

T-STEM Blueprint



Benchmark 1: School Design

The T-STEM academy must provide a STEM focused program serving students in grades 6-12 or grades 9-12 with an active relationship with the feeder middle school(s).

Design Elements

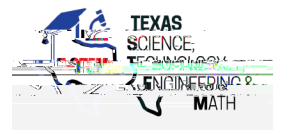
All T-STEM academies must implement and meet the following requirements:

1. The T-STEM academy location shall be:
 - a. —as a standalone high school campus or in a smaller learning community within a larger high school, or
 - c. At a central location, such as a STEM or CTE center where students are enrolled in their home campus
2. T-STEM academy staff shall include:
 - a. A T-STEM building level leader with authority to make scheduling, hiring, and budget decisions
 - b. Qualified T-STEM academy teachers who work directly with the T-STEM students, which may include adjunct high school faculty capable of teaching college-level courses
 - c. Counseling staff who support T-STEM students, including activities such as: coordinating with Institutions of Higher Education (IHEs) for registration and monitoring of students' high school and college transcripts and monitoring high school and college courses to ensure all requirements are met
3. The T-STEM shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - a. Identification of members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of T-STEM
 - b. Assumption of shared responsibility (between the school district, industry partners, and the IHE) for meeting annual outcomes-based measures and providing annual.1 (sn-0.8 -51.4smu. (r))2.9 fd r377 0.8 -51.1 dvdmeasures
 - d. Guidance for mid-course corrections as needed
 - e. Identification and implementation of sustainability structures to address and minimize the challenges of staff turnover and potential fluctuations in funding
4. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district, IHE, and business/industry who have decision-making authority:

District leaders (may include):

 - a. Superintendent
 - b. Assistant superintendent of curriculum and instruction, or equivalent position

c. T-STEM principal or director



T-STEM Blueprint

Required Activities and Products

Activities

- a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.

T-STEM Blueprint

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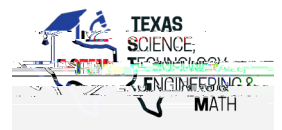
T-STEM Blueprint

Benchmark 3: Strategic Alliances

Strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) are formally articulated in writing and clearly define a variety of STEM careers.

Design Elements

3. The T-STEM Academy shall establish an Advisory Board who

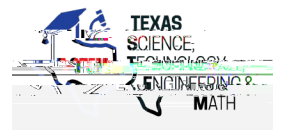


T-STEM Blueprint

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Benchmark 5: Work-Based Learning

The T-STEM academy must offer students a variety of relevant, high-skill work-based learning experiences at every grade level that respond to student interest and regional employer needs contributing to students earning STEM-focused industry



T-STEM Blueprint

Benchmark 6: Student Support

The T-STEM academy will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

Design Elements

All T-STEM academies must implement and meet the following requirements:

1. The T-STEM academy shall provide layered

T-STEM Blueprint

Required Activities and Products

Activities

- a. All products shall be published on the T-STEM academy website and be made available to TEA upon request.
- b. All products shall be maintained in accordance with local retention policy.

Products

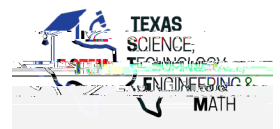
- a. Bridge program calendar and curricula
- b. Tutoring and other intervention/remediation program schedules
- c. Calendar of family outreach events
- d. Schedule of regularly scheduled counseling/advisory events and records of completion for these support services

T-STEM Blueprint

Access Outcomes-Based Measures

TEA is currently in a phase process for the new T-STEM Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.

Data Indicators	Provisional	Designated	Distinguished
Requirements	Must serve at-risk incoming 9th graders .	Must serve at-risk incoming 9th graders and economically disadvantaged students .	



T-STEM Blueprint

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Achievement Outcomes-Based Measures

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Data Indicators	Provisional	Designated	Distinguished
Requirements	Must meet two TSI achievement data indicators	Must meet at least four achievement data indicators	Must meet at least five achievement data indicators
TSI College Readiness Standards in reading	65% passing rate	70% passing rate	75% passing rate

