to all students every day, the model ensures that students' nutritional needs are met, which is essential for their overall well-being and academic success.

Model Overview: A Case for Change

Wraparound Supports

Recognizing the importance of a supportive school environment, the ACE model emphasizes the development of positive relationships between students and adults. This includes the integration of wraparound services to supports for students and staff throughout the school system, which helps the school community develop critical skills for managing emotions, setting goals, and establishing positive relationships.

Parent and Community Partnerships

The final pillar of the ACE model is the establishment of strong partnerships with parents and the community. Effective communication and regular engagement with parents and community members are essential for creating a supportive network around students. The model encourages schools to hold community-centered events and meetings, fostering a sense of collaboration and shared responsibility for student success. Additionally, new partnerships are sought to bring in resources and support that can further enhance the educational experience for students.

ACE Campuses can be eligible for additional state funding through the School Action Fund (to support staff stipends, instructional materials, and technical assistance), the Teacher Incentive Allotment, and Resource Campus Designation if the campus meets specific eligibility requirements:

- [An Accelerated Campus Excellence \(ACE\) Plan](#)
- [High Quality Instructional Materials \(HQIM\)](#)
- [Teacher Incentive Allotment \(TIA\)](#)

In summary, the ACE model's holistic approach, centered on these five pillars, creates a robust framework for turning around underperforming schools. By focusing on effective leadership, instructional excellence, extended learning opportunities, wrap-around services, and strong community partnerships, the model aims to ensure that all students have the opportunity to succeed academically and develop the skills they need for the future.

Model Overview: A Case for Change

Overview of Core Components of Campus Turnaround Plan (Sec. 39A.105)

Accelerated Campus Excellence Turnaround Plan Requirements:

1. Principal Assignment

- Principal with a history of improving student academic growth.
- Principal has final authority over personnel decisions.

2. Teacher Effectiveness

- At least 60% of classroom teachers must have demonstrated instructional effectiveness.
- For returning teachers:
 - Impact on student growth based on a local value-added model.
 - Classroom observation evaluations.
- For new teachers:
 - Evidence indicating they would rank in the top half of district teachers based on previous performance.

3. Employment and Compensation

- Incentives: Significant incentives for high-performing principals and teachers.
- Commitment: Three-year commitment to continue incentives.

4. Best Practices Implementation

- Data-Driven Instruction: Practices based on data.
- Teacher Observation and Feedback: Systematic observation and feedback mechanisms.
- Positive Student Culture: Creating a positive culture for students.
- Family and Community Engagement: Partnerships with parents and community groups.
- Extended Learning: Opportunities beyond regular school hours, including service or workforce learning.
- Student Services: Services before or after school to improve performance, such as tutoring, extracurricular activities, counseling, and providing meals (breakfast, lunch, and dinner).

5. Third-Party Assistance

- Involvement of an approved third-party provider in the development and implementation of the plan.

Model Overview: A Case for Change

Benefits of the Model

Implementing the Accelerating Campus Excellence (ACE) model offers an overarching benefit of significantly elevating the quality of instruction, campus climate and culture, and overall school performance. The model's holistic approach not only boosts academic achievement but also prepares students to thrive in all aspects of their lives, creating a lasting positive impact on the communities they belong to.

- **Highest-Performing Teachers with Highest-Need Students:** Develop a strategic talent identification and compensation system through the district funds and the TIA, resulting in the identification of a district's most effective educators, incentivizing those teachers to reconstitute a low-performing campus while accessing existing state revenue for the associated compensation increases.
- **More Learning Time:** Ensure students and teachers have access to high-quality instructional materials and systems with extended learning time for intervention and acceleration through the ADSY program.
- **Student and Family Engagement:** Implement a Targeted Improvement Plan, Positive Behavior Interventions and Supports (PBIS), and family engagement plan.

- **Wraparound Supports** – Improve attendance for students and staff while dramatically reducing discipline referrals from the prior year.

Additionally, ACE is an approved turnaround plan by TEA and is legislated in Texas Statute, ([Sec. 39A.105](#)). For districts to utilize this approved plan, the following criteria must be met while closely aligning with the five core pillars of ACE.

Track Record

The Accelerating Campus Excellence (ACE) model has had a transformative impact across 15 Independent School Districts (ISDs), encompassing over 50 campuses and positively affecting more than 35,000 students. The success of the ACE model is evident in the remarkable turnaround of these schools: of the campuses with multiple years of accountability data, an impressive 83% were no longer classified as D/F campuses according to state accountability standards.

Furthermore, within just two years of implementing the ACE model, 50% of these campuses earned A/B ratings. This significant improvement underscores the efficacy of the ACE model's comprehensive approach, which focuses on strategic staffing, instructional excellence, extended learning opportunities, wraparound services, and strong community partnerships. By addressing these key areas, the ACE model enhances academic performance and fosters a supportive and engaging educational environment for students.



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.

When thinking about creating a mission for a district/campus, the district should consider the following success criteria:

- The mission explicitly states the goal of transforming a school by leveraging additional per-pupil funding
- The mission is tailored to reflect why school transformation is important and meaningful to the school and its community/student body
- The mission is foundational to the decision-making process

Dallas ISD has the following mission and vision statements for its ACE schools:

- ACE Mission — We will champion equity and excellence by accelerating learning so all students graduate college and career strong.
- ACE Vision — Our schools will be beacons of hope and models of excellence.

Mission

Perales Elementary School in Edgewood ISD has the following mission/vision for its ACE model:

- Mission – Alonso S. Perales Elementary School exists to ensure every child has access to a rigorous and loving school experience preparing them for success in life.
- Vision – Our vision is to create a community of leaders relentless in their pursuit of academic excellence and equity.

Reflection Questions:

- How will the school mission speak to community needs and the historical performance of the campus?
- How has staff and leadership turnover impacted the campus, especially when compared to other campuses within the district?
- What specific components of the ACE model are most critical to this school based on the context of the community it will serve?
- How can the mission support resilience in the face of inevitable resistance which is a normal reaction in innovation? Specifically, how will the reconstitution of staff be communicated to the community?
- How can planning conversations make stakeholders feel heard and increase investment? How can you use the mission drafting process to ensure a students-first mentality and a focus on achieving equitable outcomes for students within a district?
- How can you use the bright spots from similar districts who have pursued this work to assist in the storytelling process to secure sponsorship and buy-in from all stakeholders?



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:

- Which pedagogical and instructional practices are most critical to achieving our mission and vision?
- How will we build a deep belief in our core instructional practices among teachers and our school community?
- What training will be needed for teachers to implement instruction that matches these beliefs?
- How will we create buy-in to ensure all members of our school staff are bought-in to HQIM?
- How will we build a culture of continuous improvement in our school community?
- Do we need additional capacity to support the campus instructional and culture vision?
- How will we engage families in their student's learning and on an ongoing basis?
- How will we ensure equitable access to learning opportunities for all student subpopulations, especially those with the largest achievement and opportunity gaps?

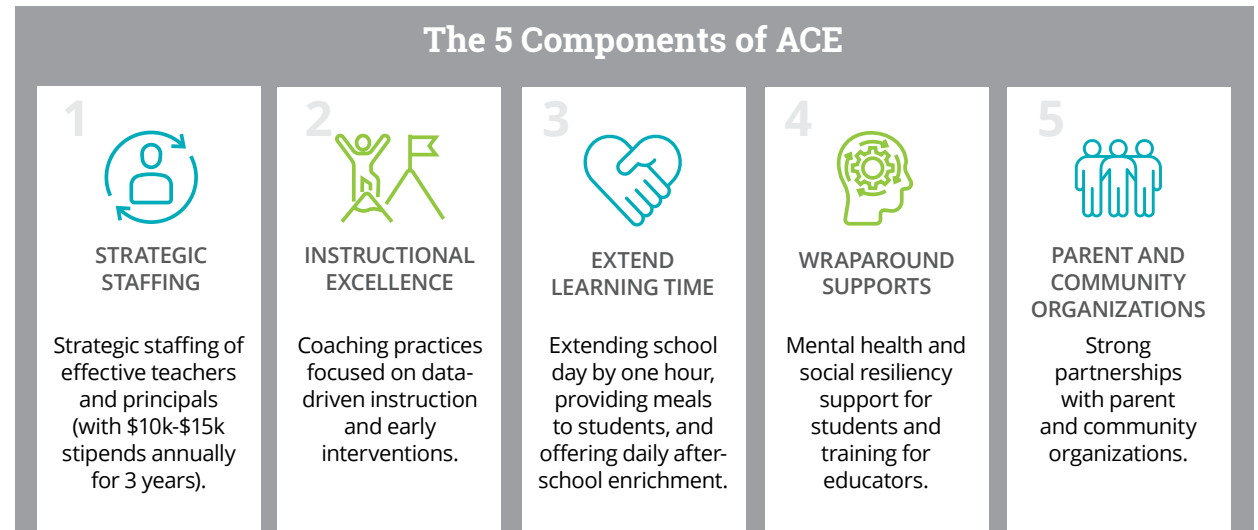
You can read more about creating a positive, safe, knowledge-rich ACE culture in [Chapter 2 under Lever 3](#).

Vision for Instruction and Campus Culture

Model Considerations

When thinking about crafting and naming an instructional and cultural vision for your school and community consider the following success criteria:

- Instructional and Cultural Vision is aligned to our mission.
- High expectations for all stakeholders are the expectation and campus leaders are held accountable for what this looks like in practice.
- Vision reflects the five core components of the ACE model:
 - Strategic Staffing (TIA)
 - Instructional Excellence (HQIM and data-driven instruction)
 - Extended Learning Time
 - Wraparound Supports
 - Parent and Community Partnerships





Intended Outcomes

Component Definition

This component should describe the outcomes the model is intended to achieve. Your team should work to define outcomes that serve both *academic* and *graduate*.

- **Academic outcomes** should describe what content will be mastered by students and expected performance on achievement exams.
- **Graduate outcomes** should describe what competencies students should be proficient by the time of graduation and be high-value skills based on higher education and business/industry input.

Reflection Questions:

- What specific foundational skills do students need to gain to ensure they are on grade level?
- What assessments are aligned with the instructional vision for the campus, and how will teachers be trained to effectively implement those assessments along with HQIM?
- What progress monitoring tools are currently in place, and what will need to be developed to have an accurate understanding of campus advancement?
- What do students need to learn and master at each grade level to “meet standard” and be prepared to enter the next grade span?
- What are the key programmatic elements of the ACE campus model that will support students' achievement of our identified outcomes?

Intended Outcomes

Model Considerations

Academic Outcomes

Implementing the ACE model inherently indicates that the campus faces significant academic challenges. Given this context, the primary goal for an ACE Campus is to attain an A/B accountability rating by the end of the second year of implementation. This goal reflects the dedication of the campus leadership team and staff to maintaining high expectations for students and executing the model with rigorous fidelity. While not mandated by law, the following ambitious yet achievable targets exemplify the aspirations of ACE Campuses:

| | |
|---|---|
| Overall Accountability Rating | Districts should seek to achieve an "A" or "B" rating by the second year of implementation. |
| Student Achievement STAAR Performance (Domain 1) | Districts/campuses should seek to achieve a minimum score of 80 by the second year of implementation. |
| School Progress Academic Growth (Domain 2a) | Districts/campuses should seek to achieve a minimum score of 80 by the second year of implementation. |
| School Progress Relative Performance (Domain 2b) | Districts/campuses should seek to achieve a minimum score of 80 by the second year of implementation. |
| Closing the Gaps (Domain 3) | Districts/campuses should seek to achieve a minimum score of 80 by the second year of implementation. |

Intended Outcomes

In order to achieve these goals, a number of outcomes should be monitored with fidelity, both for the academic journey as well as in the development of a well-rounded student:

| | |
|--|---|
| <p>ACE-approved ELA BOY, MOY, EOY Assessment (Non-district based student assessment)</p> | <p>District and campus leaders and TA work together through DDI cycle, including data analysis, acceleration and reteach opportunities integrated with extended day/year and high-impact tutoring plan conversations.</p> <p><u>Data Survey</u> (To be complete BOY, MOY and EOY)</p> |
| <p>ACE-approved Math BOY, MOY, EOY Assessment (Non-district based student assessment)</p> | <p>District and campus leaders and TA work together through DDI cycle, including data analysis, acceleration and reteach opportunities integrated with extended day/year and high-impact tutoring plan conversations.</p> |
| <p>Agreed-upon district-defined academic goals</p> | <p>The percentage of students in grades 3-5 STAAR math will increase in the meets target area from 25% to 40%.</p> |
| <p>Agreed-upon district-defined academic goals</p> | <p>The percentage of students in grades 3-5 STAAR reading will increase in the meets target area from 30% to 40%.</p> |

Intended Outcomes

Graduate (Whole-Child Support) Outcomes

Students in an ACE campus should grow academically and develop critical life skills, thus preparing them for the next levels of their PK-12 journey and beyond. Data indicates that a student who is able to read on grade level in third grade is four times more likely to graduate high school, and each student who attains a bachelor's degree earns \$2.89M more than his/her non-high-school graduating peers over the course of their lifetime. The ACE model makes the educational difference in the lives of our students by enabling them to acquire:

- Higher level thinking skills and creativity;
- Self-motivation
- Problem-solving skills;
- Goal setting and organizational skills; and
- Pride in achievements, self, school, and community.

Resources

In order to effectively design and implement the components of the ACE model, it is paramount that district leaders have a clear understanding and alignment with the research and philosophies behind the complementary initiatives. The following resources are intended to assist district leaders in understanding the core components of the ACE model and learning the impact these components have had on school and district improvement.

Accelerating Campus Excellence:

- [Best in Class ACE Toolkit](#)
- [Accelerating Excellence in Texas Schools: How the 'ACE' Initiative Is Changing the Way Dallas Evaluates Its Teachers and Empowers Students with Data-Driven Instruction](#)
- [Struggling Fort Worth School Reboots as an Academy](#)
- [The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement](#)
- [Attracting and Retaining Highly Effective Educators in Hard-to-Staff Schools](#)

Teacher Incentive Allotment:

- [TEA Teacher Incentive Allotment Voices & News](#)
- [The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement](#)

High-Quality Instructional Materials:

- [TEA Available Instructional Materials](#)
- [TEA Strong Foundations Grant Opportunity](#)

CHAPTER 2

Implement

Chapter 2: Implement

The Effective Schools Framework (ESF) was created by the Texas Education Agency and defines five levers that are essential in all high-performing campuses. Exemplars and tools for each lever can be found [here](#).

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, effective 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 mind. When reading about each lever, the considerations for the ACE campus model, and suggested actions, continue to ask yourself: How will I approach the implementation of each of these important levers while also bringing the ACE campus model to life? How can my choices in this area of design elevate my ACE campus programming?

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



ACE Budget Development

Implementing the ACE model incurs an additional cost of approximately \$1,300 per student above standard formula funding. This investment covers a range of critical components, including recruiting and retaining effective teachers, providing robust professional development, acquiring high-quality instructional materials, extending learning time, and offering comprehensive wraparound supports. These elements are essential in transforming underperforming campuses into high-performing ones, often achieving significant improvements within just one to two years.

The cost associated with the ACE model exemplifies the importance of strategic budgeting and resource allocation. While the initial investment is substantial, the return on this investment is unmatched in terms of educational outcomes. By focusing financial resources on proven strategies that directly impact student achievement, districts can ensure that their spending translates into meaningful improvements. The rapid turnaround of poor-performing campuses under the ACE model demonstrates the effectiveness of this approach. Investing in the ACE model not only elevates student performance but also fosters a sustainable culture of excellence, making it a prudent and impactful financial decision for any district committed to improving educational outcomes.

Click [here](#) to view a detailed ACE budget.

Average ACE Incremental Costs per Campus

With average student enrollment of 614, 40 teachers, and 58 total staff

| Expense Type | Cost per Campus |
|---|-----------------|
| Stipends Annual stipends for principal, assistant principal(s), teachers, counselor(s), instructional coaches, and librarians | \$484,000 |
| Professional Development Targeted, experiential professional development for school leadership teams and additional professional development resources for teachers | |
| Extended Day Extra duty pay for teachers, 6 p.m. transportation, and after-school enrichment for students | \$164,000 |
| Culture and Climate Non-structural facility upgrades, library renovation and resources, uniforms | \$62,000 |

Total per Student: \$1,295

Sustainability of ACE

To ensure the long-term success and sustainability of the ACE model, district leaders, school leaders, and teachers must commit to implementing its components with fidelity for at least three years (but ideally ACE becomes the core operating model for the campus). This period allows the systems and school culture to take root and continue to thrive, even after financial supports are withdrawn. The ACE model's commitment involves not only providing resources and support from the district but also a dedication from leaders and teachers to remain at their schools during this critical period.

The three-year commitment to the ACE model is a dual commitment: the district commits to providing stipends, extra positions, and additional resources, while leaders and teachers commit to staying at their schools for the same duration. However, a school may remain an ACE school for longer than three years to continue to grow performance, as long as there are financial controls in place to support the model (sustainability examples are outlined on the following page), but the initial period is crucial for embedding the model's practices and culture.

Upon transitioning from the model, some staff transitions are inevitable. Some staff members may be promoted to leadership positions within the district, while others may choose to join new ACE campuses. To sustain the ACE model, districts and school campuses should aim to retain key resources and systems, including:

- **Stipends for Key Positions:** Continue stipends for critical roles such as PLC or data leads, instructional coaches, and assistant principals.
- **Continuity of Leadership:** Maintain consistent leadership and ongoing professional development offerings to support staff.
- **Operational Systems:** Preserve established systems for arrival, dismissal, and transitions to ensure smooth school operations.
- **School Culture Practices:** Continue practices that foster a positive school culture.
- **Data Practices:** Sustain the use of data walls and data-driven instructional practices.
- **Wraparound Services:** Keep implementing wraparound services and best practices, such as restorative circles, and adjust the master schedule as needed to accommodate the loss of the extra hour in the school day.

To sustain the ACE model, districts can explore several strategies:

- **Explore Governance Changes** — SB 1882/Texas Partnerships campuses may bring in additional per student revenue, depending on district factors. For example, in Ft. Worth, ACE campuses (Leadership Academies) are under the SB 1882 structure as in-district charters managed by Texas Wesleyan University. This shift in governance allows these campuses to continue with the ACE model, due to the increased funding from this 1882 mechanism. More information about Texas Partnerships can be found [here](#).
- **Pursue Texas Strategic Compensation** — To sustain the ACE model financially, districts can transition toward Texas Strategic Compensation, which bases teachers' base pay on performance levels rather than relying solely on stipends. This approach integrates initiatives such as the Teacher Incentive Allotment (TIA) to fund a comprehensive compensation system. By linking compensation directly to teacher effectiveness and student outcomes, districts can create a more sustainable and motivating pay structure that rewards high performance. This shift not only ensures the long-term financial viability of the ACE model but also promotes a culture of excellence and increases recruitment and retention of top-tier educators.

- **Pursue Resource Campus Designation** — For those campuses eligible for Resource Campus Designation, plan to implement the core three components along with ACE (TIA, ADSY, and HQIM) and apply for designation, resulting in increased funding from the State. More information about Resource Campuses can be found [here](#).

By committing to these strategies and maintaining a focus on high-quality instruction, effective leadership, and robust support systems, districts can ensure the ACE model creates lasting, positive change in student outcomes and school culture.

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.

ACE Model Connection

Districts should prioritize assembling the right team to champion the ACE initiative at both the district and campus levels. National research has consistently shown that the effectiveness of the teacher in the classroom is the most important in-school factor for student success. Students assigned to highly effective teachers are more likely to attend college, earn higher salaries, live in higher socioeconomic status neighborhoods, and save more for retirement.

CHAPTER 2: IMPLEMENT

Lever 1 Strong School Leadership and Planning

A team of effective teachers and leaders is crucial for the strong implementation of ACE. Districts should hire staff based on their demonstrated history of driving student growth, as well as their growth mindset, high expectations, and ability to build inspired relationships. Human capital management, the district human resources strategy and team, is a key partner to involve early in the ACE planning and staffing process. Including human capital management in early conversations will allow them to add important perspectives and effectively plan for staffing the ACE campus, which may include considerations such as:

- Open transfer window
- External hiring freezes,
- Setting a target deadline for the placement of displaced staff.

Established procedures and guidelines from previous campus reconstitutions can provide a useful framework for thinking about staffing.

When to announce ACE is a balancing act for a school district. Announcing too early could harm staff morale, while announcing too late could cause displaced staff to miss opportunities for upcoming school year openings. Ideally, planning for ACE should span a full year, but it can also be implemented with fidelity from January – August in a given calendar year. A timeline for human capital management components of ACE implementation can help a district schedule their announcement and mitigate for a short timeframe. Key components of the timeline include an open transfer window, non-renewal process, contract renewals, staffing budget for the next school year, and job fairs. While all steps in the timeline are important, the most critical action is to identify school leadership early in the process to ensure ample planning time for community engagement, staff identification and interviews, and the establishment of a strong school vision and culture.

Districts should manage the dissemination of information carefully to reduce opportunities for misinformation. It is important to keep the school names and affected staff confidential until answers to both "what is happening to the school" and "what happens to me" can be shared simultaneously. This information should include the process by which an employee may be able to stay at a campus and how the district will support an employee who will be changing campuses.





Recommended Actions



- **Leadership Change Timing:** Making a leadership change during the school year reflects the increased expectations and pace of an ACE school. When a leadership replacement is necessary, many districts choose to proceed with the replacement before the end of the year to maintain the school's upward momentum.
- **Process for Leader Selection:** Districts should start with a quantitative analysis of current principals based on relative school performance versus expected performance. Other data, such as staff climate survey results and qualitative feedback from principal supervisors, are also important. ACE districts typically prioritize selecting principals based on their history of academic success and their ability to build a strong school culture.

ACE Campus Principal Messaging

- **Community Communication:** Selecting a strong principal for the new ACE campus should be a celebrated event. However, it may be negatively perceived by some staff and families at the school where the new ACE principal was previously employed. It is important to provide information to help the affected community understand the decision, explaining why their former leader is needed elsewhere and how the district will ensure a strong replacement. Including community members in the selection process helps minimize negative impacts on teacher and family retention.
- **Introduction to New Community:** A similar messaging plan should be used to reach out to the new families and community at the ACE campus. Districts often send an introduction letter and host a meet-the-principal night in the spring. In many ACE districts, the outgoing principal remains through the end of the school year, providing stability during the transition.

Lever 1 Strong School Leadership and Planning

ACE Campus Leadership Team Selection

- **Building the Team:** The leadership team is vital in implementing the school's vision and mission, establishing a school culture, and setting routines. With many new employees, the leadership team must focus on building trust and conveying a consistent message of growth mindset, high expectations, and inspired relationships. Each member should have particular skill sets that complement each other, contributing to a strong, unified leadership team.
- **Team Composition:** The leadership team generally includes:
 - Principal
 - Assistant Principal
 - Counselor
 - Lead Instructional Coach
 - Social Worker (or other licensed professional)

ACE Campus Leadership Team Traits

- Leadership team members should possess traits such as energy, trustworthiness, honesty, optimism, and determination. They should be leaders whom people want to follow, effective liaisons to families and the community, and exemplars of giving and receiving feedback.

Resources

The following resources are intended to provide additional information on identifying and hiring a campus leadership team for an ACE campus.

Job Descriptions:

- [ACE Principal Job Description](#)
- [ACE Elementary Assistant Principal Job Description](#)
- [Campus Instructional Coach Job Description](#)
- [Data Analyst Job Description](#)
(an additive role, but not a requirement)
- [Intervention Specialist Job Description](#)

Messaging Considerations:

- [Letter to ACE Campus Staff](#)
- [Invitation to meet the principal](#)

Leadership Team Identification and Selection

- **Principal's Role:** The newly selected principal should actively participate in assembling the leadership team. Principal autonomy is key to staff cohesion and building a positive climate/culture. District leadership should only veto selections in the most egregious circumstances. Early team building allows for assistance in hiring teachers and implementing the ACE strategy.
- **Evaluation of Assistant Principals:** The same school profiles and analysis used to evaluate principals can help evaluate assistant principals. Identifying current leaders who embody the necessary character traits is crucial. The selected skill sets of assistant principals should complement the strengths of the principal.

Did You Know?

Texas Instructional Leadership (TIL) offers cohort-based learning opportunities in several school leadership topics aligned to TEA's Effective School Framework, including Observation and Feedback, Data-Driven Instruction, Schoolwide Culture Routines, Lesson Alignment, and Formative Assessment. At any point in your school design and launch journey, diving into one of these courses will allow you to accelerate your students' growth and improve your campus' instructional core. To learn more, check out [their website here](#).

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.



ACE Model Connection

The ACE model is designed to ensure that the most effective teachers are placed in front of the students who need high-quality instruction the most, addressing a critical issue in many schools where the lowest-performing and highest-poverty campuses often suffer from high teacher turnover and a prevalence of less effective educators. By offering significant financial incentives and professional growth opportunities, the ACE model attracts and retains top-tier teachers and leaders committed to improving student outcomes in these challenging environments. Additionally, the model includes rigorous selection criteria, professional development, and support systems that empower educators to implement best practices and drive student achievement. This strategic focus on staffing excellence transforms underperforming schools into thriving academic communities, where students receive the high-quality education they deserve from dedicated and effective teachers.

If you are a district with a current TIA system approved by TEA, the criteria for strategic staffing regarding a demonstrated track record of growing student outcomes should be directly aligned to the approved growth measures in the TIA system. For those districts who are earlier in their planning timeline and have not yet pursued TIA, it is important to note the criteria used for teacher effectiveness when planning for ACE will need to also be aligned to your TIA plan when that time comes.

Recommended Actions

- Create a [teacher blueprint](#) for staffing: A typical teacher blueprint contains the following three categories:
 - Track record of demonstrated student growth (aligned to the TIA growth measures, if applicable),
 - Effective understanding of teaching pedagogy as measured by the T-TESS rubric, or locally developed/TEA approved rubric (for TIA districts, this should be a focus on Domains II and III of T-TESS), and
 - High emotional intelligence and cultural competency to build relationships with students, families, and community.
- Look for a growth mindset: Successful ACE teachers are often characterized by their openness to feedback, collaboration, and willingness to seek and accept help. They embrace data and the challenges it presents.



- Encourage and support self-care: Successful ACE teachers prioritize self-care, supported by their principals, to sustain the energy and commitment required for teaching at an ACE campus.
- Include emotional resilience: Teaching at an ACE campus demands not only foundational teaching skills but also additional competencies that enable teachers to persevere through challenges. These competencies are essential for building a strong classroom and campus culture that provides social and emotional support for students from diverse socioeconomic backgrounds.

Teacher Identification and Selection

The hiring process for implementing the ACE model should begin with a quantitative analysis of all district teachers to establish a baseline for the available talent pool. This involves assessing teachers' performance data to identify potential candidates. Following the quantitative assessment, a qualitative analysis should be conducted to ensure accuracy, typically including classroom observations by district leadership and discussions with principals, instructional coaches, and other district leaders. These steps provide a comprehensive view of teachers' performance, helping to refine the list of highly-rated teachers. With a clearer understanding of performance, the newly selected campus principal can develop a target list of teachers for the new campus, ensuring the best candidates are identified for the ACE campus.

For districts designating teachers through the Teacher Incentive Allotment (TIA), an analysis should determine which campuses have TIA designated teachers and in which content areas they teach. The district must assess whether 60% of the campus can be staffed with these designated teachers and strategize on incentivizing them to move to the ACE campus. The ACE model requires rebuilding a school with intentional hiring based on proven data performance and the necessary mindset for success at an ACE campus. Recruitment for the ACE campus should run parallel to district-wide recruitment activities. Many ACE districts host recruitment events specifically for TIA designated and other identified staff members, based on a teacher blueprint.

Furthermore, recruitment should extend beyond initial events. It is essential that the standards and practices used in hiring the first staff member are consistently applied throughout the hiring process for all new staff. This ensures a cohesive and high-performing team at the new ACE school.

Compensation Model

To attract and retain high-performing staff members, the ACE model includes an annual stipend for identified ACE staff members (following the effectiveness blueprint), committed by the district for three school years. This financial incentive is designed to acknowledge the additional responsibilities and challenges faced by educators and leaders in ACE campuses, encouraging sustained commitment to school improvement efforts. The annual stipend amounts are structured to reflect the varying levels of responsibility and impact of different roles. Although the stipend amounts are a local decision based on a district's budget and financial capacity, it is important to ensure the stipend is meaningful enough to incentivize movement and recognize a track record of high performance. The most common stipend amounts are as follows:

- Principals receive the highest stipend at \$15,000 per year, recognizing their critical leadership role in driving school-wide transformation.
- Assistant principals receive \$13,000 per year, while teachers and counselors each receive \$10,000 per year, underscoring their direct impact on student outcomes and well-being.
- Instructional coaches and librarians, who play essential roles in supporting teaching and learning, receive \$8,000 per year each.

CHAPTER 2: IMPLEMENT

Lever 2 Strategic Staffing

Again, It is important to note that stipend amounts are a local decision but should be high enough to incentive recruitment and aid retention efforts.

These annual stipends represent a substantial investment by the district, aimed at ensuring that ACE campuses are staffed with highly effective professionals who are motivated to meet the rigorous demands of the model. By providing these financial incentives for three consecutive school years, the district not only rewards current performance but also fosters a culture of excellence and dedication among staff members. This approach helps to stabilize the workforce, reduce turnover, and build a strong, cohesive team that is committed to achieving significant academic improvements and supporting the holistic development of students.

Communication and Messaging

Joining an ACE campus is a cause for celebration. At the teacher level, resistance from families at the previous campus is uncommon since the transition to an ACE campus typically occurs at the end of the school year. Most concerns focus on finding a comparably strong teacher to fill the vacant position left by the transitioning teacher. District leaders should communicate with staff and families about the supports the district will provide to help fill the vacant and other positions that may arise through normal attrition. Additionally, it is beneficial to highlight previous successes in hiring and onboarding strong teachers for that campus when appropriate.

Resources

The following resources are intended to provide additional information on strategically staffing a ACE campus utilizing the ACE model and Teacher Incentive Allotment.

Staffing Blueprint:

- [ACE Staffing Blueprint](#)

Job Descriptions:

- [Elementary School Teacher Job Description](#)
- [Middle School Teacher Job Description](#)

Interview Process:

- [Sample interview questions](#)
- [Behavior-based rubric and questions for teachers](#)
- [Sample rating sheets](#)
- [Interview questions for principals](#)
- [Additional interview questions for principals](#)

Texas ESF Resources: The following resources are available on the TEA ESF website and can be accessed with Texas school district credentials:

- Teacher Interview Workbook
- Prospective Candidate Teacher Panel Protocol
- Teaching Video Request
- New Teacher Academy Handbook
- Teacher Interview Protocols
- Mentor Program Plan

Compensation:

- [ACE Stipend Budget Template](#)

Hiring Process

All job postings for an ACE campus are public. In the posting of positions, it is important that a district consider the timing of the public announcement to pursue ACE. Most districts delay posting positions until the announcement has been made, and the specific campuses have been named.

It is recommended that staff members at a current ACE school be afforded the opportunity to interview with the newly-selected principal if they are interested in remaining at the campus and meet the requirements in the blueprint. It is also strongly recommended that all staff members reapply for their position to remain at the school. This can be extremely important in ensuring the process is not viewed as arbitrary or biased.

For teachers who are designated under the TIA, it is important to remember that they must remain in a classroom teaching role for more than 50% of their contract day (if full-time) to remain eligible for their designation stipend. A leadership role might be a natural progression in one's career, but retaining the most effective teachers in the classroom is a priority of the ACE campus model.

Did You Know?

The Texas Education Agency offers several opportunities to support Strategic Staffing on your campus or in your community. These programs may already be in place within your district, or it may be something you could pilot at your campus in collaboration with your Human Resources team. Two programs to explore are:

- The [Grow Your Own Initiative](#), creates a pipeline from high school to college, and back to the community they grew up in.
- The [Texas Strategic Staffing](#) program is a two-year process that helps develop paid teacher residency opportunities.

Interviewer

The newly-named principal for the ACE campus should serve as the primary decision-maker in assembling the new staff. School leadership approval may be appropriate for hiring members of the school leadership team, internal teachers who are not on the list of highly qualified teachers based on the quantitative analysis, and external district hires.

Once the leadership team has been identified, it is expected that its members will serve in the interview process. Here is an example of how other ACE districts have structured their interviews: [ACE interview configuration](#).

Selection Competencies:

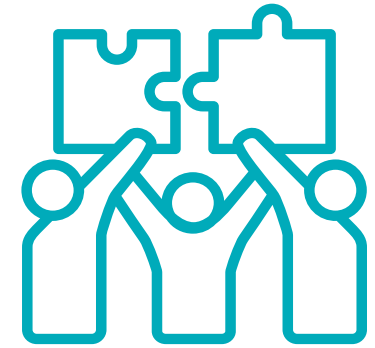
- Candidate Mindsets: equity, respect, personal responsibility
- Commitment: initiative, perseverance, professionalism, adaptability
- Candidate Achievement: leadership, academic success, relationship building
- Instructional Practices: data-driven instruction, behavior management, content expertise/pedagogy

However, the competencies are not required for every ACE district. The final determination should be made by each individual district.

Campus-Based Hiring

The campus-based interview is a crucial final piece to ensure that candidates are a good fit for the campus and possess the skills and mindsets necessary to succeed. Research shows that structured interviews (i.e., reusing the same questions/prompts and scoring candidate responses on a rubric in a consistent manner) are much more likely to predict job effectiveness than unstructured interviews (Rose, D. S., English, A., & Finney, T. G. (2014). *Hire Better Teachers Now: Using the Science of Selection to Find the Best Teachers for Your School*. Cambridge, MA: Harvard Education Press). Here is an overview of the [campus based hiring components](#).

Lever 3 Positive School Culture



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

ACE Model Connection

The culture of an ACE campus is crucial for both students and teachers. Schools should strive to create a safe, positive environment that is joyful and fosters school pride. Within the ACE model, this involves developing and implementing routines and strategies for celebrating success. Many ACE campuses dedicate significant time to establishing routines that promote a positive student environment and set students up for success. Additionally, schools find ways to celebrate the achievements

of both students and teachers. Districts should recognize these accomplishments not only at the end of the year but throughout the year as well. This can be done through large celebrations or smaller strategies such as staff newsletters, staff recognition at meetings, spirit shirts, staff chants, and videos.

Creating a positive school culture is just as important as fostering a positive staff culture. It is important to remember that the ACE campus has a new leadership team, comprised of leaders and teachers who might not have worked with each other before. Building a positive school culture requires intentionality in building relationships, processes, routines, and strategies. Schools can achieve this through individual classroom celebrations, full school celebrations, individual student recognition, and school-wide competitions. Celebrations and recognition play a vital role in building a sense of community and pride among students and staff.

Wraparound Services

Focusing on the non-academic needs of students and staff is essential for the success of ACE campuses. This pillar of the ACE model allows each district to implement a curriculum or approach tailored to its needs. For some districts, this may mean continuing an existing program or starting a new initiative specific to ACE campuses. At the core of each district's approach is the focus on developing positive student-adult relationships, creating a safe learning environment, and emphasizing wraparound services to address the needs of the whole child.

The intentional focus on providing wraparound services for students provides schools with the opportunity to establish systems and routines that foster positive relationships between adults and students. Simple daily acts by present and active adults can create an environment conducive to positive learning and student success. These acts include:

- Welcoming students in a positive manner
- Having students indicate their starting point on a “mood meter” as they enter the classroom
- Building trust and understanding among student peers through restorative circles

By integrating these practices, ACE campuses can create supportive environments that promote both academic and personal growth for students and staff.

Afterschool Enrichment and Whole Child Support

Afterschool enrichment is a vital component of the ACE model, providing all students with access to extended learning opportunities beyond the regular school hours. These enrichment programs are designed to support academic growth, foster creativity, and promote social skills through various activities such as tutoring, arts, sports, and STEM projects. To ensure that all students can participate fully, the program includes the provision of three meals a day. This includes a hot dinner served during the enrichment period, ensuring that students receive the necessary nutrition to stay focused and engaged throughout the extended day.

Moreover, transportation is provided to accommodate the needs of all students. After the academic day concludes, buses are available to take students home. For those participating in the afterschool enrichment programs, additional transportation is provided after the enrichment period ends. This comprehensive approach ensures that logistical barriers do not prevent students from accessing these valuable enrichment opportunities, promoting equity and enabling all students to benefit from the full range of ACE campus offerings. This holistic support structure is instrumental in fostering a nurturing and conducive learning environment, which is critical for the overall development and success of students.

Recommended Actions



- **Ensure Equity and Whole Child Focus:** Ensure that the new school model outlined in the Campus Improvement Plan is rooted in equity and attends to the needs of the whole child beyond just academics.
- **Family Engagement Plan:** Develop a family engagement plan anchored on partnerships between parents, teachers, and students.
- **Student Meal Access:** Through the Food and Nutrition Services Department, develop a plan to ensure all students have access to breakfast, lunch, and dinner (or Super Snack if facility constraints exist), all funded through existing USDA nutrition programs.
- **Positive Behavior Program:** Develop an age-appropriate and research-based Positive Behavior Program that includes clear positive behavior models, promotes positive school culture, and provides alternative disciplinary actions that support all students and educators.
- **Supportive Learning Environment:** Implement systems and practices with the school leadership team and staff to ensure a supportive learning environment for all students, focusing on high expectations and involving families and communities.

Resources

The following resources are intended to provide additional information on building a positive school culture.

Texas ESF Resources: The following resources are available on the TEA ESF website and can be accessed with Texas school district credentials:

- Schoolwide Culture Routine
- Student Rollout: Schoolwide Culture Routine
- Staff Rollout: Schoolwide Culture Routine
- Culture Progress Monitoring
- Incentive Systems



Lever 4 High-Quality Instructional Materials and Assessment

Lever Summary: All students engage daily with [Texas Prekindergarten Guidelines](#)-aligned, high-quality instructional materials and assessments that support learning at appropriate levels of rigor.

TEA defines full-subject high-quality materials as those that ensure full coverage of Texas Essential Knowledge and Skills (TEKS), align with research-based instructional strategies in each subject area, and support all learners.

High Quality Instructional Materials (HQIM) are curricular resources that:

- Ensure full coverage of Texas Essential Knowledge and Skills (TEKS).
- Are aligned to evidence-based best practices in the relevant content areas of RLA, math, science, and social studies.
- Support all learners, including students with disabilities, English Learners, and students identified as gifted and talented.
- Enable frequent progress monitoring through embedded and aligned assessments.
- Include implementation supports for teachers.
- Provide teacher and student-facing lesson-level materials.

ACE Model Connection

High-Quality Instructional Materials (HQIM) in ACE Campuses

ACE campuses must prioritize high-quality instructional materials (HQIM). For students to achieve academic growth, they need to engage with an on-grade level curriculum that aligns with state standards and incorporates research-based instructional strategies (RBIS) proven to be the most effective. Given that ACE campuses are staffed with the most effective leadership teams and teaching staff in the district, these instructional materials will be utilized to accelerate student learning and provide targeted interventions in intentional and impactful ways.

The following is an excerpt from Columbia-Brazoria ISD's ACE school design plan for Barrow Elementary, a 2nd grade through 5th grade campus, as an example showing how a district can effectively leverage HQIM to drive student achievement and teacher development:

The curriculum added to Barrow this year includes Eureka Math for grades 2-5 and Amplify Reading for grade 4, and Amplify tutorials. Barrow has a robust lesson planning process to ensure TEKS are taught, instruction is adapted to learner needs, and rigor and relevance are addressed. Weekly submission of plans is an expectation, and the Principal reviews for meeting the requirements. The Coaches are an integral part of the lesson planning process to ensure support and provide resources and guidance. Their expertise is utilized to match lessons to HQIM best practices, develop formative assessments and assist teachers with data analysis and develop intervention time reteach acceleration or tutorials. In addition to the 45-minute intervention period each day, tutoring is offered before and after school for all students.

The assessment process includes formative assessments after lesson completion, Curriculum Based Assessments (CBA) after units, and benchmark testing three times before the STAAR assessment. Each of these allows staff to dive deep into the data to isolate TEKS needing more instruction, identify students' needs, and address them through small group or individual tutorials. It also allows the Special Education dedicated staff to hone in on specific support, scaffold materials and provide individualized intervention and lessons.

Lever 4 High-Quality Instructional Materials

HQIM Implementation for ACE Campuses

- Developing a Selection Process: Create a process for the selection, adoption, and implementation of High-Quality Instructional Materials (HQIM), if not already in place. If feasible, pilot components of the new curriculum to gather feedback and make adjustments.
- Aligning Professional Development: Align professional development frameworks to focus on how educators can internalize HQIM and use it effectively in the classroom. If the new leadership team is identified and selected early, it is recommended they attend the TEA RBIS training to build their capacity.
- Integrating HQIM in Planning: Integrate HQIM materials into the planning and Professional Learning Community (PLC) process to ensure effective implementation and continuous improvement.
- Developing Support Systems: Establish systems of support to ensure the effective integration of HQIM on campus. These systems should include:
 - Ensuring full coverage of TEKS and alignment with research-based best practices in relevant content areas.
 - Providing support for all learners, including Special Education (SPED), emergent bilingual, and gifted and talented students.
 - Enabling frequent progress monitoring through embedded and aligned assessments to track student progress and make necessary instructional adjustments.

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.



ACE Model Connection

For many schools, enhancing instructional rigor, student engagement, differentiated instruction, and a focus on strong Tier I and II instruction begins with a new approach to professional learning communities (PLCs). PLC teams often start by breaking down standards into “what does a student need to know” and “how will the student demonstrate their understanding” – a process known as know/show. This is followed by data meetings that dive deeper into misunderstandings and areas for re-teaching. The teams revisit the know/show chart to uncover what was missed and make further revisions. Through this process of breaking down standards, analyzing assessment items, and discussing student work, teachers effectively use data to inform their practice. Examples of a data-driven PLC session can provide further insight into this approach.

In the classroom, data is utilized both through visual displays of student levels and progress on demonstrations of learning (DOLs), and through the practical application of each lesson. Many districts employ aggressive data monitoring protocols to ensure that data is being reviewed regularly and used to drive instructional decisions.

Examples of Implementation

The first step for many schools is to create a master schedule, which can vary across and within districts but must include at least 60-min of additional instruction compared to the previous campus schedule. This ACE schedule often includes double blocks for high-priority areas such as math, English language arts, or language development. Creating these blocks allows for deeper instructional time and targeted support. Examples of master schedules from various schools can be found [here](#), illustrating different approaches to structuring instructional time.

One district implemented a schedule that included dedicated math and reading blocks, incorporating guided reading during these times. They also developed an extensive system for tracking and understanding data, using a dashboard that campus leadership and ACE principals can use to monitor data. This dashboard tracks everything from DOLs to teacher observations, providing a comprehensive view of student progress and instructional effectiveness.

Additional data-driven instructional resources include an ACE data practices overview, ACE reteach protocol, and a leadership action planning template. These tools help schools to systematically approach instructional improvement and ensure that all students have access to rigorous, engaging, and differentiated learning experiences.

CHAPTER 2: IMPLEMENT

Lever 5 Effective Instruction

The following is an excerpt from an ACE school design plan for a district effectively leveraging research based instructional strategies (RBIS) to drive student achievement and teacher development:

Barrow Elementary has engaged in campus training to implement the components of “Get Better Faster” (GBF) Observation Feedback and has targeted, trained, and monitored the effective implementation of key components from the management and rigor domains of the training process. This includes aggressive monitoring of learning, classroom reset practices, active engagement of learners, guided discourse, and pacing. TEA has provided training on several HQ instructional strategies, such as instructional practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups. Barrow then integrates this HQ training with ESF/TIL training to enhance lesson plan internalization and lesson alignment with new HQIM math and reading materials.

Training is provided at the beginning of the year and once in the fall and spring semesters. To provide continuity and extensions of the learning, follow-up training is provided during the PLC time scheduled each month or during the lesson planning one half day provided weekly. In addition, coaches schedule observations of training implementation and support staff struggling with implementation through the GBF coaching model. The principal tracks teacher mastery on a rubric which is part of the HQ teacher evaluation process.

Each day students have access to a 45-minute intervention period designed to allow for small group reteaching, individualized tutorials, accelerated learning, or extensions of learning based on data from formative assessments. Teachers utilize strategies from training and use the HQIM to develop target lessons and exit tickets. Teachers track mastery to ensure the TEKS are learned and mastered.

CHAPTER 2: IMPLEMENT

Lever 5 Effective Instruction

Recommended Actions



Implement High-Quality Instructional Materials (HQIM):

- Select, adopt, and implement HQIM that align with state standards and research-based instructional strategies.
- Pilot components of new curricula where feasible to gather feedback and make necessary adjustments.

Develop a Comprehensive Professional Development Framework:

- Align professional development with the use of HQIM, focusing on internalizing and effectively implementing these materials.
- Ensure ongoing training opportunities for educators to refine their instructional practices.

Strengthen Professional Learning Communities (PLCs):

- Establish PLCs that break down standards into know/show formats, facilitating in-depth discussions about student understanding and instructional practices.
- Use data from PLC sessions to inform instructional adjustments and interventions.

Resources

The following resources are intended to provide additional information on implementing a ACE campus:

- [Two year implementation plan by ESF Lever and ACE Pillar](#)
- [Dallas ISD Data-Driven Instruction Teacher Resources](#)
- [Master schedule example](#)

Implement Data-Driven Instruction:

- Employ rigorous data monitoring protocols to regularly review and utilize student performance data.
- Create visual displays in classrooms to track student levels and progress on demonstrations of learning (DOLs).
- Use data to identify misunderstandings, inform re-teaching strategies, and adjust instructional plans.

Create and Maintain Effective Master Schedules:

- Develop master schedules that include an additional 60-min of instruction, which could include double blocks for high-priority subjects such as math, English language arts, and language development.
- Allocate sufficient time for guided reading and other targeted instructional strategies.

Promote Differentiated Instruction:

- Train teachers to use differentiated instructional strategies to meet the diverse needs of all students, including those in special education, emergent bilingual students, and gifted and talented students.
- Ensure HQIM and instructional plans are flexible to accommodate varied learning styles and needs.

Support Strong Tier I and II Instruction:

- Focus on delivering high-quality Tier I instruction to all students.
- Develop and implement targeted Tier II interventions for students who need additional support.

Utilize a Comprehensive Data Dashboard:

- Develop a data dashboard for campus leadership and ACE principals to monitor key performance indicators, including DOLs and teacher observations.
- Use the dashboard to inform instructional decisions and track the effectiveness of interventions.

Develop Systems of Support for HQIM Integration:

- Ensure full coverage of TEKS and alignment with research-based best practices in relevant content areas.
- Provide support systems for all learners, including special education, emergent bilingual, and gifted and talented students.
- Enable frequent progress monitoring through embedded and aligned assessments.

Engage in Continuous Improvement:

- Regularly review and revise instructional practices based on student performance data and feedback from PLCs.
- Foster a culture of continuous improvement where teachers and leaders are committed to refining their instructional strategies to achieve better student outcomes.

Did You Know?

TEA has created several supports that can be used as you implement Professional Learning Communities on your campus, like [these](#) (found in the section underneath HQIM). These asynchronous learning modules were designed by TEA's Strong Foundations team to support instructional coaches and teachers in the internalization process of both units and lessons of HQIM. These are excellent supports to consider using in the design and implementation of your PLCs.

The [T-TESS website](#) has a wealth of resources that can support successful implementation of an evaluation and support system, including goal setting documents, training resources and calibration supports for your instructional leadership team.

ACE Campus Planning and Implementation Timeline

District Buy-In (November – December)

- Develop key talking points for internal stakeholders
- Meet with Superintendent and identified leadership team
- Make “go / no-go” decision on ACE implementation for 2024-2025

Project Planning (November)

- Identify key stakeholders (internal/external)
- Identify project team and main point of contact for planning

School Program Requirements (November)

- Identify program requirements (within the five core pillars)
- Identify ACE campus autonomies (i.e., what will these campuses be allowed to do differently than other district schools?)
- Ensure ACE plan is incorporated into state-required campus improvement plans
- School Selection (February)
- Analyze campus performance from 2018-2019 to 2022-2023 (utilize available 2023-2024 data to layer into the narrative)
- Determine budget capacity to implement ACE model with fidelity to determine the number of ACE campuses for 2024-2025 (will be between one and three schools)
- Select final schools and begin the internal planning process

Staffing (February – April)

Develop campus administrator selection criteria and process (blueprint) to include, but not be limited to, historical campus academic growth data:

- Collect administrator effectiveness data
- Interview current principal(s)
- Principal recruitment: position posting
- Identify selection team and criteria
- Conduct comprehensive interview of identified candidates
- Develop Communication plan with announcements of school leaders
- Placement of released principals (if required)

Develop teacher hiring criteria and process (blueprint) to include, but not be limited to, historical student academic growth and instructional delivery (pedagogy) data:

- Collect teacher effectiveness data
- Create teacher re-application process for teachers at current schools
- Principal to observe, interview, and review data of all teachers at current schools
- Notify existing teachers of selection decisions
- Project staffing allocations
- Teacher recruitment: post positions, recruitment receptions, job fairs
- Placement of reconstituted teachers

ACE Campus Planning and Implementation Timeline

Cost/Budget Management Plan (February)

Create a comprehensive budget plan

- Identify teacher/campus position stipend costs
- Request budget services planning estimate
- Identify facility upgrade cost (internal/external)
- Identify school uniform costs
- Identify transportation costs
- Identify professional development costs
- Identify communication costs

Communication Plan (February)

Develop an overall communication plan and strategy

- Create website/webpage
- Create report template for campus/district updates
- Create communication plan for campus staffing changes
- Create communication plan for board of trustees
- Create communication plan for parents/community members
- Create communication plan for internal staff and district employees
- Create recruitment materials
- Media/storyline plan for positive coverage

Operations (February)

- Conduct campus walkthroughs to identify non-capital improvements (ie; fresh paint, landscaping, marquis enhancement, flooring refurbishment, etc)
- Program Evaluation (June)
- Develop annual evaluation plan to monitor progress
- Create/update long term sustainability plan

Training and Professional Development (March – June)

Develop an overall professional development plan

- Create administrator training/professional development
- Create teacher training/professional development
- Create counselor/mental health training/professional development
- Identify 3rd party providers to provide support for instructional excellence and data-driven practices (if needed)
- Conduct an “asset inventory” to identify campus instructional resources and needs to ensure equity (ie; culturally relevant texts, leveled libraries, curricular materials)

ACE Campus Planning and Implementation Timeline

Out of School Time (March – June)

- Finalize academic school day schedule (including the additional hour of instruction)
- Develop transportation plan and create routes/ridership for late buses
- Develop student enrichment plan, including the identification of providers/staff
- Identify external providers for afterschool enrichment (if necessary)
- Submit federal Afterschool Meals Program application for reimbursed hot supper for all students participating in enrichment afterschool

Parent and Community Engagement (March – June)

- Identify opportunities of interest for parent and community involvement (ask parents/community directly)
- Launch site-based decision making (SBDM) committee (if applicable)
- Create adult-basic education opportunities to take place on campus during afterschool enrichment scheduling
- Revise PTA scheduling to accommodate all parents/guardians (ie; change meeting times to evenings at centrally located community location)
- Plan for first week community walk by teachers to meet parents/communities (if safety allows)

Technology (March)

- Assess needs for classroom technology
- Assess needs for student devices
- Progress Monitoring (June)
- Develop a plan to monitor first-year implementation on academic and campus culture indicators
- Adhere to a continuous improvement mindset
- Develop a plan to monitor student achievement data, SEL, discipline, attendance, and staff climate/culture
- Submit six weeks, midyear, and end of year reports on data points

Program Evaluation (June)

- Develop annual evaluation plan to monitor progress
- Create/update long term sustainability plan

CHAPTER 3

Evaluate

Chapter 3: Evaluate

Similar to other TEA designs, ACE campuses are best designed when leaders begin with the end in mind and take scaffolded steps to get there. This chapter centers on two important tools, a timeline and fidelity of implementation success criteria, that will allow you to evaluate what you should do, when, and whether you're on track for success. This chapter contains both general school design steps and model-specific considerations, guiding each phase of the process.

If you are reading this playbook for inspiration, you may wish to review these two tools to evaluate your district's capacity to commit to this timeline as well as whether these success metrics align with your goals. If you are reading this playbook as a how-to guide, this chapter will allow you to plan backward from the success criteria in order 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 success criteria to monitor progress, perhaps most importantly, they will be key supports for 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 thinking about implementing a new school model, you'll have to win the hearts and minds of staff, students, families, and community partners. Use these tools to create clarity on 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 utilize [this 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 and when they must happen is critical. By following this [suggested timeline](#), your team can ensure that your model meets the community's needs and that each step you take builds on the previous.



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 and their destination throughout the journey. You will want to build out a detailed plan, including roles and responsibilities that align with this timeline so that you can ensure a clear path with motivated team members. The following represents individual project plans that can be followed and customized to meet local context:

- [ACE Project Plan](#)

Fidelity of Implementation Success Criteria

The [School Model Implementation Tool](#) is designed to demonstrate how the Effective Schools Framework can be operationalized in campuses implementing a specific whole-school model. District and campus leaders can use this tool to identify the right inputs when planning a campus and to identify that the right outputs are in place once the school model is being implemented. The tool is designed to work in combination with the [School Model Playbooks](#), and there is a unique tool to complement each playbook



Similar to the timeline, internalizing this success criteria for each stage of the design and launch process allows you to create a manageable process that people are excited about because they know where they're going. Additionally, these criteria will allow you to celebrate successes early, while still pushing development forward.

Change management and stakeholder communication are critical to the successful implementation and fidelity of the ACE model. Effective change management ensures that all stakeholders, including teachers, staff, students, and parents, understand the reasons for the changes, the benefits they bring, and the specific steps involved in the transition. By addressing potential resistance and fostering a culture of collaboration and openness, districts can minimize disruptions and build a strong foundation for the ACE model's success. This involves providing comprehensive training, resources, and ongoing support to staff, ensuring they are well-prepared to adapt to new instructional practices and protocols. Moreover, a well-structured change management plan includes regular monitoring and feedback mechanisms to assess progress and make necessary adjustments, keeping the implementation process on track and aligned with the intended goals.

Stakeholder communication is equally vital in ensuring implementation fidelity of the ACE model. Clear, consistent, and transparent communication helps build trust and buy-in from all stakeholders, which is essential for the model's success. Districts should proactively engage with parents, community members, and staff through various channels such as meetings, newsletters, and social media updates to keep them informed and involved. This communication should highlight the positive impacts of the ACE model on student outcomes and address any concerns or questions stakeholders may have. Involving stakeholders in the planning and decision-making processes also fosters a sense of ownership and accountability, further enhancing the commitment to the model's goals. Additionally, utilizing surveys for both staff and students related to key data points provide essential feedback to ensure engagement and help determine necessary adjustments. Effective communication ensures that everyone is aligned and working towards the same objectives, thereby supporting the fidelity of the ACE model's implementation.

To that end, the following templates and frameworks are important in monitoring implementation fidelity:

- [Change Management Plan](#)
- [Stakeholder Communication Plan](#)

Progress Monitoring and Program Evaluation in the ACE Model

To ensure the fidelity of implementation in an ACE campus, it is crucial to monitor, collect, and analyze data across both qualitative and quantitative metrics. While analyzing state accountability data is important, this data often becomes available only after the school year has concluded. Therefore, interim progress measures play a vital role in ensuring that implementation is effective across all departments and systems throughout the year. Regular progress monitoring allows for timely identification of areas needing improvement and enables proactive adjustments to be made in order to enhance the overall effectiveness of the ACE model. Districts should regularly monitor data points outlined in Ch. 1 of this playbook as well as implementation indicators outlined in the previous section.



CHAPTER 3: EVALUATE

Timeline

| Component | Planning Year | Year 1 | Year 2 |
|---|---|---|---|
| <p>Plan: For each of these steps, first review guidance in Playbook, Chapter 1.</p> | | | |
| <p>Case for Change</p> | <p>Evaluate community context and assets alongside possible school models, and select one that best matches needs.</p> | <p>Look for, celebrate, and communicate to stakeholders about small and large wins that relate to your case for change.</p> | <p>Look for, celebrate, and communicate to stakeholders about small and large wins that relate to your case for change.</p> |
| <p>Campus Mission Vision for Instruction and School Culture Academic and Graduate Outcomes</p> | <p>Review Chapter 1 guidance and develop your mission statement, your vision for instruction and school culture, and your desired outcomes.</p> <p>Communicate these broadly in your planning year to all stakeholders, and ensure all onboarding materials and programming decisions include explicit connection to them.</p> <p>Create an elevator pitch that summarizes these three components that you can use in communications for a range of stakeholders and any supporting collateral.</p> | <p>Ensure Year 1 goals and your progress monitoring plan are reflective of these broad purposes in addition to discrete academic goals.</p> <p>Regularly look for, celebrate, and communicate to stakeholders evidence of progress related to these broad purposes.</p> <p>In professional development, family engagements, and student programming, continue to hone and use your elevator pitch as you work to establish a strong sense of “how we do things here”.</p> | <p>Ensure Year 2 goals and your progress monitoring plan are reflective of these broad purposes in addition to discrete academic goals.</p> <p>Regularly look for, celebrate, and communicate to stakeholders evidence of progress related to these broad purposes.</p> <p>In professional development, family engagements, and student programming, continue to hone and use your elevator pitch as you work to establish a strong sense of “how we do things here”.</p> |

CHAPTER 3: EVALUATE

Timeline

| Component | Planning Year | Year 1 | Year 2 |
|--|---|--|---|
| Implement: For each of these steps, first review guidance in Playbook, Chapter 2. | | | |
| <p>ESF Lever 1: Strong School Leadership and Planning</p> | <p>Recruit and hire campus leader and leadership team.</p> <p>Establish clear roles and responsibilities for the leadership team.</p> <p>Develop a monitoring plan based on progress toward outcomes.</p> | <p>Implement leadership roles and responsibilities, monitor success, and adjust based on campus need</p> <p>Execute monitoring plan, and utilize data and reflections on an ongoing basis to adjust and adapt as needed.</p> | <p>Based on Year 1 outcomes and school community needs, adjust leadership roles and responsibilities. Consider how the additional students and staff will impact these as well.</p> <p>Based on Year 1 outcomes, establish Year 2 goals and create and implement a monitoring plan.</p> |
| <p>ESF Lever 2: Strategic Staffing</p> | <p>Develop and execute hiring timeline for first-year staffing needs. Collaborate with Human Resources to leverage available strategic initiatives, especially for difficult-to-staff positions.</p> <p>Leverage incentives for high-quality educators upon hire and based on success.</p> <p>Develop onboarding resources and professional development that build belief and understanding of the model.</p> <p>Establish strategic recruitment plan for highly effective educators.</p> | <p>Develop and implement an ongoing support plan for new staff, specifically novice teachers.</p> <p>Continue model-specific professional development. Cultivate leadership among founding staff and utilize their support in onboarding Year 2 staff.</p> <p>Establish strategic recruitment plan for highly effective educators.</p> | <p>Onboard any new staff, and continue model-specific professional development for them. Leverage leadership of founding staff members.</p> |

CHAPTER 3: EVALUATE

Timeline

| Component | Planning Year | Year 1 | Year 2 |
|--|--|--|--|
| Implement: For each of these steps, first review guidance in Playbook, Chapter 2. | | | |
| <p>ESF Lever 3: Positive School Culture</p> | <p>Create a daily and yearly schedule that includes time for culture-building programming.</p> <p>Establish routines, procedures and celebrations that will bring to life your vision for campus culture.</p> <p>Develop onboarding process for staff, families and students and execute in Spring.</p> <p>Evaluate and select wrap around services as well as college-knowledge curriculum and develop an implementation plan.</p> <p>Assign roles and responsibilities for culture programming as well as an ongoing monitoring process.</p> <p>Establish family engagement objectives and outline yearlong programming. Assign this responsibility to someone on leadership team.</p> <p>Develop an age-appropriate and research-based Positive Behavior Program that includes clear positive behavior models, promotes positive school culture, and provides alternative disciplinary actions that support all students and educators.</p> | <p>Implement and monitor wrap around services.</p> <p>In observation and feedback protocol, ensure swift and successful adoption of critical routines and procedures.</p> <p>Prioritize early and intensive coaching and support for any teachers where lack of skill in routines and procedures is negatively impacting their ability to provide effective instruction.</p> <p>Onboard students, family and staff in culture expectations and develop ongoing implementation and monitoring plan.</p> | <p>Based on Year 1 reflections and campus needs, adjust PBIS to better address school culture.</p> <p>Continue culture-building programming.</p> <p>Hone recruitment to ensure hiring process and decisions continue to support a positive school culture.</p> |

CHAPTER 3: EVALUATE

Timeline

| Component | Planning Year | Year 1 | Year 2 |
|--|---|---|--|
| Implement: For each of these steps, first review guidance in Playbook, Chapter 2. | | | |
| <p>ESF Lever 4: HQIM & Assessment</p> | <p>Unless already determined by your district, evaluate available HQIM for ELAR and Math and their alignment to your instructional vision and then select. Upon selection, review this implementation guidance and create and begin executing your implementation plan.</p> <p>Obtain all necessary materials and schedule provider and ESC professional development.</p> | <p>Establish, communicate and execute Year 1 HQIM actions and goals.</p> <p>Proactively consider and make staff aware of implementation pitfalls so that any deviations from the implementation plan are carefully weighed.</p> <p>Communicate regularly to stakeholders about the connection between HQIM implementation and your campus instructional vision.</p> | <p>Establish, communicate and execute Year 2 HQIM actions and goals.</p> <p>Pro-actively consider and make staff aware of implementation pitfalls so that any deviations from the implementation plan are carefully weighed.</p> <p>Communicate regularly to stakeholders about the connection between HQIM implementation and your campus instructional vision.</p> |

CHAPTER 3: EVALUATE

Timeline

| Component | Planning Year | Year 1 | Year 2 |
|--|--|---|--|
| Implement: For each of these steps, first review guidance in Playbook, Chapter 2. | | | |
| <p>ESF Lever 5: Effective Instruction</p> | <p>Create feedback and observation protocol, and assign roles and responsibilities for the leadership team.</p> <p>Establish professional learning and collaboration structure, schedule, and expectations. Reference HQIM implementation guidance to ensure this supports effective curriculum usage.</p> | <p>Implement professional learning and collaboration systems. Assign leadership team member to facilitate initially and plan for gradual release to teacher leader.</p> <p>Prioritize implementing a strong HQIM internalization protocol during Year 1 and monitor closely to ensure consistent usage.</p> <p>Implement feedback and observation protocol, regularly review and reflect as a leadership team on individual needs, campus trends and how these should impact coaching and ongoing professional development.</p> | <p>Continue implementation of professional learning and collaboration systems. Where possible, enable teacher leadership.</p> <p>Prioritize implementing a strong student work analysis protocol during Year 2 and monitor closely to ensure consistent usage.</p> <p>Continue feedback and observation protocol, differentiating cadence and support based on teacher needs, campus trends and leadership capacity.</p> |

CHAPTER 4

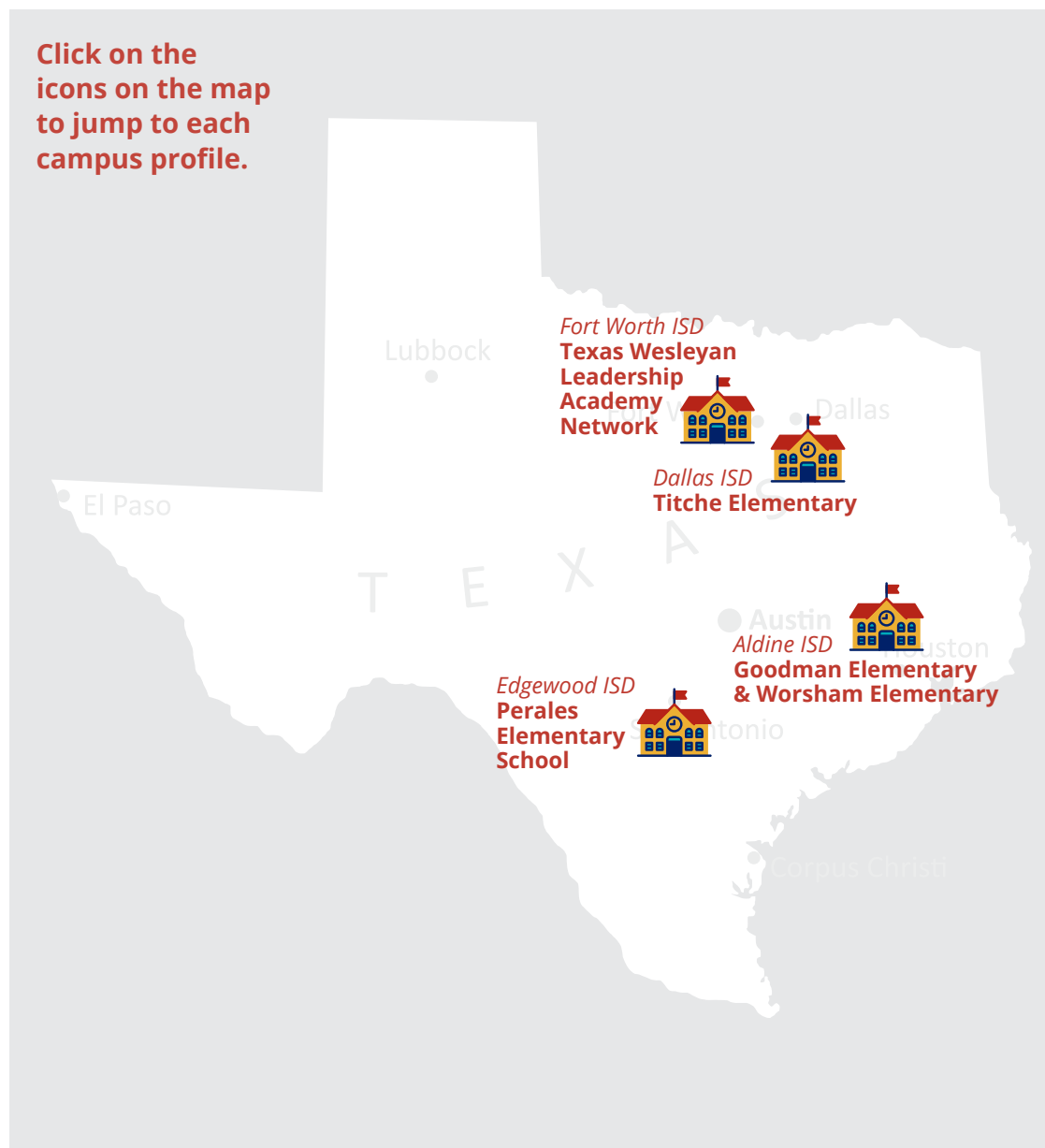
Leading the Way

Chapter 4: Leading the Way

There have been many exceptional examples of district and campus improvement involving the core components of the ACE campus model and implementing these companion initiatives in building a comprehensive district/school turnaround approach.

In this section, we spotlight exemplary ACE districts and campuses that have successfully implemented the Accelerating Campus Excellence (ACE) model with unwavering fidelity. These districts and schools made bold, student-centered decisions anchored in teacher effectiveness, demonstrating a commitment to transformative education. By leveraging state resources such as the Teacher Incentive Allotment, SB 1882, High-Quality Instructional Materials (HQIM), Additional Day School Year (ADSY), and TEA School Action Fund Grants, they developed, implemented, and sustained impactful changes. Most importantly, these exemplary ACE districts and campuses have created the conditions for children to thrive, transforming not only their schools but also their communities. Through strategic leadership and a relentless focus on student outcomes, they serve as inspiring models of what is possible when dedication, innovation, and support converge in the pursuit of educational excellence.

Click on the icons on the map to jump to each campus profile.



SCHOOL PROFILE

Perales Elementary School

District: Edgewood ISD

Grades Served: PreK–5

Campus Demographics: 353 Students

- 1.1% African American
- 98.6% Hispanic
- 0.3% Two or More Races
- 93.2% economically disadvantaged
- 2.5% of students are emerging bilingual

Perales Elementary School in Edgewood ISD, located in the heart of San Antonio, has district leaders not settling for marginal improvement but rather systemic change to improve outcomes for students at a rapid pace. In the 2018-2019 school year, the campus earned a failing rating across all domains and sub-indicators which was the second consecutive year of a failing rating.

Under the leadership of the Superintendent, Dr. Eduardo Hernandez, the district pursued the School Action Fund grant through TEA and chose to implement the ACE model at Perales Elementary and Gus Garcia Middle School (which is managed by Texas A&M University San Antonio through a Texas Partnerships agreement).

Through a focus on highly effective staff in all grade levels and content, high-quality instructional materials, more learning time through an extended campus academic day, and intentional student and community relationship building, Perales Elementary earned a B (88) in the 2021-2022 school year and was the highest performing elementary school in Edgewood ISD.

SCHOOL PROFILE Perales Elementary School

**QSA -
Quality Seats Analysis**

Quality Seats Analysis (QSA), which includes academic and demographic data, long-term trends, and community input.

District leaders use their QSA to clearly tier schools, identify neighborhoods in most need of improved school options, and track progress on the number and percent of schools and students in each performance tier.

ACE
ACCELERATING | CAMPUS | EXCELLENCE
EDGEWOOD
INDEPENDENT SCHOOL DISTRICT
San Antonio

PERALES
ELEMENTARY SCHOOL

GUS GARCIA
UNIVERSITY SCHOOL
Powered by Texas A&M San Antonio

EISD JOURNEY

2019 TAKING STOCK
QSA, garnering buy-in, commitment to ACE, and strategic planning

2020 LAUNCH
Data analysis, recruitment, redesign, and monitoring

2021 Full Implementation
Evaluation, fidelity, and retention

Strategic Planning

BIG ROCK
- EDUCATIONAL SERVICES -

Strategic Staffing & Compensation
Instructional Excellence in Every Classroom
ACE Implementation & Design Lab
Social & Emotional Support
Extended Learning Opportunities for Students & Staff
Innovation Zone Implementation
Parent & Community Partnerships

SCHOOL PROFILE Perales Elementary School

See [here](#) how Perales Elementary implemented one of the core research-based instructional strategies—data-driven instruction.

| | 2018-19 School Year | | | 2021-22 School Year | | |
|---|---------------------|--------------|--------|---------------------|--------------|-----------|
| | Component Score | Scaled Score | Rating | Component Score | Scaled Score | Rating |
| Overall | | 52 | F | | 88 | B |
| Student Achievement | | 56 | F | | 65 | Not rated |
| STAAR Performance | 31 | 56 | | 38 | 65 | |
| College, Career, and Military Readiness | | | | | | |
| Graduation Rate | | | | | | |
| School Progress | | 59 | F | | 94 | A |
| Academic Growth | 59 | 57 | F | 89 | 94 | A |
| Relative Performance (Eco. Dis: 97.3%) | 31 | 59 | F | 38 | 72 | C |
| Closing the Gaps | 5 | 37 | F | 69 | 75 | C |

SCHOOL PROFILE

Goodman Elementary & Worsham Elementary

District: Aldine ISD

Worsham Elementary

Grades Served: 1–5

Campus Demographics: 493 Students

- 1% African American
- 96.1% Hispanic
- 2.6% White
- 0.2% Two or More Races
- 95.1% economically disadvantaged
- 47.9% of students are emerging bilingual

Goodman Elementary

Grades Served: 1–5

Campus Demographics: 422 Students

- 14.9% African American
- 92% Hispanic
- 1.2% White
- 0.7% Two or More Races
- 91.5% economically disadvantaged
- 59.7% of students are emerging bilingual

In the 2019-2020 school year, one year after Dr. LaTonya Goffney became the Aldine ISD Superintendent, she decided to take bold action in turning around two campuses that had a history of low performance by implementing the ACE model at Worsham and Goodman Elementary School.

[Aldine ISD launched](#) the Accelerating Campus Excellence (ACE) model at Goodman Elementary and Worsham Elementary Schools aimed at helping students reach their full potential.

“I got into education to make a difference,” said teacher Eden Howe. “To me, kids here are kind of counted out because they were low-performing and I think it just takes one person. Now we have a whole team of people to count them back in.”

The program moved the best teachers and staff to the two elementary schools, extended the school day and added social and emotional support for the students.

SCHOOL PROFILE Goodman Elementary & Worsham Elementary

Teachers also went through specialized training and extra professional development.

"They deserve to be exposed to excellence," said LaDon Ward, principal of Goodman Elementary. "They deserve to have an opportunity that can catapult them and change the trajectory of their life."

Since 2017-2018, Worsham ES has improved their TEA Accountability rating 26 points (57 to 83) and Goodman ES has improved their TEA Accountability rating 32 points (57 to 89) making them two of the highest growth campuses in Aldine ISD.

| | Worsham Elementary 2021-2022 | | | Worsham Elementary 2021-2022 | | |
|---|---------------------------------|--------------|----------|---------------------------------|--------------|----------|
| | Component Score | Scaled Score | Rating | Component Score | Scaled Score | Rating |
| Overall | | 83 | B | | 88 | B |
| Student Achievement | | 72 | C | | 72 | C |
| STAAR Performance | 44 | 72 | | 44 | 72 | |
| College, Career, and Military Readiness | | | | | | |
| Graduation Rate | | | | | | |
| School Progress | | 86 | B | | 93 | A |
| Academic Growth | 79 | 86 | B | 88 | 93 | A |
| Relative Performance (Eco. Dis: 97.3%) | 44 | 81 | B | 44 | 81 | B |
| Closing the Gaps | 74 | 77 | C | 85 | 80 | B |

SCHOOL PROFILE

Titche Elementary

District: Dallas ISD

Grades Served: K-5

Campus Demographics: 678 Students

- 33.5% African American
- 62.8% Hispanic
- 1.6% White
- 0.1% Asian
- 1.5% Two or More Races
- 99.1% economically disadvantaged
- 47.2% of students are emerging bilingual

Titche Elementary School in Dallas ISD has exemplified the success that can be achieved through the implementation of the ACE model. Before adopting the ACE model, Titche Elementary faced significant challenges, including low academic performance, high teacher turnover, and a struggling school culture. The school had been rated as Improvement Required by the state for five consecutive years, consistently ranking as one of the lowest-performing elementary campuses in Texas. However, by embracing the ACE model's comprehensive approach, which focuses on strategic staffing, high-quality instructional materials, extended learning opportunities, and robust social and emotional support, Titche Elementary experienced a remarkable transformation.

SCHOOL PROFILE Titche Elementary

In the first year of ACE implementation (2017-2018), Titche Elementary earned an accountability score of 88 (B), a significant improvement from its previous ratings. The following year, 2018-2019, the school further excelled, achieving an accountability score of 90 (A). This dramatic turnaround was achieved without changing the attendance boundaries, as Titche continued to serve the same neighborhood students and families. The success story of Titche Elementary underscores that the improvement was never about the children and their ability, but rather about the systems and adults within the building.

One of the key factors in Titche's success was the strategic recruitment and retention of highly effective teachers and leaders, supported by substantial financial incentives and professional development opportunities. This ensured that students received high-quality, rigorous instruction from motivated and skilled educators. Additionally, the implementation of data-driven instructional practices and frequent progress monitoring allowed the school to tailor interventions and support to meet students' specific needs effectively.

The impact of these efforts was evident in the school's improved academic outcomes, becoming a National Blue Ribbon School. Within a short period, Titche Elementary saw significant gains in student performance, with higher test scores and increased student engagement. The positive changes extended beyond academics, as the school also reported a stronger, more cohesive school culture and improved relationships among students, teachers, and the community.

Just two years ago, Edward Titche Elementary School in Dallas was facing the possibility of closing because it had long been failing state academic standards.

But this week, Titche was one of 28 Texas schools named a National Blue Ribbon School, an honor awarded by the U.S. Department of Education to recognize campuses that are high performing and closing achievement gaps. Only 317 public and 50 private schools received the designation this year.

"We're just really forthcoming with students, with the staff, about what our expectations are and what the steps are to meet the goals of the campus," Jenkins said. "Those relationships have to be strong for students to learn and thrive in this environment."

The success of Titche Elementary School demonstrates the potential of the ACE model to turn around underperforming schools, providing a roadmap for other schools facing similar challenges. By prioritizing effective instruction, fostering a supportive environment, and maintaining a relentless focus on student achievement, Titche Elementary has set a high standard for what can be accomplished through the ACE model.

SCHOOL PROFILE

Texas Wesleyan Leadership Academy Network

District: Fort Worth ISD

Campuses Served: Como Elementary, Maude Logan Elementary, John T. White Elementary, Mitchell Boulevard Elementary, and Forest Oak Middle School

Campus Demographics:

- 46% African American
- 47% Hispanic
- 3% White
- 2% Asian
- 2% Two or More Races
- 95% economically disadvantaged
- 36% of students are in dual language program

The Leadership Academy Network (LAN) demonstrates the significant milestones and achievements of five campuses: Como Elementary, Maude Logan Elementary, John T. White Elementary, Mitchell Boulevard Elementary, and Forest Oak Middle School. The initiative began in the 2017-2018 academic year when the Fort Worth Independent School District (FWISD) identified these schools as needing substantial intervention and piloted ACE, the first district to replicate Dallas ISD, to address their challenges. Recognizing the necessity for sustained improvement, the district established the Leadership Academy Network in 2019 to continue the interventions and support these campuses.

SCHOOL PROFILE Texas Wesleyan Leadership Academy Network

The LAN serves a diverse and dynamic student population, reflecting a commitment to equity and academic excellence. The network includes a total enrollment of 2,650 scholars for the 2022-2023 academic year, expanding to 2,656 for the 2023-2024 academic year. A significant 95% of these students are economically disadvantaged, highlighting the network's focus on supporting students who face substantial socio-economic challenges. This demographic data underscores the importance of the LAN's mission to provide high-quality education and robust support systems to students who need it the most.

The LAN also serves a diverse student body, with 47% of students identifying as Hispanic, 46% as African American, 3% as White, 2% as Two or More Races, and 2% as Asian. This diversity enriches the learning environment and provides a broad range of cultural perspectives. Additionally, the network supports 36% of its students through dual language education programs, promoting bilingualism and biliteracy, which are crucial skills in today's global society. Furthermore, 15% of LAN students receive special education services, demonstrating the network's commitment to inclusivity and ensuring that all students, regardless of their learning needs, have access to tailored educational opportunities.

These statistics highlight the LAN's dedication to serving a diverse and high-need student population. Through targeted interventions, comprehensive support, and an emphasis on academic excellence, the Leadership Academy Network strives to uplift and empower every student, ensuring they have the tools and opportunities to succeed.

A pivotal aspect of the LAN's success is its governance structure under Texas Senate Bill 1882 (SB 1882), which allows school districts to partner with higher education institutions to manage public schools and enhance student outcomes. Through this legislation, the Leadership Academy Network was created in partnership with Texas Wesleyan University, providing the schools with additional resources, innovative practices, and a strong governance framework to drive improvement. This partnership has proven instrumental in sustaining the progress initiated by FWISD and expanding the impact of the ACE model.

Despite the challenges posed by the COVID-19 pandemic in 2020, the LAN continued to support these schools, ensuring that students received quality education and support during a critical period. The 2020-2021 academic year marked the first post-COVID in-person year, where the LAN's resilience and adaptability were evident as they maintained the momentum of improvement.

CHAPTER 4: LEADING THE WAY

SCHOOL PROFILE Texas Wesleyan Leadership Academy Network

By the 2021-2022 academic year, all LAN campuses met performance targets of at least a 'B' rating, with Mitchell Boulevard Elementary earning an impressive 'A' rating. This highlights the comprehensive development of the LAN program, showcasing how state-level initiatives like SB 1882 can drive, and sustain, district-based efforts to enhance student achievement. The Leadership Academy Network has established itself as a model for achieving sustained student success through strong partnerships, effective governance, and dedicated support to underperforming schools.

WELCOME TO LAN

- COMO ELEMENTARY
- JOHN T. WHITE ELEMENTARY
- MAUDE I. LOGAN ELEMENTARY
- MITCHELL BOULEVARD ELEMENTARY
- FOREST OAK MIDDLE



CHAPTER 4: LEADING THE WAY

SCHOOL PROFILE Texas Wesleyan Leadership Academy Network

In Summary

These charts present the state accountability ratings for selected schools from 2013 to 2023 across various districts. These schools include Edgewood ISD's Perales Elementary, Dallas ISD's Titcher Elementary School, Aldine ISD's Goodman and Worsham Elementary, and Fort Worth ISD's Logan, Como, John T. White, Mitchell Boulevard Elementary, and Forest Oak Middle School. The chart demonstrates the progress and improvements made by these schools over the years, showcasing the effectiveness of various educational initiatives and reforms.

| Year | Logan Elementary (Fort Worth ISD) | Como Elementary (Fort Worth ISD) | John T. White Elementary (Fort Worth ISD) | Mitchell Boulevard Elementary (Fort Worth ISD) | Forest Oak Middle School (Fort Worth ISD) |
|------|-----------------------------------|----------------------------------|---|--|---|
| 2013 | Improvement Required | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2014 | Improvement Required | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2015 | Improvement Required | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2016 | Improvement Required | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2017 | Improvement Required | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2018 | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard |
| 2019 | Not Rated | Not Rated | Not Rated | Not Rated | Not Rated |
| 2020 | Not Rated | Not Rated | Not Rated | Not Rated | Not Rated |
| 2021 | C | C | C | B | B |
| 2022 | C | C | C | B | B |
| 2023 | B | B | B | A | B |

| Year | Perales Elementary (Edgewood ISD) | Titcher Elementary (Dallas ISD) | Goodman Elementary (Aldine ISD) | Worsham Elementary (Aldine ISD) |
|------|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|
| 2013 | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2014 | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2015 | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2016 | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2017 | Improvement Required | Improvement Required | Improvement Required | Improvement Required |
| 2018 | Met Standard | Met Standard | Met Standard | Met Standard |
| 2019 | Not Rated | Not Rated | Not Rated | Not Rated |
| 2020 | Not Rated | Not Rated | Not Rated | Not Rated |
| 2021 | B | A | C | C |
| 2022 | B | A | C | C |
| 2023 | A | A | B | B |

Note that 2023 ratings are estimated based on raw accountability scores.

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Our subject-matter experts and in-the-field leaders:

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