

APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: Texas Education Agency	Applicant's Mailing Address: 1701 N. Congress Ave. Austin, TX 78701-1494
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State Contact for the School Improvement Grant

Name: Sally Partridge

Position and Office: Associate Commissioner, Accreditation and School Improvement

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 1701 N. Congress Ave.
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Chief State School Officer (Printed Name): Michael Williams	Telephone: 512-463-9734
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Signature of the Chief State School Officer: 	Date: 1/13/14
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The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

School Improvement Grants

Application for FY 2013 New Awards Competition

Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

State Name: Texas



U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0682
Expiration Date: September 30, 2016

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 74 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is mandatory required to obtain or retain benefit and voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0682. Note: Please do not return the completed FY 2013 School Improvement Grant application to this address.

SCHOOL IMPROVEMENT GRANTS

Purpose of the Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

ESEA Flexibility

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

Availability of Funds

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

SUBMISSION INFORMATION

Electronic Submission:

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to OESE.OST@ed.gov.

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

Paper Submission:

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader
Office of School Turnaround
U.S. Department of Education
400 Maryland Avenue, SW, Room 3W320
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

Application Deadline

Applications are due on or before November 15, 2013.

For Further Information

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at Carlas.Mccauley@ed.gov.

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State Contact for the School Improvement Grant Name: Sally Partridge Position and Office: Associate Commissioner, Accreditation and School Improvement Contact's Mailing Address: 1701 N. Congress Ave. Austin, TX 78701-1494 Telephone: 512-463-5899 Fax: 512-936-6474 Email address: sally.partridge@tea.state.tx.us	
Chief State School Officer (Printed Name): Michael Williams	Telephone: 512-463-9734
Signature of the Chief State School Officer: X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

A. ELIGIBLE SCHOOLS

Part 1 (Definition of Persistently Lowest-Achieving Schools): Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

TEA Response:

TEA has requested the priority schools list waiver, therefore, no definition is provided here as the methodology has been approved through the ESEA flexibility request. (<http://www2.ed.gov/policy/eseaflex/secretary-letters/txapprovalltr.html>)

Part 2 (Eligible Schools List): As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

Directions: SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS									
LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE ¹

¹ “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

EXAMPLE:**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

TEA Response:

TEA has attached the table as a separate file and submitted it with the application.

Part 3 (Terminated Awards): All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
Shekinah Learning Institute	Shekinah Hope	TEA will combine remaining funds to make additional awards in the FY13 competition.	\$738,723.14
Por Vida Academy	Por Vida Academy Charter High School	TEA will combine remaining funds to make additional awards in the FY13 competition.	\$794,975.52
TOTAL AMOUNT OF REMAINING FUNDS:			\$1,533,698.66

B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA's application for a School Improvement Grant.

Part 1: The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA's application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school.
- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively

in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

TEA Response:

Overall: To ensure that LEAs complete the three actions listed in Part I prior to submitting their grant applications, the state-selected technical assistance provider will provide training on grant intervention model options and the Texas Accountability Intervention System (TAIS) which prepares priority schools to implement the continuous improvement process which assists in determining readiness, capacity, and commitment to implementing the TTIPS SIG program in eligible priority campuses before and during the time that the LEA/campus is completing their grant application. The LEA/campus will describe the process it used to complete these three actions in its application for funding submitted to TEA. The application will be then be scored by a peer review panel according to the Scoring Rubric. The award process will entail a five person review panel with an overall score derived from setting aside the highest and lowest score and averaging the remaining scores. Applications are then ranked and grants will be awarded for the total available funding amount. After the peer review and grant selection process is complete, a state level review process is conducted for each selected application to ensure compliance with appropriate fiscal- and program-related statutory requirements prior to the release of funds.

Action (1)—LEA Analysis of Needs

The LEA/campus application for funding contains Schedule #12—Demographics and Participants to be Served with Grant Funds, which collects the numbers of students enrolled in each grade level on the campus; and Schedule #13 – Needs Assessment (NA), which collects the data sources reviewed as part of the NA process, the process to be followed by the LEA to conduct the NA, the groups of participants to be included in the process, the top identified needs and how the grant program will address each of the top identified needs. Eligible applicants are provided specific guidance on conducting a Needs Assessment through their identification as a priority school in the Texas Accountability Intervention System (TAIS) http://issuu.com/tcdss13/docs/tais_needs_assessment_guidance.

TEA staff will approve grant applications that meet the following criteria:

- Intervention model selected addresses the needs identified in the NA process
- Budget aligns with the needs identified in the NA
- Intervention description addresses fully all the federal requirements
- Intervention description describes an appropriate model that will allow the campus to meet the goals of the grant
- Intervention description describes a model that can be implemented with the budget included in the Application for funding

Action (2)—LEA Capacity to Support School Improvement

The LEA/campus' application for funding contains Schedule #14—Management Plan, Part 3 Feedback and Continuous Improvement, which contains multiple questions related to the LEA's capacity to provide adequate resources and support to eligible priority schools. In addition, Schedule 16, Part 3 District Capacity requires the LEA to address the following *“Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected.”*

The Texas model for SIG implementation requires each district to identify a district coordinator of school improvement (DCSI) at the central office level to support the turnaround work being done at selected schools. This

position attends all trainings and participates in all state level monitoring activities associated with the implementation of the grant program.

Action (3)—Sufficient Budget for School Improvement

The LEA/campus application for funding also contains Schedule #6—Program Budget Summary and Supporting Budget Schedules 7-11. These budget schedules, along with Schedule 14, Part 4 Sustainability and Commitment, which outlines how the LEA will coordinate resources to maximize the effectiveness of grant funds, and Schedule 16, Part 3 District Capacity requiring the LEA to provide a description of its capacity to provide resources and support will address the sufficiency of grant funds to implement the selected intervention model.

Budget guidelines will be provided to applicants and the peer review committee who score the applications. All budget requests will be reviewed and approved based on the Scoring Rubric and final review by TEA grant negotiation and program staff. Together, grant negotiations staff and school improvement staff will conduct final reviews of each selected application prior to award. During this process, staff will review available data in conjunction with budget requests to ensure no duplicate requests are contained within the budget request and that the district's requests are in compliance with applicable statutory requirements, ensuring requested funds are allowable, reasonable and necessary to carry out the implementation of the selected intervention model.

Part 2: The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

TEA Response:

The LEA/campus' description of its commitment to meet the actions in Part 2 will be submitted by the LEA/campus to TEA in the LEA/campus application for funding. After the grants are awarded, TEA will continue to assess the commitment of grantees to these actions by tracking grantee progress toward critical success factors (CSFs) described later in this section.

Assessment of LEA/campus' Commitment to Part 2 Actions *prior to* Grant Award

Action (1)—Design and Implement Interventions Consistent with Federal Requirements

The LEA/campus application for funding contains Schedule #5 Program Executive Summary where the applicant will describe the intervention program to be implemented on the campus. The applicant will indicate the intervention model selected for implementation. In Schedule 16, Part 2 Intervention Model Requirements and Timeline, the applicant will describe the specific strategies and interventions that will be implemented aligned with each model requirement, CSF and turnaround principles as the intervention relates to the campus' identified needs.

Action (2)—Recruit, Screen and Select External Providers

The LEA/campus application for funding contains Schedule #14, Management Plan, Part 1 Staff Qualifications which requires applicants to provide the title, desired qualifications, experience and certifications of primary project personnel and external consultants involved in the implementation of the grant. The applicant will provide a one-page description in the application for funding Schedule #16, Part 2 External Providers, describing how the LEA will

recruit, screen, and select external providers with whom the LEA/campus will partner. This description will include all external providers and partners and is not limited to the Charter Management Organization (CMO) or Educational Management Organization (EMO) when the Restart Model is selected.

Action (3)—Align Other Resources with Intervention

The LEA/campus application for funding contains Schedule #14—Management Plan Part 4 Sustainability and Commitment which contains the question, “*How will you coordinate efforts to maximize effectiveness of grant funds?*” The applicant will provide a one-page description of how the LEA/campus will align other resources with the intervention model selected and other intervention activities. This schedule will be scored by reviewers using the Scoring Rubric.

Action (4)—Modifying Practices or Policies to Enable Full and Effective Implementation of Interventions

The LEA/campus application for funding contains Schedule #14—Management Plan Part 3: Feedback and Continuous Improvement which outlines the LEAs processes and procedures for attaining program objectives and goals. In Schedule #15, Part 2 Data Collection and Problem Correction, the applicant will provide a description of how the LEA/campus will modify existing practices or policies in order to fully and effectively implement the intervention model selected.

Action (5)—Sustaining the Reforms After the Funding Period Ends

The LEA/campus application for funding contains Schedule #14B—Management Plan Part 4: Sustainability and Commitment. The applicant will provide a description of how the LEA/campus will provide continued funding and support to sustain the interventions and student performance that resulted from the implementation of the TTIPS SIG grant program.

Assessment of LEA/campus’ Commitment to Part 2 Actions *after* Grant Award

After the peer review panel scores the applications and TEA awards grants to LEAs/campuses, TEA will continue to assess the LEA’s commitment to the actions listed in Part 2 of this section by tracking progress toward Critical Success Factors (CSFs) and federal requirements through the Quarterly Implementation Reports.

CSFs reflect behavioral and systemic changes that must be demonstrated by students at the campus and by adults working on their behalf. CSFs are essential for the TTIPS SIG program to succeed in meeting the goals and objectives defined for the program. Each CSF is monitored using measurable indicators, and these indicators enable TEA to determine whether grantees are on track to successfully achieve the desired outcomes:

- Improve Academic Performance
- Increase Teacher Quality
- Improve School Climate
- Increase Leadership Effectiveness
- Increase the Use of Quality Data to Drive Instruction
- Increase Parent/Community Involvement
- Increase Learning Time

B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation

period to determine whether they are allowable?

² “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

TEA Response:

The LEA/campus application for funding contains a section that identifies the pre-implementation activities to be conducted with a timeline for those activities and a designated budget column for all pre-award activities. The applicant may provide a description of the timeline of allowable activities to be conducted in the spring and/or summer prior to full implementation of the TTIPS SIG grant program. These sections will not be scored by reviewers as district-designed pre-implementation activities are not required. This section will be completed by any district that wishes to conduct pre-implementation activities that are above and beyond those conducted in conjunction with priority school identification under TAIS, which uses a framework and 1003(a) funding for continuous improvement to assist districts and campuses in planning for school improvement efforts.

After the review process, grants preliminarily selected to be awarded will be reviewed by state staff. Staff will ensure the pre-implementation activities approved are consistent with the allowable activities in the USDE guidance and align to activities needed for the LEA/campus to be ready for full implementation with the start of the 2014-2015 school year.

C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.

Timeline	Activity
December 2013	<ul style="list-style-type: none"> • Agency Releases Priority Schools List
January 2014	<ul style="list-style-type: none"> • Agency Submits State Application to USDE
February – May 2014 <i>Note: Timeline based on late January approval by USDE. Each week later delays the LEA Application Availability by a week, thus delaying the entire timeline.</i>	<ul style="list-style-type: none"> • USDE Awards Grant to State • LEA Application and Eligibility List Available, date contingent upon USDE approval of state application • Grant announced via the Texas Register and Texas Online • Technical Assistance: TAIS, Intervention Models, Application Process • Application due 6-8 weeks after posting. • LEA Submits LEA/campus application for funding • Pre-screening of applications. (1-2 weeks) • Reviewing & Scoring of applications (1-2 weeks) • Ranking of applications
June – July 2014	<ul style="list-style-type: none"> • TEA Awards LEA Grants • TEA Negotiates Awarded Grants
August 2014	<ul style="list-style-type: none"> • TEA issues Notice of Grant Awards (NOGAs) for 100% of three-year grant award • TEA makes available 100% of first year grant award for pre-implementation and Year 1 Activities • LEA/campus begins full implementation of grant • On-going Technical Assistance
October 2014	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA

	<ul style="list-style-type: none"> • On-going Technical Assistance
January 2015	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
April 2015	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
August 2015	<ul style="list-style-type: none"> • End of Year 1 Implementation Report due to TEA • On-going Technical Assistance • TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of second year grant award
October 2015	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
January 2016	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
April 2016	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
August 2016	<ul style="list-style-type: none"> • End of Year 2 Implementation Report due to TEA • On-going Technical Assistance • TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of second year grant award
October 2016	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
January 2017	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
April 2017	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • On-going Technical Assistance
August 2017	<ul style="list-style-type: none"> • End of Year 3 Implementation Report due to TEA • On-going Technical Assistance • TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of second year grant award

D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to

approval by the SEA) and how the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA's approval to have the SEA provide the services directly.

³ If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

TEA Response:

(1)—Reviewing Goals for Priority Schools

The LEA/campus application for funding contains Schedule #12—Demographics and Participants to Be Served with Grant Funds. In Part 1, the applicant will provide the following:

- Total enrollment by subgroups
- Attendance Rate
- Annual Dropout Rate
- Annual Graduation Rate
- State Assessment Performance for Math
- State Assessment Performance for Reading / ELA
- Percentage of Students Taking ACT and / or SAT
- Average SAT and ACT Scores

Under the Texas Accountability Intervention System (TAIS), all priority campuses will participate in extensive technical assistance during the 2013-2014 school year that guides them through the continuous improvement cycle. Within the TAIS framework, each campus identified as a priority school will conduct in-depth data analysis, conduct a needs assessment, and create an improvement plan that will provide the foundation for the implementation of one of the intervention models. Through this process, each campus will identify the overarching goals for improvement of the school as it relates to the CSFs and turnaround principles. Upon selection and negotiation of the grant, TEA and / or the state selected technical assistance provider will guide

each grantee through the process of setting rigorous, attainable and aligned performance targets that indicate significant progress in turning around the school. Each LEA/campus will submit to TEA for approval, Annual Performance Goals to which the LEA is holding the campus accountable and the Progress Targets for each of the three years of the grant program. Annual Performance Goals will be incorporated in each awarded campus' annual performance assessment and monitored through the QIR process. Goals for the three-year implementation period will be established prior to the start of the 2014-2015 school year.

TEA will require the submission of corresponding actual performance data for each Annual Performance Goal in August as a condition for the releasing of year two and year three funding awards. TEA will review the achievement data annually and use the following criteria to determine whether the next year's funding award will be released.

- (A) The grantee has met the year's annual performance target for student achievement or made a minimum of 70% progress toward the targeted goal in the year of the grant period.
- (B) The grantee has met the year's annual performance targets for the state's identified critical success factors and federal requirements or made a minimum of 70% progress toward the targeted goal in the year of the grant period.

TEA will review grantee performance data that is submitted to TEA to ensure that grantees have met both the two criteria above. TEA will also monitor the implementation of the intervention model by assessing the grantee's progress toward the critical success factors for the grant. This monitoring process is described on the next page. Decisions regarding renewal of grant funding will be based on both grantee progress toward performance targets and effective and full implementation of the grant. Grantees that are not making progress will be required to submit Program Improvement Plans.

(2) -- Not applicable as TEA has requested the priority schools waiver

(3) -- Monitoring

TEA will require the submission of Quarterly Implementation Reports (QIR) which will be reviewed upon submission. These implementation reports will assess grantee progress toward the critical success factors for the grant. TEA staff will review the QIRs and will identify grantees that are not making adequate progress toward critical success factors. Grantees that are not making progress will be required to submit Program Improvement Plans. Also, in the program requirements and assurances to the LEA/campus application for funding, the LEA/campus will agree to provide access for onsite visits to the LEA and campus by TEA and / or its contractors. Grantees will receive onsite visits from TEA and / or its contractors during the grant period. Staff will validate the implementation reports during onsite visits. Staff will also conduct conferences and complete implementation checklists to measure progress toward critical success factors.

(4)-- Prioritization of School Improvement Grants

If the agency has insufficient TTIPS SIG funds to serve all eligible priority campuses, the agency will give priority to campuses by adding five (5) priority points to the total score to each LEA/campus application for funding that has a graduation rate under 60%; five (5) priority points for schools that have not been previously served with TTIPS SIG funds; five (5) priority points for schools that are Title I Served on the application due date; and five (5) priority points for schools in districts that have not had TTIPS SIG funding terminated.

(5) -- Not applicable as TEA has requested the priority schools waiver

(6) and (7) -- State Take Over and State Direct Services

At the time of this submission of the state application, the agency does not intend to take over any priority campuses. The agency has not yet determined whether it will provide services directly to any schools in the absence of a takeover. However, if the agency later decides that it will provide such services, it agrees to amend this application to provide the required information.

E. ASSURANCES: The SEA must provide the assurances set forth below.

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.
- Report the specific school-level data required in section III of the final SIG requirements.

F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

TEA will reserve the allowable five percent of SIG funds for state level administration, turnaround projects, evaluation, and technical assistance. TEA administration funds will be expended to maintain the additional staffing and costs to administer and monitor the SIG grant program in the state. Additional reserved funds will be allocated to Technical Assistance provider(s), TEA program evaluation staff, a contractor for program evaluation services, and / or entities with proven experience in district turnaround sustainability. Once the

method of evaluation and amount of needed funding is determined, the remainder of the funds will be used as needed for TEA administration and additional technical assistance provided on behalf of TEA.

G. CONSULTATION WITH STAKEHOLDERS

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.

Texas requests a waiver of the State-level requirements it has indicated below. The State believes that the requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

Waiver 1: Tier II waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

Waiver 2: n-size waiver

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

Waiver 3: Priority schools list waiver

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

Waiver 4: Period of availability of FY 2013 funds waiver

Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

WAIVERS OF LEA REQUIREMENTS

Texas requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

Waiver 5: School improvement timeline waiver

Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement

through its approved ESEA flexibility request.

Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

Waiver 6: Schoolwide program waiver

Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.

An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any

comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable.

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.

- (2) The LEA must ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- (3) The LEA must describe actions it has taken, or will take, to—
 - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
 - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;
 - Recruit, screen, and select external providers, if applicable, to ensure their quality;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
 - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
 - Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
 - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school, or each priority school, it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

Example:

LEA XX BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Tier I ES #1	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
Tier I ES #2	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
Tier I MS #1	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
Tier II HS #1	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
LEA-level Activities	\$250,000		\$250,000	\$250,000	\$750,000
Total Budget	\$6,279,000		\$5,981,500	\$5,620,000	\$17,880,500

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (6) Report to the SEA the school-level data required under section III of the final requirements.

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

**Texas Education Agency
Standard Application System (SAS)**

2014–2015 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	July 1, 2014 – July 31, 2017	
Application deadline:	5:00 p.m. Central Time, April 17, 2014	Place date stamp here.
Submittal information:	Three complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-7582	

[Schedule #1—General Information](#)

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Mailing address line 2	City	State TX	ZIP Code -
County-District #	Campus number and name	ESC Region #	US Congressional District #
			DUNS #
Primary Contact			
First name	M.I.	Last name	Title
Telephone #	Email address		FAX #
Secondary Contact			
First name	M.I.	Last name	Title
Telephone #	Email address		FAX #

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Telephone #	Email address		FAX #
Signature (blue ink preferred)			Date signed

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with: _____

Via telephone/fax/email (circle as appropriate)

On this date: _____

By TEA staff person: _____

Schedule #2—Required Attachments and Provisions and Assurances FED

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see General and Fiscal Guidelines , Required Fiscal-Related Attachments, for details)

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

For TEA Use Only

Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:
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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 3: Program-Specific Provisions and Assurances

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
10.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
11.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within

For TEA Use Only

<p>Changes on this page have been confirmed with:</p> <p>_____ Via telephone/fax/email (circle as appropriate)</p>	<p>On this date: _____</p> <p>By TEA staff person: _____</p>
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	<p>the turnaround environment to meet the needs of students;</p> <ol style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. <p>C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</p> <p>D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</p> <p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>
12.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A. A grant for school closure is a one-year grant without the possibility of continued funding.
13.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA. <p>Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
14.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement;

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	<p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
15.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
16.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus’ school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
17.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
18.	For the LEAs selecting the TEA Designed Models the applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
19.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the

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	effectiveness of the LEA’s curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups’ academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
20.	The applicant will participate in a formative assessment of the LEA’s capacity and commitment to carry out the grant intervention models.
21.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
22.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State’s approved list of CMO and EMO providers.
23.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
24.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup. (ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Click and type here to enter response.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Large empty rectangular box for providing a brief overview of the program.

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Schedule #6—Program Budget Summary

County-district number or vendor ID:	Amendment # (for amendments only):
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001	
Project period: July 1, 2014 – July 31, 2017	Fund code/shared services arrangement code:

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	*\$	\$

Administrative Cost Calculation

Enter the total grant amount requested:	\$
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$
This is the maximum amount allowable for administrative costs, including indirect costs:	\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$	\$	\$	*\$

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID:			Amendment # (for amendments only):			
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional						
1	Teacher				\$	\$
2	Educational aide				\$	\$
3	Tutor				\$	\$
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator				\$	\$
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk				\$	\$
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor				\$	\$
13	Social worker				\$	\$
14	Community liaison/parent coordinator				\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)						
15	ESC specialist/consultant				\$	\$
16	ESC coordinator/manager/supervisor				\$	\$
17	ESC support staff				\$	\$
18	ESC other				\$	\$
19	ESC other				\$	\$
20	ESC other				\$	\$
Other Employee Positions						
21	Title				\$	\$
22	Title				\$	\$
23	Title				\$	\$
24	Subtotal employee costs:				\$	\$
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$	\$
26	6119	Professional staff extra-duty pay			\$	\$
27	6121	Support staff extra-duty pay			\$	\$
28	6140	Employee benefits			\$	\$
29	61XX	Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs				\$	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA’s approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose: _____	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: _____	\$	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$	\$
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: _____		
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: _____		
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: _____		
	<input type="checkbox"/> Building use <input type="checkbox"/> Other: _____		
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: _____		
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other: _____		
<input type="checkbox"/> Administrative <input type="checkbox"/> Other: _____			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: \$ \$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: _____			
Contractor’s Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor’s payroll costs: _____ # of positions: _____	\$	\$
	Contractor’s subgrants, subcontracts, subcontracted services	\$	\$
	Contractor’s supplies and materials	\$	\$
	Contractor’s other operating costs	\$	\$
	Contractor’s capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: _____ Amendment number (for amendments only): _____

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
3	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
4	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
5	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: _____ Amendment number (for amendments only): _____

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
7	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
8	Specify topic/purpose/service: _____		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: _____			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
	Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID:				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$	\$
3-Year Grand total:						\$	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID:		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
3-Year Grand total:		\$	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID:		Amendment number (for amendments only):			
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
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Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.		
2.		
3.		
4.		
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
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Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project’s success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.		1.	
		2.	
		3.	
2.		1.	
		2.	
		3.	
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID:	Amendment # (for amendments only):
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Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

- Transformation

- Turnaround

- Closure

- Restart

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<p>Increase Leadership Effectiveness</p>	<p><i>Providing strong leadership</i></p>	<p>1. Replace the principal who led the school prior to the commencement of the transformation model.</p>	<p><i>Provide name and date of hire for principal or date of anticipated replacement:</i></p>		
		<p>2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	<p>A.</p>		
			<p>B.</p>		
			<p>C.</p>		
			<p>D.</p>		
			<p>E.</p>		
			<p>F.</p>		
			<p>G.</p>		
			<p>H.</p>		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.		
			B.		
			C.		
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A.		
			B.		
			C.		
			D.		
			E.		
		2. Provide ongoing mechanisms for community engagement	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<p>Improve School Climate</p>	<p><i>Improve School Climate</i></p>	<p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.</p>	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
<p>Increase Teacher Quality</p>	<p><i>Ensure Effective Teachers</i></p>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student’s score on the State’s assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A.		
			B.		
			C.		
			D.		
			E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A.		
			B.		
			C.		
			D.		
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
			F.		

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A.		
			B.		
			C.		
			D.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: _____ Amendment # (for amendments only): _____

Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):
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Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 14-15 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: XXXXXX | Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX | Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer “flexible” opportunities for involvement, including home learning activities and other activities that don’t require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX | Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer “flexible” opportunities for involvement, including home learning activities and other activities that don’t require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**TTIPS / SIG Eligibility List
Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
20	015816	ACADEMY OF CAREERS AND TECHNOLOGIE	4800199	015816001	ACADEMY OF CAREERS AND TECHNOLOGIE	480019908700	X					
04	101902	ALDINE ISD	4807710	101902102	BETHUNE ACADEMY	480771000060	X					
04	101902	ALDINE ISD	4807710	101902105	FRANCIS EL	480771000069	X					
04	101902	ALDINE ISD	4807710	101902013	HALL EDUCATION CENTER	480771012521	X					
04	101902	ALDINE ISD	4807710	101902108	LANE SCHOOL	480771000075	X					
04	101902	ALDINE ISD	4807710	101902114	SMITH ACADEMY	480771000073	X					
02	125901	ALICE ISD	4807800	125901102	GARCIA EL	480780000094	X					
02	125901	ALICE ISD	4807800	125901106	SALAZAR EL	480780000100	X					
04	101903	ALIEF ISD	4807830	101903118	BEST EL	480783021293	X					
10	057832	ALPHA CHARTER SCHOOL	4800185	057832001	ALPHA CHARTER SCHOOL	480018508508	X					
13	227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	4800027	227801002	AMERICAN YOUTHWORKS SERVICE LEARNI	480002709565	X					
06	021805	ARROW ACADEMY	4801416	021805101	ARROR ACADEMY-LIBERATION ACADEMY	480141612563	X					
06	021805	ARROW ACADEMY	4801416	021805104	ARROW ACADEMY - LAS AMERICAS LEARN	480141612884	X					
06	021805	ARROW ACADEMY	4801416	021805102	ARROW ACADEMY-HARVEST PREPARATORY	480141612757	X					
06	021805	ARROW ACADEMY	4801416	021805041	ARROW ACADEMY-SAVE OUR STREETS CTR	480141612753	X					
06	021805	ARROW ACADEMY	4801416	021805103	BETHEL'S LEARNING CENTER	480141612756	X					
13	227901	AUSTIN ISD	4808940	227901048	PEARCE M S	480894000343	X					
02	013901	BEEVILLE ISD	4809720	013901104	THOMAS JEFFERSON EL	480972000443	X					
18	114901	BIG SPRING ISD	4810200	114901102	GOLIAD EL	481020000476	X					
18	114901	BIG SPRING ISD	4810200	114901110	MARCY EL	481020000479	X					
18	114901	BIG SPRING ISD	4810200	114901113	WASHINGTON EL	481020000482	X					
03	235901	BLOOMINGTON ISD	4810500	235901101	BLOOMINGTON EL	481050000526	X					
04	020905	BRAZOSPORT ISD	4811190	020905110	VELASCO EL	481119000594	X					
05	176901	BURKEVILLE ISD	4812150	176901101	BURKEVILLE EL	481215000712	X					
04	146901	CLEVELAND ISD	4814370	146901102	NORTHSIDE EL	481437000928	X					
02	178904	CORPUS CHRISTI ISD	4815270	178904108	CROCKETT EL	481527001049	X					
02	178904	CORPUS CHRISTI ISD	4815270	178904118	KOSTORYZ EL	481527001065	X					
02	178904	CORPUS CHRISTI ISD	4815270	178904124	MENGER EL	481527001072	X					
02	178904	CORPUS CHRISTI ISD	4815270	178904052	SOUTH PARK MIDDLE	481527001088	X					
20	254901	CRYSTAL CITY ISD	4815930	254901104	BENITO JUAREZ MIDDLE	481593001160	X					
20	254901	CRYSTAL CITY ISD	4815930	254901101	DR TOMAS RIVERA-ZAVALA EL	481593001159	X					
16	056901	DALHART ISD	4816200	056901002	X I T SECONDARY SCHOOL	481620007237	X					
10	057804	DALLAS CAN ACADEMY CHARTER	4800016	057804003	DALLAS CAN ACAD AT CARROLLTON-FARM	480001609532	X					
10	057804	DALLAS CAN ACADEMY CHARTER	4800016	057804004	DALLAS CAN ACADEMY AT PLEASANT GRO	480001610548	X					
10	057804	DALLAS CAN ACADEMY CHARTER	4800016	057804001	DALLAS CAN ACADEMY CHARTER	480001607239	X					
10	057804	DALLAS CAN ACADEMY CHARTER	4800016	057804002	DALLAS CAN ACADEMY CHARTER-OAK CLI	480001607847	X					
10	057905	DALLAS ISD	4816230	057905140	AMELIA EARHART LEARNING CENTER	481623001252	X					

**TTIPS / SIG Eligibility List
Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
10	057905	DALLAS ISD	4816230	057905110	ANNIE WEBB BLANTON EL	481623001214	X					
10	057905	DALLAS ISD	4816230	057905358	BARBARA M MANNS EDUCATION CENTER	481623012785	X					
10	057905	DALLAS ISD	4816230	057905216	EDWARD TITCHE EL	481623001372	X					
10	057905	DALLAS ISD	4816230	057905191	ELISHA M PEASE EL	481623001327	X					
10	057905	DALLAS ISD	4816230	057905124	GEORGE W CARVER CREATIVE ARTS LEAR	481623001230	X					
10	057905	DALLAS ISD	4816230	057905142	J N ERVIN EL SCHOOL	481623005442	X					
10	057905	DALLAS ISD	4816230	057905389	JOHN LESLIE PATTON JR ACADEMIC CEN	481623012549	X					
10	057905	DALLAS ISD	4816230	057905236	NANCY J COCHRAN EL	481623001237	X					
10	057905	DALLAS ISD	4816230	057905043	T W BROWNE MIDDLE	481623001217	X					
10	057905	DALLAS ISD	4816230	057905074	THOMAS A EDISON MIDDLE LEARNING	481623021020	X					
10	057905	DALLAS ISD	4816230	057905118	W W BUSHMAN ELEMENTARY SCHOOL	481623001224	X					
01	108902	DONNA ISD	4817390	108902008	EXCEL ACADEMY CAMPUS	481739012840	X					
01	108902	DONNA ISD	4817390	108902111	M RIVAS EL	481739021341	X					
02	178801	DR M L GARZA-GONZALEZ CHARTER SCHO	4800025	178801001	DR M L GARZA-GONZALEZ CHARTER SCH	480002507411	X					
16	171901	DUMAS ISD	4817610	171901101	CACTUS EL	481761001514	X					
10	057907	DUNCANVILLE ISD	4817640	057907101	CENTRAL EL	481764001523	X					
10	057907	DUNCANVILLE ISD	4817640	057907103	MERRIFIELD ELEMENTARY	481764001527	X					
18	068901	ECTOR COUNTY ISD	4818000	068901103	BURLESON EL	481800001571	X					
18	068901	ECTOR COUNTY ISD	4818000	068901105	CAMERON DUAL LANGUAGE MAGNET	481800001573	X					
18	068901	ECTOR COUNTY ISD	4818000	068901123	EL MAGNET AT ZAVALA	481800001597	X					
18	068901	ECTOR COUNTY ISD	4818000	068901101	GALE POND ALAMO EL	481800001566	X					
18	068901	ECTOR COUNTY ISD	4818000	068901110	GOLIAD EL	481800001579	X					
18	068901	ECTOR COUNTY ISD	4818000	068901126	MURRY FLY EL	481800005705	X					
18	068901	ECTOR COUNTY ISD	4818000	068901124	NOEL EL	481800005458	X					
18	068901	ECTOR COUNTY ISD	4818000	068901121	SAN JACINTO EL	481800001594	X					
19	071804	EL PASO ACADEMY	4800205	071804001	EL PASO ACADEMY	480020508773	X					
19	071804	EL PASO ACADEMY	4800205	071804002	EL PASO ACADEMY WEST	480020510632	X					
10	057834	EVOLUTION ACADEMY CHARTER SCHOOL	4800236	057834001	EVOLUTION ACADEMY CHARTER SCHOOL	480023609188	X					
10	057815	FAITH FAMILY ACADEMY OF OAK CLIFF	4800094	057815101	FAITH FAMILY ACADEMY OF OAK CLIFF	480009412162	X					
08	060914	FANNINDEL ISD	4819050	060914102	FANNINDEL EL	481905001775	X					
11	220905	FORT WORTH ISD	4819050	220905153	A M PATE EL	481970001898	X					
11	220905	FORT WORTH ISD	4819050	220905127	CHRISTENE C MOSS EL	481970001858	X					
11	220905	FORT WORTH ISD	4819050	220905217	I M TERRELL EL	481970008027	X					
11	220905	FORT WORTH ISD	4819050	220905129	JOHN T WHITE EL	481970012334	X					
11	220905	FORT WORTH ISD	4819050	220905124	MAUDE I LOGAN EL	481970001875	X					
11	220905	FORT WORTH ISD	4819050	220905054	MORNINGSIDE MIDDLE	481970001889	X					
11	220905	FORT WORTH ISD	4819050	220905123	S S DILLOW EL	481970001852	X					

**TTIPS / SIG Eligibility List
Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
11	220905	FORT WORTH ISD	4819050	220905169	SUNRISE - MCMILLAN EL	481970001917	X					
11	220905	FORT WORTH ISD	4819050	220905135	VAN ZANDT-GUINN EL	481970001866	X					
11	220905	FORT WORTH ISD	4819050	220905105	WEST HANDLEY EL	481970005799	X					
04	084902	GALVESTON ISD	4820280	084902007	AIM COLLEGE & CAREER PREP	482028012288	X					
04	084902	GALVESTON ISD	4820280	084902044	WEIS MIDDLE	482028007002	X					
01	240801	GATEWAY ACADEMY CHARTER DISTRICT	4800174	240801002	GATEWAY ACADEMY-SIERRA VISTA CHART	480017412212	X					
01	240801	GATEWAY ACADEMY CHARTER DISTRICT	4800174	240801001	GATEWAY ACADEMY-TOWNLAKE CHARTER H	480017408403	X					
04	101805	GIRLS & BOYS PREPARATORY ACADEMY	4800021	101805001	GIRLS & BOYS PREP ACADEMY H S	480002107305	X					
04	101805	GIRLS & BOYS PREPARATORY ACADEMY	4800021	101805041	GIRLS & BOYS PREP ACADEMY MIDDLE	480002111435	X					
10	116905	GREENVILLE ISD	4821720	116905001	NEW HORIZONS LEARNING CENTER	482172006859	X					
16	035902	HART ISD	4822650	035902101	HART ELEMENTARY	482265002299	X					
06	198905	HEARNE ISD	4822830	198905104	HEARNE EL	482283012113	X					
04	101912	HOUSTON ISD	4823640	101912102	ALCOTT EL	482364002385	X					
04	101912	HOUSTON ISD	4823640	101912110	BLACKSHEAR EL	482364002401	X					
04	101912	HOUSTON ISD	4823640	101912140	DOGAN EL	482364002439	X					
04	101912	HOUSTON ISD	4823640	101912154	FOSTER EL	482364002459	X					
04	101912	HOUSTON ISD	4823640	101912456	H S AHEAD ACADEMY	482364012602	X					
04	101912	HOUSTON ISD	4823640	101912094	HARPER ALTERNATIVE SCHOOL	482364005493	X					
04	101912	HOUSTON ISD	4823640	101912168	HARTSFIELD EL	482364002481	X					
04	101912	HOUSTON ISD	4823640	101912179	HOUSTON GARDENS EL	482364002495	X					
04	101912	HOUSTON ISD	4823640	101912300	INSPIRED FOR EXCELLENCE ACADEMY WE	482364012042	X					
04	101912	HOUSTON ISD	4823640	101912180	ISAACS EL	482364002497	X					
04	101912	HOUSTON ISD	4823640	101912378	KANDY STRIPE ACADEMY	482364008617	X					
04	101912	HOUSTON ISD	4823640	101912185	KASHMERE GARDENS EL	482364002505	X					
04	101912	HOUSTON ISD	4823640	101912349	REACH CHARTER	482364011264	X					
04	101912	HOUSTON ISD	4823640	101912232	ROSS EL	482364002572	X					
04	101912	HOUSTON ISD	4823640	101912163	SUGAR GROVE ACADEMY	482364006983	X					
04	101912	HOUSTON ISD	4823640	101912243	THOMPSON EL	482364002590	X					
04	101912	HOUSTON ISD	4823640	101912018	WHEATLEY H S	482364002611	X					
04	101912	HOUSTON ISD	4823640	101912019	WORTHING H S	482364002619	X					
04	101912	HOUSTON ISD	4823640	101912247	YOUNG EL	482364002595	X					
04	101912	HOUSTON ISD	4823640	101912371	YOUNG SCHOLARS ACADEMY FOR EXCELLE	482364007949	X					
04	101912	HOUSTON ISD (FORMERLY NORTH FOREST ISD #101909)	4833060	101912475	ELMORE EL (FORMERLY ELMORE MIDDLE #101909044)	483306009268	X					
04	101912	HOUSTON ISD (FORMERLY NORTH FOREST ISD #101909)	4833060	101912476	FOREST BROOK MS (FORMERLY FOREST BROOK MIDDLE #101909041)	483306003677	X					
04	101912	HOUSTON ISD (FORMERLY NORTH FOREST ISD #101909)	4833060	101912473	HILLIARD EL (FORMERLY HILLIARD EL #101909103)	483306003675	X					
04	101912	HOUSTON ISD (FORMERLY NORTH FOREST ISD #101909)	4833060	101912479	SHADYDALE EL (FORMERLY SHADYDALE EL #101909108)	483306003683	X					

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Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
01	108807	IDEA PUBLIC SCHOOLS	4800211	108807104	IDEA ACADEMY MISSION	480021112261	X					
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	4800023	108801006	IGNITE PUB SCH AND COM SERV CTR AT	480002310813	X					
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	4800023	108801005	IGNITE PUBLIC SCH AND COMM SER CTR	480002310812	X					
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	4800023	108801002	IGNITE PUBLIC SCH AND COMM SERV CT	480002308647	X					
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	4800023	108801001	IGNITE PUBLIC SCH AND COMM SERV CT	480002307345	X					
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	4800023	108801003	IGNITE PUBLIC SCH AND COMM SERV CT	480002308648	X					
01	108801	IGNITE PUBLIC SCHOOLS AND COMMUNIT	4800023	108801004	IGNITE PUBLIC SCH AND COMM SERV CT	480002310811	X					
10	057819	JEAN MASSIEU ACADEMY	4800098	057819001	JEAN MASSIEU ACADEMY	480009808169	X					
18	248901	KERMIT ISD	4825560	248901101	KERMIT EL	482556012414	X					
04	101863	KOINONIA COMMUNITY LEARNING ACADEM	4801408	101863001	KOINONIA COMMUNITY LEARNING ACADEM	480140812321	X					
01	108912	LA JOYA ISD	4826130	108912109	ELODIA R CHAPA EL	482613004779	X					
20	254902	LA PRYOR ISD	4826250	254902101	LA PRYOR EL	482625002960	X					
01	240901	LAREDO ISD	4826790	240901125	T SANCHEZ EL / H OCHOA EL	482679009089	X					
17	152901	LUBBOCK ISD	4828500	152901155	BAYLESS EL	482850010906	X					
17	152901	LUBBOCK ISD	4828500	152901156	BEAN EL	482850010907	X					
17	152901	LUBBOCK ISD	4828500	152901063	DUNBAR COLLEGE PREPARATORY ACADEMY	482850010896	X					
17	152901	LUBBOCK ISD	4828500	152901161	GUADALUPE EL	482850010912	X					
17	152901	LUBBOCK ISD	4828500	152901165	HODGES EL	482850010916	X					
17	152901	LUBBOCK ISD	4828500	152901068	SLATON MIDDLE	482850010901	X					
17	152901	LUBBOCK ISD	4828500	152901190	WOLFFARTH EL	482850010941	X					
13	227907	MANOR ISD	4828890	227907104	DECKER EL	482889008394	X					
12	073903	MARLIN ISD	4829130	073903102	MARLIN EL	482913003283	X					
12	073903	MARLIN ISD	4829130	073903045	MARLIN MIDDLE	482913006998	X					
07	102902	MARSHALL ISD	4829160	102902103	CROCKETT EL	482916003286	X					
07	102902	MARSHALL ISD	4829160	102902116	J H MOORE EL	482916003294	X					
02	205904	MATHIS ISD	4829400	205904102	MATHIS INT	482940003313	X					
18	231901	MCCAMEY ISD	4829700	231901102	MCCAMEY PRI	482970003348	X					
18	165901	MIDLAND ISD	4830570	165901104	BURNET EL	483057003434	X					
18	165901	MIDLAND ISD	4830570	165901105	CROCKETT EL	483057003435	X					
18	165901	MIDLAND ISD	4830570	165901113	MILAM EL	483057003448	X					
18	165901	MIDLAND ISD	4830570	165901117	SOUTH EL	483057003452	X					
01	108804	MIDVALLEY ACADEMY CHARTER DISTRICT	4800133	108804002	MIDVALLEY ACADEMY-MCALLEN CHARTER	480013309294	X					
01	108804	MIDVALLEY ACADEMY CHARTER DISTRICT	4800133	108804001	MIDVALLEY ACADEMY-MERCEDES CHARTER	480013308280	X					
01	108804	MIDVALLEY ACADEMY CHARTER DISTRICT	4800133	108804003	MIDVALLEY ACADEMY-SAN BENITO CHART	480013311872	X					
08	225902	MOUNT PLEASANT ISD	4831760	225902101	FRANCES CORPREW EL	483176003533	X					

**TTIPS / SIG Eligibility List
Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
07	174904	NACOGDOCHES ISD	4832090	174904102	EMELINE CARPENTER ACADEMY OF TECHN	483209003557	X					
07	174904	NACOGDOCHES ISD	4832090	174904110	THOMAS J RUSK ACADEMY OF FINE ARTS	483209010976	X					
06	093904	NAVASOTA ISD	4832190	093904104	JOHN C WEBB ELEMENTARY	483219003569	X					
20	015805	NEW FRONTIERS CHARTER SCHOOL	4800061	015805102	EARLY CHILDHOOD ACADEMY	480006111565	X					
20	015910	NORTH EAST ISD	4832940	015910111	OLMOS EL	483294003652	X					
04	101848	NORTHWEST PREPARATORY	4800191	101848101	NORTHWEST PREPARATORY	480019108591	X					
01	108909	PHARR-SAN JUAN-ALAMO ISD	4834860	108909006	ELVIS J BALLEW H S	483486007041	X					
01	108909	PHARR-SAN JUAN-ALAMO ISD	4834860	108909005	PSJA SONIA M SOTOMAYOR H S	483486021041	X					
05	123907	PORT ARTHUR ISD	4835400	123907117	WASHINGTON EL	483540012349	X					
20	015801	POR VIDA ACADEMY	4800004	015801001	POR VIDA ACADEMY CHARTER H S	480000407173	X					
04	084805	PREMIER LEARNING ACADEMY	4801423	084805001	PREMIER LEARNING ACADEMY	480142312522	X					
02	125905	PREMONT ISD	4835760	125905101	PREMONT CENTRAL EL	483576004049	X					
02	125905	PREMONT ISD	4835760	125905001	PREMONT H S	483576004050	X					
01	108910	PROGRESO ISD	4835910	108910104	NORTH EL	483591012422	X					
04	101853	PROMISE COMMUNITY SCHOOL	4800240	101853105	HARBACH-RIPLEY CHARTER SCHOOL	480024012194	X					
18	192901	REAGAN COUNTY ISD	4836570	192901101	REAGAN COUNTY EL	483657004100	X					
16	188801	RICHARD MILBURN ACADEMY (AMARILLO)	4800226	188801001	RICHARD MILBURN ACADEMY (AMARILLO)	480022609009	X					
18	068801	RICHARD MILBURN ACADEMY (ECTOR COU	4800247	068801001	RICHARD MILBURN ACADEMY - ECTOR CO	480024709647	X					
18	068801	RICHARD MILBURN ACADEMY (ECTOR COU	4800247	068801002	RICHARD MILBURN ACADEMY (MIDLAND)	480024708335	X					
18	068801	RICHARD MILBURN ACADEMY (ECTOR COU	4800247	068801003	RICHARD MILBURN ALTERNATIVE HS-LUB	480024708324	X					
11	220812	RICHARD MILBURN ACADEMY (FORT WORT	4800256	220812001	RICHARD MILBURN ACADEMY - FORT WOR	480025609507	X					
04	101854	RICHARD MILBURN ACADEMY (SUBURBAN	4800249	101854001	RICHARD MILBURN ACADEMY - SUBURBAN	480024909482	X					
12	014801	RICHARD MILBURN ALTER HIGH SCHOOL	4800075	014801001	RICHARD MILBURN ALTER H S (KILLEEN	480007508097	X					
20	015907	SAN ANTONIO ISD	4838730	015907111	BREWER EL	483873004328	X					
20	015907	SAN ANTONIO ISD	4838730	015907118	DAVID CROCKETT EL	483873004339	X					
20	015907	SAN ANTONIO ISD	4838730	015907119	DOUGLASS EL	483873004344	X					
20	015907	SAN ANTONIO ISD	4838730	015907168	P F STEWART EL	483873004381	X					
20	015907	SAN ANTONIO ISD	4838730	015907172	WASHINGTON EL	483873004406	X					
20	015823	SAN ANTONIO TECHNOLOGY ACADEMY	4800180	015823001	SAN ANTONIO TECHNOLOGY ACADEMY	480018008439	X					
01	031913	SANTA MARIA ISD	4839330	031913101	TONY GONZALEZ EL	483933004478	X					
20	015819	SHEKINAH RADIANCE ACADEMY	4800082	015819001	SHEKINAH RADIANCE ACADEMY	480008208111	X					
20	015819	SHEKINAH RADIANCE ACADEMY	4800082	015819108	SHEKINAH RADIANCE ACADEMY (GARLAND	480008212388	X					
20	015819	SHEKINAH RADIANCE ACADEMY	4800082	015819102	SHEKINAH WALZEM	480008208437	X					

**TTIPS / SIG Eligibility List
Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
20	015819	SHEKINAH RADIANCE ACADEMY	4800082	015819002	WASHINGTON TYRANNUS SCHOOL OF THE	480008212286	X					
19	071909	SOCORRO ISD	4840710	071909009	OPTIONS H S	484071011496	X					
01	108802	SOUTH TEXAS EDUCATIONAL TECHNOLOGI	4800065	108802103	HORIZON MONTESSORI III	480006512111	X					
20	015912	SOUTHWEST ISD	4840950	015912106	HIDDEN COVE EL	484095006327	X					
20	015912	SOUTHWEST ISD	4840950	015912110	SPICEWOOD PARK EL	484095011523	X					
20	015807	SOUTHWEST PREPARATORY SCHOOL	4800063	015807005	NEW DIRECTIONS	480006310419	X					
20	015807	SOUTHWEST PREPARATORY SCHOOL	4800063	015807001	SOUTHWEST PREPARATORY SCHOOL	480006307795	X					
20	015807	SOUTHWEST PREPARATORY SCHOOL	4800063	015807004	SOUTHWEST PREPARATORY SCHOOL-NORTH	480006309118	X					
20	015807	SOUTHWEST PREPARATORY SCHOOL	4800063	015807002	SOUTHWEST PREPARATORY SOUTHEAST CA	480006308433	X					
04	101838	SOUTHWEST SCHOOL	4800125	101838104	SOUTHWEST SCHOOLS MANGUM EL CAMPUS	480012512514	X					
04	101920	SPRING BRANCH ISD	4841100	101920110	PINE SHADOWS EL	484110004685	X					
04	101920	SPRING BRANCH ISD	4841100	101920114	SPRING BRANCH EL	484110004690	X					
04	101919	SPRING ISD	4841220	101919102	BAMMEL EL	484122004710	X					
13	057804	TEXANS CAN ACADEMIES (FORMERLY AUSTIN CAN ACADEMY CHARTER SCHOOL #227818)	4800242	057804006	AUSTIN CAN ACADEMY (FORMERLY AUSTIN CAN ACADEMY CHARTER SCHOOL #227818001)	480024209410	X					
11	057804	TEXANS CAN ACADEMIES (FORMERLY FORT WORTH CAN ACADEMY #220804)	4800215	057804007	FORT WORTH CAN ACADEMY – CAMPUS DRIVE (FORMERLY FORT WORTH CAN ACADEMY #220804001)	480021508908	X					
11	057804	TEXANS CAN ACADEMIES (FORMERLY FORT WORTH CAN ACADEMY #220804)	4800215	057804008	FORT WORTH CAN ACADEMY – SOUTH (FORMERLY RIVER OAKS #220804002)	480021509028	X					
04	057804	TEXANS CAN ACADEMIES (FORMERLY HOUSTON CAN ACADEMY CHARTER SCHOOL #101812)	4800051	057804010	HOUSTON CAN ACADEMY – HOBBY (FORMERLY HOUSTON CAN ACADEMY HOBBY #101812002)	480005109602	X					
04	057804	TEXANS CAN ACADEMIES (FORMERLY HOUSTON CAN ACADEMY CHARTER SCHOOL #101812)	4800051	057804009	HOUSTON CAN ACADEMY– NORTH (FORMERLY HOUSTON CAN ACADEMY CHARTER SCHOOL #101812001)	480005107910	X					
20	057804	TEXANS CAN ACADEMIES (FORMERLY SAN ANTONIO CAN HIGH SCHOOL #015817)	4800178	057804011	SAN ANTONIO CAN ACADEMY (FORMERLY SAN ANTONIO CAN H S #015817001)	480017808434	X					
08	019907	TEXARKANA ISD	4842480	019907108	WESTLAWN EL	484248004848	X					
13	227824	THE EAST AUSTIN COLLEGE PREP ACADE	4801414	227824001	THE EAST AUSTIN COLLEGE PREP ACADE	480141412335	X					
06	228903	TRINITY ISD	4843200	228903103	LANSBERRY EL	484320004906	X					
11	220816	UPLIFT EDUCATION-SUMMIT INTERNATIO	4801401	220816002	UPLIFT MIGHTY PREP	480140112645	X					
20	232903	UVALDE CISD	4843720	232903002	EXCEL ACADEMY	484372002540	X					
03	235902	VICTORIA ISD	4844150	235902106	CRAIN EL	484415005008	X					
03	235902	VICTORIA ISD	4844150	235902110	ROWLAND EL MAGNET	484415005013	X					

**TTIPS / SIG Eligibility List
Cycle 3: 2014-2017**

Reg	State District Number	LEA Name	LEA NCES ID#	State Campus Number	School Name	School NCES ID#	Priority	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
03	235902	VICTORIA ISD	4844150	235902111	SHIELDS EL MAGNET SCHOOL	484415005014	X					
04	101865	VICTORY PREP	4801419	101865001	VICTORY PREP	480141912509	X					
04	101865	VICTORY PREP	4801419	101865002	VICTORY PREP	480141912505	X					
12	161914	WACO ISD	4844280	161914104	BROOK AVENUE EL	484428008333	X					
12	161914	WACO ISD	4844280	161914048	G W CARVER MIDDLE	484428006341	X					
12	161914	WACO ISD	4844280	161914050	INDIAN SPRING MIDDLE	484428012823	X					
12	161914	WACO ISD	4844280	161914110	J H HINES EL	484428005039	X					
05	181906	WEST ORANGE-COVE CISD	4845090	181906102	WEST ORANGE-STARK EL	484509005140	X					
19	071905	YSLETA ISD	4846680	071905010	TEJAS SCHOOL OF CHOICE	484668005938	X					
04	101850	ZOE LEARNING ACADEMY	4800193	101850102	ZOE LEARNING ACAD - AMBASSADOR CAM	480019310717	X					
04	101850	ZOE LEARNING ACADEMY	4800193	101850101	ZOE LEARNING ACADEMY	480019308594	X					

Texas Title I Priority Schools Grant

Review Criteria

The following standard review criteria are used in scoring the application. Please note that more specific, detailed review criteria customized for the grant program may be used in combination with the standard criteria.

Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program. In reviewing the information submitted and in recommending competitive applications for funding, the review committee and TEA staff consider the following criteria: Clearly Outstanding, Exceeds Expectations, Meets Standard, Needs Improvement, or Not Addressed. When rating each indicator, the review committee members select a criterion rating which has an appropriate point value assigned.

Quality of the Program Plan

For this indicator, 20 points are possible.

- The proposed project is appropriate to and will successfully address the needs of the target population or other identified needs. (8 points)
- The program activities relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points)
- The objectives, strategies, activities, and desired results of the project are clearly specified and are measurable. (4 points)
- The design of the proposed project reflects up-to-date knowledge from scientifically based research and effective practice. (4 points)

Appropriateness of Budget

For this indicator, 20 points are possible.

- The costs reflected in the budget are appropriate for the results expected. (7 points)
- The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points)
- Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points)

Need for the Proposed Program

For this indicator, 20 points are possible.

- Details of the needs assessment methodology are provided, and the magnitude or severity of the problems to be addressed by the proposed program is significant (10 points)
- As a result of the robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)

Quality of Management Plan

For this indicator, 20 points are possible.

- Qualifications, experience, and certifications of project personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 points)
- The management plan is designed to achieve the objective of the proposed program on time and within budget, with appropriate timelines and milestones for accomplishing project tasks (5 points)
- The procedures ensure feedback and continuous improvement in the operation of the proposed program through ongoing monitoring and adjustments as needed. (3 points)
- The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points)
- The level of involvement and commitment to the project of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. (4 points)

Quality of Program Evaluation

For this indicator, 10 points are possible.

- The methods of evaluation provide for examining the effectiveness of project strategies. (2 points)
- The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points)
- The evaluation design includes processes for collecting data, including program-level data (such as program activities and the number of participants served) and student-level academic data (such as achievement results and attendance data). (3 points)
- The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project, including a process for modifying district practices or policies to enable the school to implement interventions fully and effectively. (2 points)

Meeting Program Requirements

For this indicator, 10 points are possible.

- Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points)
- Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the project according to the relevant statute. (5 points)

Additional Possible Points

In addition, the review committee and TEA staff will consider the ability of the applicant to follow written directions, as follows:

- Application is organized and completed according to instructions. (5 points possible)

<p>Texas Education Agency

<p>Miscellaneous Document

<p>Public Notice Announcing the Availability of Waiver Requests Under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Section 1003(g), School Improvement Grant Funds

<p>Filing Date. January 8, 2014

<p>Purpose and Scope of the Waiver Requests. Funding for school improvement grants (SIGs) under the Elementary and Secondary Education Act of 1965 (ESEA), Title I, Section 1003(g), provides funds to local educational agencies (LEAs) for schools that have been identified as persistently lowest achieving according to the final regulations released by the U.S. Department of Education (USDE). USDE has invited states to apply for a waiver with respect to SIG funding to extend the period of funding availability and to use the priority schools list in conjunction with Texas' approved ESEA Flexibility Waiver in lieu of generating Tier I, II, and III eligibility lists.

<p>Specifically, the Texas Education Agency (TEA) will apply for waiver requests on behalf of Texas LEAs to waive the General Education Provisions Act (20 U.S.C. Section 1225(b)), Section 421(b), to combine and extend the period of availability of fiscal year 2012 and extend fiscal year 2013 school improvement funds through September 30, 2017, to fund the full three years of grant implementation for Cycle 3 campuses. In addition, a waiver of Section I.A.1 SIG final requirements to replace the lists of Tier I, II, and III schools with the state list of priority schools is being requested.

<p>The proposed requested waiver will allow eligible LEAs that receive a Title I Priority Schools Grant to use those funds in accordance with the final requirements for SIGs and the LEA's application for a grant. The waivers will increase the quality of instruction for students and improve the academic achievement of students in eligible schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The use of the priority schools list would allow campuses identified as priority schools to begin the planning process during the 2013-2014 school year under the Texas Accountability Intervention System to apply for SIG funds to begin full implementation of one of the four intervention models beginning in school year 2014-2015.

<p>Texas must ensure in the waiver request that the state has met or will meet all of the eligibility requirements outlined by the USDE and authorized in statute under the ESEA, Section 9401.

<p>Further Information. For more information, contact Shayna Sheehan with the TEA Division of School Improvement and Support by mail at 1701 North Congress Avenue, Austin, Texas 78701; by telephone at (512) 463-2617; or by email at nclbttips@tea.state.tx.us.

<p>Issued in Austin, Texas, on January 8, 2014.

<p>Cristina De La Fuente-Valadez

<p>Director, Rulemaking

<p>Texas Education Agency

*n



1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

January 2, 2014

Waiver Availability

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Request for Waiver Regarding Cycle 3 Texas Title I Priority Schools Grant Program
School Improvement Grant (SIG) Funds

The U.S. Department of Education (USDE) has released guidance on the opportunity for the state to request waivers applicable to Section 1003(g) School Improvement Grant funding. This is to notify you of the state's intent to apply for the waivers listed below on behalf of local education agencies (LEAs) with one or more campuses selected for the Texas Title I Priority Schools, Cycle 3 grant program.

Background

The Texas Title I Priority Schools (TTIPS) grant program is funded with federal School Improvement Grant funds, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA). These grants, through the Texas Education Agency (Agency) to LEAs, are for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements published by USDE, these funds are to be focused on the State's persistently lowest-achieving schools and other schools that meet the federal definition of eligibility. In schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

The applicable waivers would allow any eligible LEA that receives a TTIPS Cycle 3 grant for an eligible campus to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the following waivers will increase the quality of instruction for students and improve the academic achievement of students in priority schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its schools.

Comment Period

Notice of the proposed waivers will be published in the *Texas Register* in the next few weeks. However, you will be able to provide comments on these proposed waivers until January 12, 2014, by electronic mail to NCLBTTIPS@tea.state.tx.us.

Waivers

1. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2012 and FY 2013 school improvement funds for the State and all of its eligible LEAs to September 30, 2017.

This waiver would extend the "life" of the funds through the full three-year implementation cycle. This will allow the state to combine fiscal year funds and fund the initial grant award and continuation grants to the LEAs on behalf of their selected eligible campuses for the entire intervention period.

2. A waiver of the school eligibility requirements under Section I.A.1 SIG final requirements to replace the lists of Tier I, II and III schools with the state list of priority schools that meet the definition of "priority schools" in ESEA Flexibility identified in accordance with the approved request for ESEA flexibility.

This waiver would allow those campuses identified as priority schools who will begin the planning process during SY 13-14 under the Texas Accountability Intervention System (TAIS) to implement one of the four intervention models to apply for School Improvement Grant funds to support the full and effective implementation of their chosen model for three years beginning in SY 14-15.

TEA will aggregate the comments received from LEAs in response to this notice and submit them as part of the state's application for the 1003(g) funds to USDE. Please note that TEA will not respond to any comments or questions received regarding this waiver request but will instead take comments into consideration when finalizing the state's application for Cycle 3 funds to USDE. When TEA receives USDE approval of the waiver requests, additional information will be provided to LEAs on the implementation of the waivers through the Request for Application associated with this grant program.

For additional information on the proposed waiver requests, please contact Shayna Sheehan via email at shayna.sheehan@tea.state.tx.us or at (512) 463-2617 or Leticia Govea via email at leticia.govea@tea.state.tx.us or at (512) 463-1427.

Sincerely,

Sally Partridge, Associate Commissioner
Accreditation and School Improvement

From: [LEONORA GARCIA](#)
To: [NCLBTIPS](#)
Subject: (No subject specified)
Date: Friday, January 10, 2014 3:27:13 PM

I applaud TTIPS Grant for allowing Ann Richards AVID students to participate in our after school enrichment program. Not only has it promoted student self-worth, but motivated the students to get involved in many other activities without penalizing them in their extra - curricular activities such as UIL, band, choir, and sports. This grant has prompted student interest by involving them in both the academic and enrichment activities.

Most appreciative,
Leonora Garcia, 7th & 8th grade AVID Teacher
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [MELISSA SALAZAR](#)
To: [NCLBTIPS](#)
Subject: (No subject specified)
Date: Friday, January 10, 2014 12:52:48 PM

To Whom this may concern:

I am a teacher from Ann Richards Middle School, in La Joya, Tx. I have been teaching in this same school for over ten years. I would just like to say that, as a person who has been teaching here for a long time, I can see how much the TTIPS grant has impacted our school in a very positive way. Our students have had the privilege of being exposed to wonderful academic field lessons. It brings me joy to see how happy our students become when they visit the different museums and selected universities in Texas. It makes an educator feel content to see how our students begin to make real world connections with subjects that are discussed in the classroom. Our teachers and students have all benefited from the wonderful technology that has been brought to our campus. We have wonderful interactive lessons thanks to this grant. I have personally attended professional staff developments that I would never have had the opportunity to attend before. I am very grateful that our school has been granted these funds because I can see how our staff and students have taken advantage of this monetary reward in an absolutely positive way.

Melissa Salazar
ELA/SS
6th grade
Ann Richards Middle School
La Joya, Tx

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [ISABEL OZUNA](#)
To: [NCLBTIPS](#)
Subject: (No subject specified)
Date: Friday, January 10, 2014 12:33:26 PM

My Name is isabel Ozuna and I am a special education teacher at Ann Richards Middle School. I work for La Joya ISD and we have the TTIPS Grant in place at our campus.

The TTIPS Grant grant has assisted teachers in obtaining resources that are instrumental in daily instruction. These resources have especially helped in the improvement of special education student's achievement.

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [ARACELY GUERRA](#)
To: [NCLBITIPS](#)
Subject: (No subject specified)
Date: Friday, January 10, 2014 3:49:15 PM
Attachments: [TTIPS Grant.docx](#)

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

TTIPS Grant has provided many opportunities for our students in our campus. It has provided after school enrichment activities, tutoring, college field trips, and incentives. The grant has also provided teachers the opportunity to attend professional development trainings that will assist them to deliver outstanding lessons. They are able to implement their lessons with Smart boards, laptops, and Ipads that were purchased for the classrooms.

Aracely Guerra

SPED Teacher

Ann Richards Middle School

La Joya ISD

From: [Chernosky, Charles H](#)
To: [NCLBTTIPS](#)
Cc: [Oakeley, Cecilia A](#); [Smisko, Ann](#)
Subject: Comments on proposed waiver
Date: Friday, January 10, 2014 10:03:44 AM

- 1) I encourage the state to seek extension of availability of FY 2012 and FY 2013 funds through a waiver. Provided funds were often delivered late in the application process and excess funds remain in the 6100 (personnel) code due to approvals coming in November and December of the year. Budgeted funds for personnel remain in excess as a result of continuation grant approval occurring late in the schools year.
- 2) I support replacing Tier I, II, and III schools with the current list of focus and priority schools. The use of focus and priority schools goes along with the state's new accountability system. The use of tiers was a part of the old system of federal accountability and does not take into account the revised system revisions.

Charles Chernosky

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From: [ROSA LONGORIA](#)
To: [NCLBTIPS](#)
Subject: Comments
Date: Friday, January 10, 2014 12:42:17 PM

Having our school (Ann Richards Middle School) selected for the Texas Title I Priority Grant has made a great impact, these last two years including this year . The benefits include our professional development courses which have given us a lot of support in helping our ELL and Special Education students improve their test scores. We have also seen an improvement or better yet an excitement in our students' participation in our school programs which include our after school enrichment program, tutoring and even our college readiness camps. Something that I can honestly say is that our students at Ann Richards Middle School have never shown this much pride in their school work or their school as they do now,

Mrs. Rosa Longoria
7th grade ELA teacher
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [VERONICA SAGREDO](#)
To: [NCLBITIPS](#)
Subject: Fw: Waiver Regarding Cycle 3 Grant
Date: Friday, January 10, 2014 3:28:38 PM
Attachments: [Waiver Regarding Cycle 3 TTIPS Grant.docx](#)

This is in response to the TTIPS Grant Waiver.

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

Students have been provided with ample resources thanks to the availability of funds. This has enabled teachers to vary their delivery of instruction and allowed more opportunities and options for student success. Given that we live in a technological world, the grant has supplied a positive outlook to our low socio-economic student population.

Veronica Sagredo

6th Grade ELA/S.S Teacher

Ann Richards Middle School

La Joya ISD

From: [Karen Villarreal](#)
To: [NCLBTTIPS](#)
Cc: [Magda Villarreal](#); [Ana D. Oliveira](#)
Subject: Proposed Waiver for Cycle 3
Date: Friday, January 10, 2014 2:03:22 PM

To whom it may concern:

For Lorenzo de Zavala Middle School, the waiving of the section 421(b) of the General Education Provisions Act (20 U.S.C § 1225(b)) until 2017 would help us further close the achievement gap. The continuation of funding would benefit the academic achievement of our students when basing it on the end of year assessments. Since our campus is currently under the Texas Title 1 Schools Priority Grant, we would be considered a priority school for our LEA. We are currently implementing the transformation model and have seen the positive impact that it has had on our student achievement. The continuation of funds for our campus would greatly benefit our current students as well as incoming students who are currently enrolled in our priority feeder schools.

Thank you,

Karen L Villarreal

TTIPS Grant Coordinator

Lorenzo de Zavala Middle School

603 N. Tabasco Rd

La Joya, TX 78560

(956)580-5176

(956) 580-5479

Fax: (956) 580-5494

From: [JUANITA SANCHEZ](#)
To: [NCLBTIPS](#)
Cc: [JUANITA SANCHEZ](#)
Subject: TTIPS Comment (JIS-ARMS-LJISD)
Date: Friday, January 10, 2014 2:51:23 PM

Undoubtedly, change is brought about through initiatives! The Texas Title I Priority School Grant was a force that propelled an overall improvement at our campus. Students benefited greatly from additional tutoring that sharpened their skills, enrichment courses that expanded their talents to a new level, and academic and individual support through the Power of One mentoring and guidance program; thus creating a productive learning environment conducive to student achievement. On the other hand, teachers experienced greater effectiveness in their teaching methods and an enhancement in their leadership abilities through continuous professional development. Needless to say, even our classrooms underwent a transformation with the technological advancements that were integrated to increase student engagement. By and large, the profound impact of the TTIPS grant is perceived in every student, every professional, and every corner of our beloved school and its continuation is vital to the change we wholeheartedly desire in education!

Juanita Iris Sanchez
8th grade ELA teacher
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [VIVIANA CABRERA](#)
To: [NCLBTIPS](#)
Cc: [VELMA GARZA](#); [THOMAS OCANA](#); [ADELAIDA MARTINEZ](#)
Subject: TTIPS Cycle 3 grant program
Date: Friday, January 10, 2014 4:43:27 PM

The extension of the TTIPS cycle 3 grant program at our campus would give us the opportunity to continue providing much needed services to our student populations. Since the start of the TTIPS grant, our school has seen a tremendous transformation in the quality of professional development provided for our teachers. These professional developments have helped our teachers gain the necessary tools in differentiate instruction to meet the needs of our student populations. We have also seen a positive change in the after school programs provided for our students. We see this with the increasing number of student participation with every cycle. We have accomplished a great deal with the TTIPS grant and we are humbled by recognizing and understanding much of the change would not have been possible without it. If given the opportunity, we will achieve greater things and continue our efforts for much needed improvement at our Title I school, for our students, their families, and the community they live in.

Viviana Cabrera
7th grade math department head
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [KELLY MACDONALD](#)
To: [NCLBTIPS](#)
Subject: TTIPS Grant at Ann Richards Middle School
Date: Friday, January 10, 2014 10:25:18 AM

Good morning,

My name is Kelly Macdonald, and I am an 8th grade science teacher at Ann Richards Middle School in Mission, Texas. I am writing to stress the significant impact that the TTIPS grant has made on our campus. Our students have taken initiative in becoming involved with the programs and opportunities that this grant has offered over the past two years. We have a significant number of teachers and students staying after school for our tutoring and enrichment program, and have been provided with excellent resources for these programs as a result of the funding. Teachers have also shown strong initiative by taking advantage of excellent professional development opportunities. As a result, this grant has allowed our campus to build stronger teachers and higher performing students. As a science teacher, the grant has helped take my classroom to a new level of learning and engagement for my students. We use lab supplies and other resources as a result of grant funding, as well as interactive technology such as Smart Boards. My students are more engaged, more invested in my class, and are achieving higher as a result of these resources. I truly believe that this grant has given our campus an opportunity to improve the quality of teachers, our instruction, and the academic performance of our students.

Sincerely,

Kelly Macdonald
Ann Richards Middle School
La Joya Independent School District

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [Adelaida Martinez](#)
To: [NCLBTTIPS](#)
Subject: TTIPS Grant at Ann Richards Middle School
Date: Friday, January 10, 2014 3:56:48 PM

To whom it may concern:

Our campus was very fortunate to have been awarded the TTIPS grant three years ago. The funding from this grant has enabled us to give our students, staff, and community members opportunities that we were previously unable to provide in the form of staff development, afterschool enrichment classes for students, and language and self-sufficiency classes for community members. Because of this grant, our staff has received professional staff development in academic areas that target our student populations of greatest need. The trainings and resources acquired have allowed our staff to develop quality lessons that are geared toward maintaining student interest while enhancing the learning process.

Our students continue to enjoy TTIPS sponsored classes, activities, and events such as Saturday Learning Camps and afterschool Reading Lock-Ins. They are able to attend afterschool enrichment classes that range in interest from cooking to robotics to aerobics. Our campus attendance continues to be high due in part to the participation in our afterschool classes and events.

This grant continues to help our campus transform into an institute for higher learning that focuses on our students' academic success. With this grant, we continue to make a difference in the lives of many; students, staff, and community members.

Addie Martinez
Campus Librarian
Ann Richards Middle School

From: [MEGAN HANNAN](#)
To: [NCLBTTIPS](#)
Subject: TTIPS grant waiver
Date: Friday, January 10, 2014 2:52:26 PM

To Whom It May Concern:

My name is Megan Hannan, and I am a sixth grade math and science teacher at Ann Richards Middle School in La Joya ISD. The TTIPS grant has undeniably benefited Ann Richards Middle School. The genius of the grant lies in its multifaceted approach to solving the complex issues that the school faces. Problems like poor test scores and high retention rates cannot be attacked with a narrow focus on one cause. Rather, they must be tackled at various levels, which the grant does. With the funds, Ann Richards Middle School has motivated and provided resources not only at the student level, but for teachers and parents as well. From the incentive raffles to the new library books, the grant directly impacts the students' education. From the professional development trainings to the insightful and supportive strategists, the grant augments teacher performance. From the informational meetings to the ESL classes for parents, the grant engages the students' families and the community. The TTIPS grant has promoted and enforced critical success factors at all levels at Ann Richards Middle School, and the children here are clearly stronger students because of it.

Sincerely,

Megan Hannan
6th grade math/science teacher
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [MARISOL CAVAZOS](#)
To: [NCLBITIPS](#)
Subject: TTIPS grant
Date: Friday, January 10, 2014 2:28:13 PM

TTIPS grant provided teachers with resources to implement innovative ideas in the classroom. Also it enhanced the student's academic achievement and gave them the opportunity to travel and expand their college possibilities.

Marisol Cavazos
8th grade ELA
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [NELLIE GARCIA](#)
To: [NCLBTIPS](#)
Subject: TTIPS Grant
Date: Friday, January 10, 2014 11:34:19 AM

To whom it may concern:

For the past six academic school years I have been a teacher at Ann Richards Middle School. Our school was fortunate enough to have been selected for the TTIPS grant and I have watched our campus transform over the past three years. Our students are excited about learning and really look forward to participating in our after school enrichment program. Before the grant; it was like pulling teeth to get our students to attend after school tutoring, but now with the enrichment component they jump at the chance to stay after school for extra learning. Our enrichment program has really helped our students; especially our Limited English Proficient students and Special Education students, to perform better on state assessments. Our students are also more focused and disciplined in the classroom because of the incentives and enrichment opportunities we are able to provide for them.

Nellie Garcia
7th Grade Social Studies
Ann Richards Middle School
La Joya ISD

*** This Email was sent by an educator at Ann Richards Middle School in La Joya Independent School District.

From: [Maria M. Reyna](#)
To: [NCLBTTIPS](#)
Cc: [Maria Leal](#); [a.castilleja@ljisd.com](#); [e.rodriguez5@ljisd.com](#); [Ana D. Oliveira](#); [Eduardo Alaniz](#); [jsan3@yahoo.com](#); [Maria M. Reyna](#)
Subject: Comments on Request for Waiver Regarding Cycle 3 Texas TTIPS Grant SIG Funds
Date: Sunday, January 12, 2014 10:19:37 PM
Attachments: [Juarez-Lincoln High School Waiver Comments.docx](#)

Juarez-Lincoln High School
La Joya Independent School District
School # 108912004

TTIPS Grant Comments for Wavier Request

<!--[if !supportLists]-->1. <!--[endif]-->Benito Juárez-Abraham Lincoln High School (JLHS) had been identified as a campus needing improvement under the No Child Left Behind (NCLB) Act since 2004 in the areas of Reading and Math. Consequently, Juárez-Lincoln High School was subject to Stage 4 school improvement requirements at the 2010-11 school year, for not meeting Adequate Yearly Progress (AYP). The campus received TTIPS monies that year and were able to get out of the stages because of improvement in the areas of need.

<!--[if !supportLists]-->2. Data gathered from stakeholders in 2010 suggested that we needed increased instructional technology, resources, and teacher/administrator professional development, in order to improve the effectiveness of our academic programs. Furthermore, parental involvement and student participation needed to increase in order to ensure the success of all students. Community involvement needed to increase since the high school was not in the area where the students lived. The majority of students had up to a 20 mile radius commute to the campus so it was necessary to do community outreach when the new campus was built, within the geographic area where they live. With the grant the campus was able to:

<!--[if !supportLists]-->a. <!--[endif]-->Computers were purchased to decrease the computer / student ratio so that more students had access to computers in core area classrooms

<!--[if !supportLists]-->b. <!--[endif]-->Smart boards were purchased to increase the use

of technology in the classrooms.

c. Calculators, Nooks, iPads, clickers, translators, projectors, and printers were purchased to supplement instruction. The school grew from a 4A high school to a 5A school in the span of two years. Many classrooms did not have adequate resources. With the TTIPS grant we were able to ensure that most classrooms had access to these technologies.

d. Since increasing literacy was a need at the campus, book class sets which were lacking, were purchased, to promote and reinforce reading.

e. Teachers, administrators, and support professionals attended conferences, due to grant funds, which helped increase leadership capacity. A Professional Library was created to promote professional development for those teachers not able to attend the conferences, and to reinforce strategies. Attending these conferences would not have been possible had it not been for grant funds.

f. ESL, Learn-a-Trade, Baking, Welding, Computer and Construction classes were offered to parents within the community. The response from the parents was very positive and increased parental involvement. Some parents even earned certifications in Welding and Construction because of their participation, therefore, directly impacting the community and work force.

g. Due to grant funds, the campus was able to offer Saturday, afterschool tutorials, and community service through cosmetology. Furthermore, a summer enrichment program was offered to students that promoted ACT, SAT, and Spanish AP credit. Because of the TTIPS grant, the campus was able to promote college readiness through these innovative programs, and more students were able to gain college credit. This would not have been possible since local monies were not available for these enrichment opportunities.

3. There was a need to align/write curriculum to meet our specific campus requirements so that measures could be taken to focus on providing prescriptive instruction to target populations. Teachers worked on their content area curriculum during the summer, and purchased resources that support the TEKS/TAKS/EOC curriculum writing. Consultants were hired to support teachers in curriculum alignment. These projects

would not have been started if grant funds were not available.

4. JLHS also took steps to improve school climate by providing recognition and incentives for perfect attendance of students and staff, promoted on-going content-specific professional development, and providing opportunities for teachers to mentor, co-teach, and receive feedback for the implementation of their strategies. This was possible thanks to the grant monies since local funds were not available for all the additional incentives the campus offered.

5. The TTIPS grant help build Leadership Capacity campus wide with the resources of Teacher Leaders. Teacher leaders were a great asset in development of Action Research, mentoring and modeling classroom lessons for instructional staff, conducting classroom observations and reflective instructional coaching. This in turn helped build their leadership skills.

Maria M Reyna (Moncy)
JLHS Math Department Head
Campus Technologist
Math Club Sponsor
SLC 9.2 Team Leader
Email: m.reyna6@lajoyaisd.net
Work # 519-4150
Wk Fax # 519-4160
Cell # 956-458-5271

Juarez-Lincoln High School
La Joya Independent School District
School # 108912004

TTIPS Grant Comments for Wavier Request

1. Benito Juárez-Abraham Lincoln High School (JLHS) had been identified as a campus needing improvement under the No Child Left Behind (NCLB) Act since 2004 in the areas of Reading and Math. Consequently, Juárez-Lincoln High School was subject to Stage 4 school improvement requirements at the 2010-11 school year, for not meeting Adequate Yearly Progress (AYP). The campus received TTIPS monies that year and were able to get out of the stages because of improvement in the areas of need.
2. Data gathered from stakeholders in 2010 suggested that we needed increased instructional technology, resources, and teacher/administrator professional development, in order to improve the effectiveness of our academic programs. Furthermore, parental involvement and student participation needed to increase in order to ensure the success of all students. Community involvement needed to increase since the high school was not in the area where the students lived. The majority of students had up to a 20 mile radius commute to the campus so it was necessary to do community outreach when the new campus was built, within the geographic area where they live. With the grant the campus was able to:
 - a. Computers were purchased to decrease the computer / student ratio so that more students had access to computers in core area classrooms
 - b. Smart boards were purchased to increase the use of technology in the classrooms.
 - c. Calculators, Nooks, iPads, clickers, translators, projectors, and printers were purchased to supplement instruction. The school grew from a 4A high school to a 5A school in the span of two years. Many classrooms did not have adequate resources. With the TTIPS grant we were able to ensure that most classrooms had access to these technologies.
 - d. Since increasing literacy was a need at the campus, book class sets which were lacking, were purchased, to promote and reinforce reading.
 - e. Teachers, administrators, and support professionals attended conferences, due to grant funds, which helped increase leadership capacity. A Professional Library was created to promote professional development for those teachers not able to attend the conferences, and to reinforce strategies. Attending these conferences would not have been possible had it not been for grant funds.
 - f. ESL, Learn-a-Trade, Baking, Welding, Computer and Construction classes were offered to parents within the community. The response from the parents was very positive and increased parental involvement. Some parents even earned certifications in Welding and Construction because of their participation,

therefore, directly impacting the community and work force.

- g. Due to grant funds, the campus was able to offer Saturday, afterschool tutorials, and community service through cosmetology. Furthermore, a summer enrichment program was offered to students that promoted ACT, SAT, and Spanish AP credit. Because of the TTIPS grant, the campus was able to promote college readiness through these innovative programs, and more students were able to gain college credit. This would not have been possible since local monies were not available for these enrichment opportunities.
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4. JLHS also took steps to improve school climate by providing recognition and incentives for perfect attendance of students and staff, promoted on-going content-specific professional development, and providing opportunities for teachers to mentor, co-teach, and receive feedback for the implementation of their strategies. This was possible thanks to the grant monies since local funds were not available for all the additional incentives the campus offered.
5. The TTIPS grant help build Leadership Capacity campus wide with the resources of Teacher Leaders. Teacher leaders were a great asset in development of Action Research, mentoring and modeling classroom lessons for instructional staff, conducting classroom observations and reflective instructional coaching. This in turn helped build their leadership skills.

**School Improvement Fund
Section 1003(g)
Review Protocol**

State: Texas

Date Application Received: 1/13/14

Date Application Review Completed:

Reviewer: Christina Weeter

SEA APPLICATION

SECTION A: ELIGIBLE SCHOOLS

<u>Required Element</u>	<u>Completion Status/Reviewer Comments</u>
<p>SEAs are required to identify those schools that are eligible to apply for SIG for FY 13.</p> <ul style="list-style-type: none"> ○ The SEA has 3 options for determining eligibility for FY 13. <ul style="list-style-type: none"> • Use the PLA list from FY 2012. • Revise the definition for “persistently lowest-achieving schools” for FY 2013. If the definition is revised, additional information must be provided in the PLA Definition Rubric and be attached to this document. • Use the PLA list published in accordance with their ESEA Flexibility request. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complete/Meets Requirements <input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements
<p><u>If there is insufficient information:</u> Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.</p>	

SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed.

- The SEA has reallocated funds from SIG grants that will not be renewed to a previously approved LEA.
 - Costs are permissible under regulations?
 - Identified LEA to receive reallocated funds was previously approved?

- Complete/Meets Requirements *2 schools listed*
- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

If there is insufficient information:
Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

SECTION B: EVALUATION CRITERIA

<u>Required Element</u> Evaluation Criteria	<u>Completion Status/Reviewer Comments</u>
<p>Part 1: (1) The SEA has described, with specificity the criteria the SEA will use to evaluate whether:</p> <ul style="list-style-type: none"> ○ The LEA analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application and has selected an intervention for each school. • <i>Example of Acceptable Evidence: SEA may meet this requirement through description of needs assessment tool to be completed by each LEA and a description of how the SEA will evaluate it.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete/Meets Requirements <input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements <p><i>See p. 6 of SEA app & p. 23 of LEA app – missing from scoring rubric</i></p>

Evidence from Application

If there is insufficient information:
Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Part 1: (2)

The SEA has described, with specificity, the criteria the SEA will use to evaluate whether:

- **The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.**

- *Example of Acceptable Evidence: SEA may indicate that it will review and analyze past Federal and/or State audit findings, resolutions, or State agreements as part of its evaluation of an LEA's capacity.*

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)

- List the part(s) of the required element that the SEA is missing or has not adequately described.
- Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

Good prompts but not reflected in rubric.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Part 1: (3)

The SEA has described, with specificity, the criteria the SEA will use to evaluate whether:

- **The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA's application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).**

To meet this requirement:

- SEA must describe how it will ensure that the budget covers the full period of availability.
- The LEA application must make clear that a budget request for each year cannot be more than \$2 million multiplied by the number of schools served or no more than \$6 million over three years.
- The SEA is not allowed to cap the award amounts. If the SEA capped the award amount, the application would not meet approval. This includes any caps based on school size or model selected. Please make a note in the comments if the award amount is capped.
- SEA may include annual evaluation of budget before renewal each year.

Please note: This required element may be reviewed in both the SEA and LEA sections focusing on budget, (i.e. the area in which the SEA has described, with specificity, the criteria the SEA will use to evaluate whether the LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Priority or Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds).

- Complete/Meets Requirements
- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

There does not appear to be a prompt for a budget narrative that would include an explanation of how budget items align to the intervention model and strategies selected over the 3 years of the grant.

Questions re: budget forms:

- *Are some costs listed supplanting salaries, etc.*
- *Are costs expected to be broken down by year, or just a 3-year total?*

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

<u>Required Element</u> Evaluation Criteria	<u>Completion Status/Reviewer Comments</u>
<p>Part 2: (1) The SEA has described how it will assess:</p> <ul style="list-style-type: none"> ○ the LEA’s commitment to design and implement interventions consistent with the final requirements • <i>Example of Acceptable Evidence: SEA may include a description of how it will monitor the LEA’s implementation and hold the LEA accountable for implementation.</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Complete/Meets Requirements <i>p. 33+ of LEA application</i> <input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements
<u>Evidence from Application</u>	
<p><u>If there is insufficient information:</u> Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.</p>	
<p>Part 2: (2) The SEA has described how it will assess:</p> <ul style="list-style-type: none"> ○ the LEA’s commitment to recruit, screen, and select external providers, if applicable, to ensure their quality • <i>Example of Acceptable Evidence: SEA may include description of required protocol for evaluating external providers (e.g., an RFP process).</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete/Meets Requirements <input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements <p><i>p. 26 of the LEA app prompts a description but is unclear how the responses are being assessed by the SEA (not aligned with rubric).</i></p>
<u>Evidence from Application</u>	
<p><u>If there is insufficient information:</u> Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.</p>	

Part 2: (3)

The SEA has described how it will assess:

- **the LEA's commitment to align other resources with the interventions**
- *Example of Acceptable Evidence: SEA may describe other Federal, State, or local resources that are available to support implementation of the models.*

- Complete/Meets Requirements
- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Good prompt on p. 28-29/LEA app but p. 8/SEA app indicates this will be evaluated using the scoring rubric yet the rubric is rather weak on this

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Part 2: (4)

The SEA has described how it will assess:

- **the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively**
- *Example of Acceptable Evidence: SEA may indicate that it will assess an LEA's analysis of charter laws, an LEA's negotiations/ agreements with the unions, and/or an LEA's partnership(s) with outside entities.*

- Complete/Meets Requirements
- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

This is partially but not fully addressed in Schedule #18 (p. 60-66/LEA) re: equitable access & participation barriers but could be strengthened by a prompt that specifically addresses the modification of practices/policies and is similarly reflected in the scoring rubric.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Part 2: (5)

The SEA has described how it will assess:

- **an LEA's commitment to sustain the reforms after the funding period ends**
- *Example of Acceptable Evidence: SEA may describe other Federal, State, or local resources that are available to support implementation of the models.*

- Complete/Meets Requirements
- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Addressed on p. 8/SEA and p. 29/LEA but how this is being assessed is unclear as sustainability is not explicitly addressed in the scoring rubric.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

SECTION B-1: ADDITIONAL EVALUATION CRITERIA

Required Element
Evaluation Criteria

Completion Status/Reviewer Comments

(1)

The SEA has described how it will review:
o **An LEA's proposed budget with respect to activities carried out during the pre-implementation period² to help an LEA prepare for full implementation in the following school year.**

To meet this requirement:

- o SEAs must specify how they will ensure that the proposed budget for the first year covers full and effective implementation through the duration of the 2013-2014 school year in addition to any activities carried out during the pre-implementation period.
- o Please make a note in the comments if the SEA describes in its criteria setting caps on the amount LEAs will be able to use during the pre-implementation period.

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)

- List the part(s) of the required element that the SEA is missing or has not adequately described.
- Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

There is no prompt for a budget narrative therefore it is unclear how this is being assessed by the SEA. Instead, there are only 3 year totals for each budget categories so it's difficult to tease out exactly what activities will be carried out during pre-implementation.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(2)

The SEA has described how it will evaluate:
o **The LEA's proposed pre-implementation activities to determine whether they are allowable.**

To meet this requirement:

- o SEAs must describe how it will assess whether proposed pre-implementation activities are reasonable and necessary for full and effective implementation of the model selected by the LEA.

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)

- List the part(s) of the required element that the SEA is missing or has not adequately described.
- Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

This is not addressed in the SEA app or the scoring rubric.

Evidence from Application

If the SEA meets requirements:

Provide an excerpt from the application and list the application page number that shows evidence of the SEA completing the required element.

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information.

SECTION C: TIMELINE

<u>Required Element</u> Evaluation Criteria	<u>Completion Status/Reviewer Comments</u>
<p>The SEA has described:</p> <ul style="list-style-type: none">○ the SEA’s process and timeline for approving LEA applications <p><u>To meet this requirement:</u></p> <ul style="list-style-type: none">○ <i>The timeline should allow for both pre-implementation and full implementation during the school year.</i>○ <i>Note in the comments when the SEA plans to make awards.</i>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Complete/Meets Requirements<ul style="list-style-type: none">➤ <i>List the date the SEA plans to make awards. By June 2014</i><input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)<ul style="list-style-type: none">➤ List the part(s) of the required element that the SEA is missing or has not adequately described.➤ Identify any language that is unclear or needs to be discussed.<input type="checkbox"/> Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

SECTION D: DESCRIPTIVE INFORMATION

<u>Required Element</u>	<u>Completion Status/Reviewer Comments</u>
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(1)

The SEA has described:

- The SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools.
- How the SEA will determine whether to renew an LEA's School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in at LEA that is not meeting those goals and making progress on the leading indicators.

To meet this requirement:

- The SEA must address both parts of the element:
 - (1) process for reviewing annual goals;
 - (2) process for determining whether to renew a grant with respect to a school that does not meet its goals

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)

- List the part(s) of the required element that the SEA is missing or has not adequately described.
- Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

Project goals should be submitted as part of the application process and evaluated as part of the application review/scoring.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(2)
The SEA has described:

- **The SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA).**
- **How the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.**

To meet this requirement:

- *The SEA must address both parts of the element:*
 - (1) *process for reviewing goals for Tier III schools;*
 - (2) *process for determining whether to renew a grant with respect to a school that does not meet its goals*

- Complete/Meets Requirements *NA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements (Select this option if the SEA elected to use its approved list of Priority Schools.)

Evidence from Application

If there is insufficient information:
 Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(3)
The SEA has described:

- **How it will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.**

- Complete/Meets Requirements *p. 12/SEA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(4)

The SEA has described:

- **How the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.**

- *Example of Acceptable Evidence: The SEA may prioritize based on the number of schools an LEA commits to serve, the intervention the LEA will implement, the poverty level of the schools in the LEA, etc.*

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
➤ List the part(s) of the required element that the SEA is missing or has not adequately described.
➤ Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

Priorities are clearly defined. SEA can deprioritize de-funded projects but cannot make them ineligible to apply.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(5)

The SEA has described:

- **the criteria, if any, that the SEA intends to use to prioritize among Tier III schools**

- *Please note that an SEA is not required to establish criteria to prioritize among Tier III schools.*
- *If set, criteria may include level of achievement, poverty level, Title I participation, etc.*

Complete/Meets Requirements *NA*

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
➤ List the part(s) of the required element that the SEA is missing or has not adequately described.
➤ Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements (Select this option if the SEA elected to use its approved list of Priority Schools.)

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(6)
If the SEA intends to take over any Priority, Tier I or Tier II schools, the SEA has identified those schools and indicated the intervention model it will implement in each school.

- *Please note that an SEA is not required to take over any school, but must include this information if it elects to take over.*
- *Please note in the comments if the SEA indicates whether it has takeover authority or lacks it.*

- Complete/Meets Requirements
 - Intends to take over schools.
 - Does not intend to take over schools. *P. 12/SEA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(7)
If the SEA intends to provide services directly to any schools in the absence of a takeover:

- **The SEA has indicated the intervention model the SEA will implement in each school.**
- **The SEA has provided evidence of the LEA's approval to have the SEA provide the services directly.**
- *Please note that an SEA is not required to provide services directly to any schools, but must include this information if it elects to provide direct services.*

- Complete/Meets Requirements
 - Intends to provide services directly to schools.
 - Does not intend to provide services directly to schools. *P. 12/SEA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Required Assurance	Completion Status/Reviewer Comments
<p>(1) The SEA has provided an assurance that it will:</p> <ul style="list-style-type: none"> ○ Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements. 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p>
<p>(2) The SEA has provided an assurance that it will:</p> <ul style="list-style-type: none"> ○ Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve. 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p>
<p>(3) The SEA has provided an assurance that it will:</p> <ul style="list-style-type: none"> ○ Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p>
<p>(4) The SEA has provided an assurance that:</p> <ul style="list-style-type: none"> ○ Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding. 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p>
<p>(6) The SEA has provided an assurance that it will:</p> <ul style="list-style-type: none"> ○ If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements. 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p>
<p>(7) The SEA has provided an assurance that it will:</p> <ul style="list-style-type: none"> ○ Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable. 	<p><input checked="" type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p>

(8) The SEA has provided an assurance that it will:
 ○ **Report the specific school-level data required in section III of the final SIG requirements.**

- Complete/Meets Requirements
 Absent or does not meet requirements

<u>Required Element</u>	<u>Completion Status/Reviewer Comments</u>
<p>The SEA has described:</p> <ul style="list-style-type: none"> ○ The activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with the State-level funds it has received from its School Improvement Grant. • <i>The amount the SEA reserved for FY 2013 for administration, evaluation, and technical assistance expenses may not exceed five percent of its School Improvement Grant.</i> 	<p><input type="checkbox"/> Complete/Meets Requirements</p> <p><input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement)</p> <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <p><input type="checkbox"/> Absent/does not address requirements</p> <p><i>p. 13/SEA – could provide more detail</i></p>

Evidence from Application

If there is insufficient information:
 Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Required Element	Completion Status/Reviewer Comments
<p>The SEA provided evidence that it has consulted with its Committee of Practitioners regarding the information set forth in its application.</p> <ul style="list-style-type: none"> ○ Assurance of consultation is sufficient. 	<input checked="" type="checkbox"/> Complete/Meets Requirements <input type="checkbox"/> Absent/does not address requirements
<p>The SEA indicated that it has also consulted with other stakeholders that have an interest in its application for SIG funds and has identified these other relevant stakeholders.</p> <ul style="list-style-type: none"> • Note that although the SEA must consult with its Committee of Practitioners, consultation with other relevant stakeholders is optional. 	<input type="checkbox"/> Complete/Meets Requirements <ul style="list-style-type: none"> <input type="checkbox"/> Consulted with other stakeholders. <input type="checkbox"/> Did not consult with other stakeholders.

LEA Application

An SEA must develop an LEA application that it will use to make SIG subgrants. The LEA application must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award SIG funds.	
Required Element	Completion Status/Reviewer Comments
<p>The SEA has attached its LEA application form to its application to the Department.</p>	<input checked="" type="checkbox"/> LEA application included <input type="checkbox"/> LEA application absent
A. SCHOOLS TO BE SERVED:	
<p>The LEA application requires an LEA to:</p> <ul style="list-style-type: none"> ○ Identify each Tier I, Tier II, and Tier III school, or each priority school, as applicable, the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school, or in each priority school, as applicable. 	<input checked="" type="checkbox"/> Complete/Meets Requirements <input type="checkbox"/> Insufficient information (<i>e.g.</i> , merely repeats regulation language; does not address all parts of the requirement) <ul style="list-style-type: none"> ➤ List the part(s) of the required element that the SEA is missing or has not adequately described. ➤ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements
<u>Evidence from Application</u>	

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

B. DESCRIPTIVE INFORMATION:

(1)

The LEA application requires an LEA to demonstrate, For each Tier I and Tier II school, or each priority school, that the LEA commits to serve , that:

- **The LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified.**

To meet this requirement:

- *The LEA application must address both parts of the element:
(1) requires LEA to demonstrate that it has analyzed the needs of its school
(2) requires LEA to demonstrate its capacity*

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)

- List the part(s) of the required element that the SEA is missing or has not adequately described.
- Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(2)

The LEA application requires the LEA to:

- **Ensure that each Tier I and Tier II school, or each priority school, that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds.**

- **Ensure that those resources are aligned with the interventions.**

Complete/Meets Requirements

Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)

- List the part(s) of the required element that the SEA is missing or has not adequately described.
- Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

Assurances must be federal language verbatim. It's not clear how the SEA is ensuring the LEA's resources are aligned with the interventions, especially without a budget narrative.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

- (3)**
The LEA application requires the LEA to describe actions it has taken, or will take, to —
- **Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, in order to implement the selected model consistent with the final requirements;**
 - **Design and implement interventions consistent with the final requirements;**
 - **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
 - **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and**
 - **Sustain the reforms after the funding period ends.**

- Complete/Meets Requirements
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

- (4)**
The LEA application requires the LEA to:
- **Include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA's application.**

- Complete/Meets Requirements *p. 4, 33-57/LEA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(5)
The LEA application requires the LEA to describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by:

- **Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics.**
- **Measuring progress on the leading indicators as defined in the final requirements.**

- Complete/Meets Requirements
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

p. 20-21, 30-31/LEA – LEA should submit goals prior to award (as part of LEA application), only baseline data is requested in LEA app

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(6)
The LEA application requires the LEA to:

- **Describe, for each Tier III school the LEA commits to serve, the services the school will receive or the activities the school will implement.**

- Complete/Meets Requirements *NA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(7)
The LEA application requires the LEA to:
 ○ **Describe the goals it has established (subject to approval by the SEA) to hold accountable its Tier III schools that receive SIG funds.**

- Complete/Meets Requirements *NA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:
 Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(8)
The LEA application requires the LEA to:
 ○ **Describe its consultation, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.**

- Complete/Meets Requirements *p. 22, 27/LEA*
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:
 Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

C. BUDGET:

(1)
The LEA application requires an LEA to:
 ○ **Include a budget that indicates the amount of SIG funds the LEA will use each year in each Tier I and Tier II school, or priority school the LEA commits to serve.**

- Complete/Meets Requirements
 - Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
 - Absent/does not address requirements
- p. 12-19/LEA – total amount is for each year only, not by category.*

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(2)

The LEA application requires an LEA to:

- **Provide a budget that indicates the amount of SIG funds the LEA will use each year to conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools or priority schools .**

Complete/Meets Requirements

- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
- List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

p. 12/LEA appears to award LEA an automatic 5% of total school-level budget without a budget narrative to describe the use of those funds & whether they are appropriate to justify the amount.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(3)

The LEA application requires an LEA to:

- **Provide a budget that indicates the amount of SIG funds the LEA will use each year to support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.**

Complete/Meets Requirements *NA*

- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement)
- List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.

Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(4)
The LEA application requires an LEA to:
 ○ **Provide a budget that covers three years of full implementation.**

- Complete/Meets Requirements
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements
Should include a yearly budget by category to ensure certain expenses (e.g. equipment) are not unnecessarily replicated in Years 2 & 3.

Evidence from Application

If there is insufficient information:
 Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(5)
The LEA application requires an LEA to:
 ○ **Provide a budget that lists any funding for activities during the pre-implementation period to be included in the first year of the LEA's three-year budget plan.**

- Complete/Meets Requirements
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements
It's not clear which activities will be conducted during pre-implementation are & what the associated costs will be. This could be articulated in a budget narrative.

Evidence from Application

If there is insufficient information:
 Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary.

(6)
The LEA application requires an LEA to:
 ○ **provide a budget for each year that does not exceed the number of Priority or Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2 million or no more than \$6 million over three years.**

- Complete/Meets Requirements
- Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement)
 - List the part(s) of the required element that the SEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

If there is insufficient information:

Provide an excerpt from the application and list the application page number that shows evidence of the insufficient information. Upon returning the document for revision to the SEA, update this section to reflect final revisions and approval as necessary..

D. ASSURANCES:

<p>(1) The LEA application requires an LEA to provide an assurance that it will:</p> <ul style="list-style-type: none">○ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.	<p><input type="checkbox"/> Included/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p> <p><i>All federal assurances must be included with verbatim federal language and clearly indicated as federal (vs. state). See p. 4/LEA #4</i></p>
<p>(2) The LEA application requires an LEA to provide an assurance that it will:</p> <ul style="list-style-type: none">○ Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.	<p><input type="checkbox"/> Included/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p> <p><i>All federal assurances must be included with verbatim federal language and clearly indicated as federal (vs. state). See p. 4/LEA #5</i></p>
<p>(3) The LEA application requires an LEA to provide an assurance that:</p> <ul style="list-style-type: none">○ If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.	<p><input type="checkbox"/> Included/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p> <p><i>All federal assurances must be included with verbatim federal language and clearly indicated as federal (vs. state). See p. 4/LEA #6</i></p>
<p>(4) The LEA application requires an LEA to provide an assurance:</p> <ul style="list-style-type: none">○ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.	<p><input type="checkbox"/> Included/Meets Requirements</p> <p><input type="checkbox"/> Absent or does not meet requirements</p> <p><i>All federal assurances must be included with verbatim federal language and clearly indicated as federal (vs. state). See p. 4/LEA #7</i></p>

<p>(5) The LEA application requires an LEA to provide an assurance: ○ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.</p>	<p><input type="checkbox"/> Included/Meets Requirements <input type="checkbox"/> Absent or does not meet requirements <i>All federal assurances must be included with verbatim federal language and clearly indicated as federal (vs. state). See p. 4/LEA #8</i></p>
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<p>(6) The LEA application requires an LEA to provide an assurance: ○ Report to the SEA the school-level data required under section III of the final requirements.</p>	<p><input type="checkbox"/> Included/Meets Requirements <input type="checkbox"/> Absent or does not meet requirements <i>All federal assurances must be included with verbatim federal language and clearly indicated as federal (vs. state). See p. 4/LEA #9</i></p>
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E. WAIVERS

<p>(1) The LEA application includes a waiver for LEAs to select that allows it to: ○ “Starting over” in the school improvement timeline for Priority or Tier I and Tier II Title I participating schools implementing a turnaround or restart model.</p>	<p><input type="checkbox"/> Included/Meets Requirements <input type="checkbox"/> Absent or does not meet requirements</p>
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<p>(2) The LEA application includes a waiver for LEAs to select that allows it to: ○ Implementing a school-wide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.</p>	<p><input type="checkbox"/> Included/Meets Requirements <input type="checkbox"/> Absent or does not meet requirements</p>
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