

# CCMR QUICK GUIDE

**- COLLEGE, CAREER, AND MILITARY READINESS -**

## CCMR Outcomes

- 80% of graduates obtain a postsecondary credential by age 24 by 2030
- 80% of graduates enroll in college by 2025
- 70% of Class of 2021 students are college, career, and military ready
- 50% of Class of 2021 students meet TSI/SAT/ACT readiness

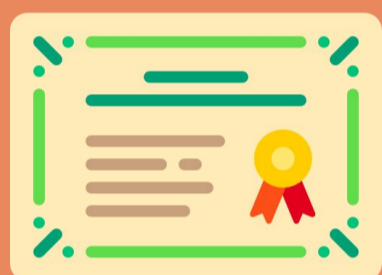


**What is CCMR?**

**COLLEGE  
APPLICATIONS &  
ENROLLMENT**



**TSI EXAM**



**ENGLISH**

**MATH**

**DUAL CREDIT &  
DUAL ENROLLMENT**

**INDUSTRY-BASED  
CERTIFICATIONS**

**AP EXAMS**

**COLLEGE PREP  
COURSE**

**SPECIAL  
EDUCATION**

**IB EXAMS**



**CCMR  
AWARENESS**

**SAT/ACT EXAMS**

**ASVAB TEST**

 **SchoolLinks**



**High School Outcomes**

**Middle School Outcomes**

# TSI Math

## 1. 50% of Seniors will meet criteria on TSI Math section (Math = 350)

**Why?** When students meet criteria on the TSI test, they are considered to be **college ready**, and count in a school's CCMR rating, qualify to take Dual Credit core academic courses to earn college credit in high school, and may take first year, credit bearing math courses in a Texas state college without remediation.

### OWNER

- Assigned Asst. Principal
- Lead Counselor
- Math Dept Chair

### HELPERS

- Campus Principal
- Counselors
- Math Faculty
- AVID Elective Teachers
- Campus Testing Coordinators
- College Bound Advisors
- SAISD Curriculum & Instruction Math team
- District CCMR Team
- Campus Librarian

### DISTRICT CONTACT

*Jeffrey Merithew*  
Dir of Secondary Math  
[jmerithew1@saisd.net](mailto:jmerithew1@saisd.net)

*Liz Ozuna*  
Exec Dir., Adv Ac  
[eozena1@saisd.net](mailto:eozena1@saisd.net)

### PLAYBOOK

**Click here for a step by step plan for [TSI 2021 Success Plan for Seniors](#)**

#### Juniors:

1. Provide TSI test-taking strategies in core classes and give a practice TSI in November for Algebra II students
  - a. Analyze data to provide self-paced and in-class tutoring via Edgenuity and/or district materials
2. Give TSI in spring for Algebra II students
3. Analyze data to determine student needs for next year enrollment
  - a. If score is below 350 and student wants to go to college, enroll them in College Prep Math (click here for [College Prep Course Overview](#))
  - b. If student is unable to take College Prep math, assign the student to the Edgenuity TSI prep course to complete modules aligned to content intervention needs monitored closely by a teacher

### RESOURCES

- [TSIA Blueprint](#) with embedded SureScore resources [Importance of TSI Video](#)
- [TSIA Overview & Format](#)
- [Texas OnCourse YouTube Channel \(webinars explaining the TSI\)](#)
- TSIA: [Interpreting Your Score](#)
- Edgenuity TSI Course
- SureScore
- Tutoring materials. Practice tests, question banks, curriculum map
- [IXL practice questions](#)
- [Accuplacer TSI Data](#). Video that shows how to pull TSI diagnostic scores from Accuplacer site.
- [TSI Diagnostic Scoring](#). Quick overview of how to interpret diagnostic scores.





# TSI English

## 1. 50% of Seniors will meet criteria on TSI English section (Reading = 351, Writing = 4)

**Why?** When students meet criteria on the TSI test, they are considered to be **college ready**, and count in a school's CCMR rating, qualify to take Dual Credit core academic courses to earn college credit in high school, and may take first year, credit bearing math courses in a Texas state college without remediation.

### OWNER(S)

- Assistant Principal
- Lead Counselor
- ELA Dept Chair

### HELPERS

- Campus Principal
- Counselors
- ELA Faculty
- AVID Teachers
- Testing Coordinators
- College Bound Advisors
- Campus Librarian

### DISTRICT CONTACT

Janet Hester,  
Dir, Secondary RLA  
jhester1@saisd.net

Liz Ozuna  
Exec Dir., Adv Ac  
eozuna1@saisd.net

Click here for a step by step plan for [TSI 2021 Success Plan for Seniors](#)

### PLAYBOOK for Juniors

1. Give a TSI Practice test in November for English 3 students and give the TSI test in spring for English 3 students
2. Provide TSI test-taking strategies in core classes
3. Analyze data to provide self-paced and in-class tutoring via Edgenuity and/or district materials
  - a. If score is below 351 Reading and 4 Writing and student wants to go to college, enroll them in College Prep ELA for senior year (click here for [College Prep Course Overview](#))
  - b. If student is unable to take College Prep ELA, assign the student to the Edgenuity TSI prep course to complete modules aligned to content intervention needs monitored closely by a teacher

Click here for plan for 9th & 10th grades

### RESOURCES

- [Importance of TSI Video](#)
- [TSIA Overview & Format](#)
- [TSIA Strands and TEK Mapping](#)
- [Texas OnCourse YouTube Channel \(webinars explaining the TSI\)](#)
- TSIA: [Interpreting Your Score](#)
- Edgenuity TSI Course
- [Accuplacer TSI Data](#). Video that shows how to pull TSI diagnostic scores from Accuplacer site.
- [TSI Diagnostic Scoring](#). Quick overview of how to interpret diagnostic scores.
- [IXL Skill Plan Reading](#)
- [IXL Skill Plan Writing](#)
- [TSI Essay TIPS](#)
- [TSI Blueprint](#) with embedded SureScore resources





# SAT/ACT Exams

1. 15% of graduating cohort will earn a college ready score on the SAT
2. 85% of graduating cohort will take the SAT test

**Why?** In order to provide more postsecondary opportunity for students, it is important to increase the number of students with a college ready SAT score. We currently have students with high GPAs but limited college choices, especially college choices with high graduation rates, because they cannot get a college ready score.

## OWNER(S)

- Lead Counselor
- Math Dept Chair
- English Dept Chair
- SAT Prep Course teacher

## HELPERS

- Testing Coordinator
- Math Faculty
- English Faculty
- SAISD C&I Math team
- SAISD C&I English team
- College Bound Advisors
- Campus Librarian

## DISTRICT CONTACT

Dr. Eduardo "Lalo" Sesatty  
Dir for Postsecondary Initiatives  
esesatty1@saisd.net

## PLAYBOOK

1. Deploy importance of SAT/ACT lesson
2. Gather PSAT and SAT score and divide groups into cohorts
3. Deploy interventions based on content area gaps
4. Deploy score review lesson of SAT scores
5. Establish PSAT/SAT goals for next testing administration

Visit the link for a detailed [Implementation Plan](#)

[SAT K-12 Teacher Implentation Guide \(College Board\)](#)

[SAT School Day Student Guide Slide Deck](#)

[SAT School Day Student Guide \(College Board\)](#)

## RESOURCES

- [Differentiated Test Prep.](#) Outline of differentiation test prep for students
- [SAT School Day Guide.](#) Resource for students to prepare for test day
- [SAT English Teacher Workbook.](#) Teacher edition of SAT Prep Notebook
- [SAT Math Teacher Workbook.](#) Teacher edition of SAT Prep Notebook
- [Khan Academy Practice Guidelines.](#) Official SAT Practice for 8th-12th grades
- [SAT Practice Lessons.](#) For teachers to foster an SAT preparation classroom.





# College Applications & Enrollment

1. 63% of graduates enroll in college
2. 31% of graduates enroll in 4Y college

**Why?** To truly transform our community, we need to ensure our students obtain a postsecondary credential. We know, and the data shows, that obtaining that second piece of paper beyond a high school diploma will lead to students and their families living more prosperous, longer, healthier, happier choice-filled lives.

## OWNER(S)

- College Bound Advisor

## HELPERS

- Lead Counselor
- TUCAC Advisor
- SAEP Advisor
- Project STAY Advisor
- Financial Aid Advisor

## DISTRICT CONTACT

*Dr. Eduardo "Lalo" Sesatty*  
*Dir for Postsecondary Initiatives*  
[esesatty1@saisd.net](mailto:esesatty1@saisd.net)

## PLAYBOOK

1. Gauge students' postsecondary goals (college vs workforce vs military)
2. Build college lists based on goals (e.g. 2-Year, 4-Year) and academics (e.g. GPA, SAT)
3. Require students to apply to at least 5 colleges from their college list
4. Require students to complete all financial aid forms (e.g. FAFSA)
5. Require students to apply to at least 5 scholarships
6. Transition students strongly to their future path by following up over the summer into August

## RESOURCES

- [The Post](#). Hub with resources around college applications and enrollment
- [College Bound Advisor Handbook](#). The book of outcomes, expectations, and work cadences for CBAs
- [College Match Map](#). Overview of GPA and SAT requirements for various types of colleges
- [Vital Advising Behaviors](#). The six vital behaviors for successful college and career advising
- [Hypermonitoring](#). How to monitor progress towards college applications in SchooLinks



# College Prep Course

1. **50% of Seniors will meet criteria on TSI Math section (Math = 350)**
2. **50% of Seniors will meet criteria on TSI English section (Reading = 351, Writing = 4)\***

\*Note: all seniors who have not met TSI criteria should be placed in the College Prep course(s)

**Why?** When students meet criteria on the TSI test, they are considered to be **college ready**, and count in a school's CCMR rating, and qualify students to take first year, credit bearing math courses in a Texas state college without remediation. The College Prep course, required by HB5 may serve as a waiver for TSI at partner colleges for students to enter and take English and/or math courses without remediation

## OWNER(S)

- Lead Counselor

## HELPERS

- Campus Principal
- Counselors
- ELA Dept Chair
- Math Dept Chair
- College Prep Course Teachers
- District Operations Rep
- Committee Reps

## DISTRICT CONTACT

Liz Ozuna  
Exec Dir., Adv Ac  
eozuna1@saisd.net

## PLAYBOOK

1. Gather TSI score data to determine which students have not yet met TSI criteria and analyze to create needed sections for each College Prep course (Math & English)
2. Create sections and assign teaching staff (see College Prep Course overview for teacher profile)
3. Register teachers for district/regional professional development
4. Monitor student progress for successful course completion
5. Monitor teacher needs for support
6. Give TSI to students mid-fall, early winter, and early spring to allow students more college options beyond our list of partner colleges

## RESOURCES

- [College Prep Course Overview](#)
- [College Prep Math Syllabus](#)
- [College Prep ELAR Syllabus](#)
- [College Prep Math Resources](#)
- [College Prep ELA Resources](#)





# Industry-based Certifications

## 1. 60% of Seniors, will graduate with an Industry Based Certification (IBC)

**Why?** For the purpose of evaluating high school campuses, and districts that include high school campuses, students who earn industry certifications account for College, Career, and Military Readiness Domain in the accountability system.

### OWNER(S)

- CTE Teachers
- CTE Coordinators
- CTE Director

### HELPERS

- Campus Principal
- Counselors
- CTE Students

### DISTRICT CONTACT

*Christina Mank-Allen*  
Dir, CTE  
[cmank1@saisd.net](mailto:cmank1@saisd.net)

### PLAYBOOK

1. Determine students enrolled in CTE courses with an IBC outcome.
2. Identify who in those classes do not meet CCMR Accountability. [Sample CCMR Tracking System](#)
3. Identify which IBC is most appropriate for the course. Refer to the [Programs of Study - District Standards Document, column J, for guidance.](#)
4. Communicate with the CTE Department Chair for progress monitoring information.
5. Communicate with CTE Coordinator for additional support.

### RESOURCES

- [CTE Newsletter](#)
- Certification prep curriculum
- [Monthly PLC meetings and collaboration](#)
- Common Assessments to determine readiness
- [Programs of Study - District Standards Document](#)



# Dual Credit & Dual Enrollment

1. 18% of graduates earn 12+ dual credit hours.
2. 600 unique students take one or more DC/DE courses.

**Why?** Independent research demonstrates that students who take dual credit/dual enrollment courses are more likely to enroll in college, and persist to earning a professional credential (certificate or degree). Thus, student participation in dual credit/dual enrollment courses plays a key role in improving future postsecondary outcomes.

## OWNER(S)

- Lead Counselor
- Assistant Principal

## HELPERS

- Principal
- Counselors
- Dept Chairs
- Testing Coordinator
- Partner College Liaisons

## DISTRICT CONTACT

TBD  
Dual Credit Coordinator  
Email

Christina Mank-Allen  
Dir, CTE  
cmank1@saisd.net

## PLAYBOOK

1. Identify students who potentially qualify to take a dual credit course by looking at TSI scores, student goals, and Programs of Study/ Endorsement choice; consider other data such as teacher recommendations, and identify potential students early to allow them to prepare for dual credit
2. Meet with groups of students and parents to share information about dual credit choices
3. Help students complete course selection based on readiness & interest
4. Schedule students to complete registration (complete ApplyTexas, parent consent forms, meningitis shot, modules)
5. Once placed, progress monitor frequently for successful attendance & course work completion to earn grade of "C" or better in DC/DE course

## RESOURCES

<Dual Credit Partners & offerings>





# ASVAB & Enlistment

1. 10% of the students will take the ASVAB
2. 25% of test takers will earn a score of 31 or higher.
3. 25% of test takers will earn a score of 50 or higher

**Why?** Achieving a passing score on the ASVAB ensures students are eligible to enlist in the military and can access STEM-related military jobs and bonuses when they reach higher scores on the ASVAB. Students also receive career exploration services that allows them to explore their profession.

## OWNER(S)

- JROTC Instructors
- Assistant Principal
- Counselors

## HELPERS

- Lead Counselor
- College Bound Advisors
- Teachers

## DISTRICT CONTACT

LTC Jerry Cheatom  
Dir, Army Instruction  
[jcheatom1@saisd.net](mailto:jcheatom1@saisd.net)

SFC Douglas Darden  
LOTC Coordinator  
[ddarden1@saisd.net](mailto:ddarden1@saisd.net)

## Campus ASVAB Steps to Success

1. Schedule ASVAB Presentation for parents & students at each campus
2. Meet with counselors to review ASVAB overview and plan for advising, testing and score review
3. Register students for ASVAB
4. Coordinate and Schedule ASVAB assessment event
5. Share ASVAB Instructions on Best Practices with ????
6. Schedule advising conferences to Interpret scores with students, campus counselors and college bound advisors
7. Analyze scores at district and campus level to improve implementation plan
8. Report Scores in PEIMS

## RESOURCES

- [Presentation on ASVAB](#)
- [ASVAB Overview](#)
- [ASVAB Practice Test 1](#)
- [ASVAB Practice Test 2](#)
- [ASVAB Test Bank](#)
- 
- Local: Army, Marine Corps, Navy, Air Force, and Coast Guard Recruiters.

ASVAB Program Information For High Schools

<http://www.asvabprogram.com/general-resources>)

1. Fact Sheets
2. Counselor Guides
3. Testing Information & processes
4. Opt in/Opt out letters for schools
5. Interpret Results
6. Statistics
7. Student Materials



# CCMR Awareness

## 1. 90% of all 6th-12th graders complete the Find Your Path assessment

Why is this outcome important? Keep it to two three lines only.

*E.g. When students get a X score, they are considered college ready for accountability*

*E.g. When students apply, they are more likely to enroll in college.*

### OWNER(S)

- Lead Counselor
- College Bound Advisors
- TUCAC Advisors

### HELPERS

- Assistant Principal
- Counselors
- Dept Chairs
- English Faculty
- Math Faculty
- AVID Teachers
- CTE Teachers
- JROTC Teachers
- Athletic Coaches
- Fine Arts Directors

### DISTRICT CONTACT

*Dr. Eduardo "Lalo" Sesatty  
Dir for Postsecondary Initiatives  
esesatty1@saisd.net*

### PLAYBOOK

1. Review set of tasks in Scope and Sequence and assign owners for each of the tasks; go beyond CBAs and counselors
2. Have teachers incentivize completion of the activity through extra credit or grade substitutions
3. Monitor progress through SchoolLinks' Accountability Analytics

### RESOURCES

- [SchoolLinks Hub](#). Resources around the SchoolLinks platform
- [Scope & Sequence](#). Series of activities 6th-12th grade in SchoolLinks
- [Student Onboarding](#). Step-by-step instructions for students





# Special Education

1. 50% of students with IEPs graduate with an advanced degree
2. 50% of students with IEPs graduate with full-time employment or employment skills

**Why?** When a student receiving special education services is deemed to have fulltime employment with sufficient self-help skills, demonstrates specific employability and self help skills or has completed an advanced degree plan he/she increases the chances for post-secondary success, moves towards greater independence and counts towards a school's ccmr rating.

## OWNER(S)

- Case Manager

## HELPERS

- District Transition team
- College Bound Advisors
- Counselors
- Lead Counselors

## DISTRICT CONTACT

*Jason Brayden*  
*Dir, Office of Disability Services*  
*jbrayden1@saisd.net*

## PLAYBOOK

Full-time Employment or Employment Skills:

1. Gather data regarding the student's employment or the skills the student has demonstrated
2. Review the data with the ARDC to determine whether additional supports and services for the student are needed to obtain the skills
3. Implement the IEP and continue to collect data as needed

For Advanced Degree:

1. Complete a 4 year plan with the student and review annually with the ARDC or as needed
2. Collect data and monitor progress for review with the ARDC to ensure proper support and services are in place

## RESOURCES

- SAISD Dept. of Disability Services
- Transition and CCMR Resource Page
- [Special Education - SAISD](#)



# AP Exams

1. Achieve 1,250 AP qualifying scores
2. Produce 200 AP Scholars

**Why?** When students succeed in AP courses, they perform well in subsequent college courses, are more likely to major in their preferred AP subject, take more college coursework in their discipline, and are more likely to graduate from high school within four years.

## OWNER(S)

- AP Teachers
- AP Coordinators

## HELPERS

- Principal
- Dept Chairs

## DISTRICT CONTACT

*Kevin Rasco*  
AP Coordinator  
[krasco1@saisd.net](mailto:krasco1@saisd.net)

*Martha Vasquez*  
World Languages Coordinator  
[mvasquez3@saisd.net](mailto:mvasquez3@saisd.net)

## PLAYBOOK

1. Analyze the AP Potential Reports from PSAT data to offer best fit/ best match AP courses at each campus.
2. Administer the LOTE Spanish placement exam to accelerate native speakers.
3. Enroll students with an interest and/or an aptitude for AP courses.
4. Build campus capacity for AP courses where our students do well
5. Host enrichment and tutorial experiences after school and on Saturdays.
6. Progress monitor with three 9-weeks assessments and a mock AP Exam in April.
7. Sign up all students for at least one AP course and ensure they all test for the exam

## RESOURCES

- SAISD AP [Resource Center](#)
- WL [Resource Center](#)
- SAISD [Digital Playground](#)
- MyAP [Classroom](#)
- Daily AP [Videos](#)
- Khan Academy [AP Prep](#)





## IB Exams

**15% increase in number of students participating in the IB Diploma Programme**

**10% increase in number of students earning a mark of 4 or higher on exams**

**Why?** Participation in the IB Diploma Programme increases both academic and social-emotional college preparedness. Students earning a mark of 4 or higher on exams are considered college ready for accountability. IB Diploma recipients have the potential to earn a minimum of 24 hours credit at state colleges/universities.

### OWNER(S)

- Associate Principal of IB
- IB Coordinator
- IB Teachers

### HELPERS

- Counselors
- Principal

### Implementation Steps

1. Inform students about the programme and benefits.
2. Create systems to support students and teachers throughout the two years of the programme.
3. Assess student strengths and interest to determine DP course selection.
4. Schedule regular and systematic collaborative planning and reflection time for DP staff.
5. Analyze exam data to improve teaching and learning.

### Additional Resources

- IB World School Manager
- IB training/workshops
- IB programme resource center (PRC)
- Subject Guides
- Texas IB Schools organization
- Texas Council for International Studies

<https://www.ibo.org/programmes/diploma-programme/>

### DISTRICT CONTACT

*Daniel Girard*  
Asst. Superintendent  
[dgirard1@saisd.net](mailto:dgirard1@saisd.net)

*Penelope Tschirhart*  
Asst. Director, IB Programme  
[ptschirhart1@saisd.net](mailto:ptschirhart1@saisd.net)



# Why College, Career & Military Readiness

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all of our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

**For decades now, our students have been denied access to opportunity. It first started with their great grandparents getting “redlined” for the color of their skin in the 1930s, which suppressed our communities’ ability to grow their wealth over time, and continues today with the economic barriers that our families still face. So how do we combat this? We know that an education is the surest pathway to success and choice-filled lives and being ready to graduate from college, earn a certificate, or enlist in the military requires educational preparation that we can control. Educational preparation that leads to our students breaking ceilings that have kept our families from earning more, living longer and healthier, and from saving more for the future.**

## DISTRICT CONTACT

*Johnny Vahalik*  
*Sr. Exec. Dir for College, Career, and Military Readiness*  
*[jvahalik1@saisd.net](mailto:jvahalik1@saisd.net)*



**COLLEGE CAREER *and***  
**MILITARY READINESS**  
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT