

**APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant:  Texas Education Agency	Applicant's Mailing Address:  1701 North Congress Avenue Austin, Texas 78701-1494
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Chief State School Officer (Printed Name): Robert Scott	Telephone: (512) 463-8985
Signature of the Chief State School Officer:  X <i>Robert Scott</i>	Date: February 18, 2010
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.	

Texas Education Agency  
Texas Title I Priority Schools Grants  
State Application  
to  
U. S. Department of Education

for  
Federal School Improvement Grants  
Section 1003(g) of the  
Elementary and Secondary Education Act

CFDA Numbers: 84.377A; 84.388A

February 18, 2010  
Revised March 19, 2010



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## Acronyms

ARRA	American Recovery and Reinvestment Act
CCSRI	Center for Comprehensive School Reform and Improvement
CFT	Communities Foundation of Texas
CMO	Charter Management Organization
CNA	Comprehensive Needs Assessment
COP	Committee of Practitioners
EMO	Educational Management Organization
ESC	Education Service Center
ESEA	Elementary and Secondary Act of 1965
FY	Fiscal Year
LEA	Local Education Agency
LEP	Limited English Proficient
NOGA	Notice of Grant Award
PSP	Professional Service Provider
QIR	Quarterly Implementation Report
RFQ	Request for Qualifications
SEA	State Education Agency
SES	Supplemental Educational Services
SIG	School Improvement Grant
SIRC	School Improvement Resource Center
TASA	Texas Association of School Administrators
TCOSS	Texas Center for District and School Support
TEA	Texas Education Agency
TLP	Turnaround Leader Program
TTIPS	Texas Title I Priority Schools Grant
TXCC	Texas Comprehensive Center
USDE	United States Department of Education

# SCHOOL IMPROVEMENT GRANTS

## Background Information

### Purpose of the Program

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State Educational Agencies (SEAs), to Local Educational Agencies (LEAs) 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, as amended through the interim final requirements published in the Federal Register in January 2010, school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible 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. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). (See Appendix C for a chart summarizing the schools included in each tier.) 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.

## TEA Response

The Texas Education Agency (TEA or Agency) is committed to turning around Texas's persistently lowest-achieving schools as well as improving the academic performance of all campuses eligible for Title I. To this end, Texas is submitting this application to participate in the School Improvement Grant, authorized under section 1003(g) of Title I of the Elementary and Secondary Education act of 1965 (Title I or ESEA). This grant will be named the Texas Title I Priority Schools Grant (TTIPS) School Improvement Grants (SIG) funded under Section 1003(g) of the Elementary and Secondary Education Act (ESEA) as amended by the American Recovery and Reinvestment Act (ARRA), referenced as TTIPS SIG hereafter.

## Application Process

TEA is establishing a two step application process. LEAs will first submit an LEA/campus application for funding (Attachment 1), which will be the basis for grant awards under this three-year grant program. The second step will be submission of a Model Selection and Description Report (Attachment 2), which will identify the school intervention model option selected by the LEA for each campus.

After discussion with the SIG program staff at the U. S. Department of Education (USDE), TEA will require each LEA with eligible Tier I, II, or III campuses to submit a separate grant application for each eligible campus. It is anticipated that several sections of the application related to LEA capacity, commitment, and support will contain very similar responses, with some variations for individual campus needs, for each eligible campus within the LEA. Each eligible campus application will be reviewed and scored separately.

## Grant Timeline--Two Implementation Options

TEA staff have reviewed USDE's proposed/requested timeline for the implementation of this grant program. The agency has discussed this grant program and received input from Texas LEAs and various stakeholder groups. The agency has also reviewed several research citations on implementation of these types of school improvement interventions, reforms, and restructuring models.

Based on this information, TEA respectfully proposes two parallel paths for LEA implementation of the reform opportunities. For LEAs that have significant reforms underway to address the needs of their lowest performing campuses, technical assistance and resources will be provided to support their continued reform efforts (Option 1 on page 3). For LEAs in earlier stages of implementation of these more aggressive USDE intervention models, additional technical assistance is proposed that will provide the necessary information and support to ensure successful implementation (Option 2 on page 3). TEA cites research from the Center for Comprehensive School Reform and Improvement's (CCSRI) plan for school restructuring which indicates the need for high quality, high touch technical assistance to fully and effectively implement a restructuring model\*.

The technical assistance provided under the Option 2 implementation timeline (described below) will provide LEAs with sufficient time and resources to develop and implement their plans for establishing the selected model. Technical assistance will include the following types of activities:

- Analyzing the LEA decision making process
- Analyzing the campus' climate and performance
- Determining the need for major, focused changes
- Engaging outside experts or partners
- Setting campus goals, targets, and timelines for implementation
- Addressing implementation barriers

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\* The Center for Comprehensive School Reform and Improvement. (2009). *School restructuring: What works when? A guide for education leaders*. Washington, DC: Learning Point Associates.  
[http://www.centerforcsri.org/files/School\\_Restructuring\\_Guide.pdf](http://www.centerforcsri.org/files/School_Restructuring_Guide.pdf)

- Identifying and utilizing resources to implement each strategy or activity
- Clarifying LEA and campus staff roles and responsibilities for school improvement

In addition to the activities above that should be completed as the foundation to full implementation of an aggressive school wide intervention, LEA/campuses that do not already have school improvement programs underway need appropriate time to make staffing decisions, especially in instances where campuses will implement turnaround or transformation. In Texas public schools, staffing decisions are typically made during February through March for the following school year. Under the USDE timeline for this grant program, these types of decisions would be made during the summer months, which is potentially late for effective school improvement, particularly if an LEA wants to ensure that the best teachers are employed at the Tier I and Tier II schools. An optional pathway for full implementation would also allow the agency time to engage in a Request for Qualifications (RFQ) process to solicit external providers and other appropriate contractors to support successful implementation of the program.

For these reasons, which are based substantially on comments provided by Texas LEAs, TEA proposes establishing two parallel timelines for implementing the TTIPS SIG program. Depending on where the eligible LEA/campus is regarding their implementation of an aggressive reform school improvement timeline, the eligible LEA/campus may select to apply for the TTIPS SIG grant and implement it on either of the following two timeline options.

<i>Timeline</i>	<i>Option 1: For LEAs currently engaged in aggressive reform</i>	<i>Option 2: For LEAs in need of foundational technical assistance</i>
February 2010	<ul style="list-style-type: none"> <li>• Agency Submits State Application to USDE</li> <li>• Agency Releases Grant Eligibility List</li> <li>• USDE Awards Grant to State</li> </ul>	<ul style="list-style-type: none"> <li>• Agency Submits State Application to USDE</li> <li>• Agency Releases Grant Eligibility List</li> <li>• USDE Awards Grant to State</li> </ul>
March—April 2010	<ul style="list-style-type: none"> <li>• LEA Application Available, contingent upon timely USDE approval of state application</li> <li>• Technical Assistance: Overview Sessions</li> <li>• Technical Assistance: Four Models</li> <li>• Technical Assistance: Application</li> <li>• LEA Submits LEA/campus application for funding</li> <li>• RFA posted on the TEA website. <ul style="list-style-type: none"> <li>• Grant announced via the Texas Register and Texas Online.</li> </ul> </li> <li>• Application due 6-8 weeks after posting.</li> <li>• Pre-screening of applications. (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>• LEA Application Available, contingent upon timely USDE approval of state application</li> <li>• Technical Assistance: Overview Sessions</li> <li>• Technical Assistance: Four Models</li> <li>• Technical Assistance: Application</li> <li>• LEA Submits LEA/campus application for funding</li> <li>• RFA posted on the TEA website. <ul style="list-style-type: none"> <li>• Grant announced via the Texas Register, and Texas Online.</li> </ul> </li> <li>• Application due 6-8 weeks after posting.</li> <li>• Pre-screening of applications. (1 week)</li> </ul>

	<ul style="list-style-type: none"> <li>• Reviewing &amp; Scoring of applications (1-2 week).</li> <li>• Ranking of applications</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewing &amp; Scoring of applications (1-2 week).</li> <li>• Ranking of applications</li> </ul>
May 2010	<ul style="list-style-type: none"> <li>• TEA Awards LEA Grants</li> <li>• LEA/campus submits the Model Selection and Description Report for each campus to TEA</li> <li>• Technical Assistance: Special Topics (as described later in the application)</li> </ul>	<ul style="list-style-type: none"> <li>• TEA Awards LEA Grants</li> <li>• Technical Assistance: Research Models</li> </ul>
June—July 2010	<ul style="list-style-type: none"> <li>• TEA Negotiates Awarded Grants and Model Selection and Description Report</li> </ul>	<ul style="list-style-type: none"> <li>• TEA Negotiates Awarded Grants</li> <li>• On-going Technical Assistance</li> </ul>
August 2010	<ul style="list-style-type: none"> <li>• TEA issues Notice of Grant Awards (NOGAs) for 100% of three-year grant award</li> <li>• TEA releases 100% of first year grant award</li> <li>• LEA/campus begins full implementation of grant</li> <li>• On-going Technical Assistance</li> </ul> <p>Note: Tier III NOGAs will be awarded on October 1, 2010.</p>	<ul style="list-style-type: none"> <li>• TEA issues NOGAs for 100% of three-year grant award</li> <li>• TEA releases 25% of first year grant award</li> <li>• LEA/campus begins implementation of grant</li> <li>• On-going Technical Assistance</li> </ul> <p>Note: Tier III NOGAs will be awarded on October 1, 2010. Note: The LEA may submit to TEA the Model Selection and Description Report and receive the remaining 75% of the first year grant amount at any time between August 1, 2010, and February 1, 2011, and begin full implementation of the selected model.</p>
November 2010	<ul style="list-style-type: none"> <li>• Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Implementation Report due to TEA</li> </ul>
February 1, 2011	<ul style="list-style-type: none"> <li>• Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>• LEA submits Model Selection and Description Report; if not submitted previously</li> <li>• TEA releases remaining 75% of first year grant award upon successful submission of the Model Selection and Description Report to TEA</li> </ul>
February—August 2011	<ul style="list-style-type: none"> <li>• LEA/campus continues full implementation of intervention model</li> </ul>	<ul style="list-style-type: none"> <li>• LEA/campus implement state required procedures for 1) bidding, contracts, and procurement of services, and 2) evaluation and</li> </ul>

	<ul style="list-style-type: none"> <li>On-going Technical Assistance</li> </ul>	<ul style="list-style-type: none"> <li>hiring of necessary staff to implement staffing requirements of model selected</li> <li>On-going Technical Assistance</li> </ul>
May 1, 2011	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
August 1, 2011	<ul style="list-style-type: none"> <li>End of Year 1 Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>End of Year 1 Implementation Report due to TEA</li> <li>LEA/campus begins full implementation of the intervention model</li> </ul>
August 1, 2011	<ul style="list-style-type: none"> <li>TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of second year grant award</li> </ul>	<ul style="list-style-type: none"> <li>TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of second year grant award</li> </ul>
November 1, 2011	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
February 1, 2012	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
May 1, 2012	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
August 1, 2012	<ul style="list-style-type: none"> <li>End of Year 2 Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>End of Year 2 Implementation Report due to TEA</li> </ul>
August 1, 2012	<ul style="list-style-type: none"> <li>TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of third year grant award</li> </ul>	<ul style="list-style-type: none"> <li>TEA evaluates LEA/campus performance on annual goals and meeting grant requirements and, as applicable, releases 100% of third year grant award</li> </ul>
November 1, 2012	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
February 1, 2013	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
May 1, 2013	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly Implementation Report due to TEA</li> </ul>
June 30, 2013	<ul style="list-style-type: none"> <li>LEA grant end date</li> </ul>	<ul style="list-style-type: none"> <li>LEA grant end date</li> </ul>
July 31, 2013	<ul style="list-style-type: none"> <li>Final Implementation Report due to TEA</li> </ul>	<ul style="list-style-type: none"> <li>Final Implementation Report due to TEA</li> </ul>

The Model Selection and Description Report and the Quarterly Implementation Reports (QIR) will be reviewed, negotiated, and approved by TEA grant staff. All required report submissions become part of the approved LEA/campus application for funding.

## Model Implementation Options

TEA is offering eligible LEA/campus grantees two options for implementing the selected intervention models. The LEA/campus may choose to implement the TEA Designed Model with technical assistance provided on behalf of TEA by the School Improvement Resource Center (SIRC). The SIRC technical assistance is described on page 8. The LEA/campus may also choose to implement its own intervention design, within the parameters/requirements required by the final federal regulations released by USDE. The LEA/campus will receive priority points for selecting the TEA Designed Model with technical assistance from SIRC; although, the LEA is not guaranteed selection and funding solely because it selects the TEA designed model.

In addition, TEA will implement the flexibility to allow a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years to continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

## TEA Designed Models for TTIPS SIG

The TEA Designed Model for Turnaround will be the Texas Turnaround Leader Program (TLP), which is a two-year program in partnership with institutions of higher education. Designed to serve the lowest performing campuses in Texas, the TLP will build LEA and campus-level capacity through the implementation of policies and practices that establish the necessary environment and support needed to effectively turnaround these campuses. Highlights of the program include: establishing a talent pool for the recruitment, selection and development of highly qualified and effective leaders; mentoring and coaching high-impact principals to develop the knowledge, skills, tools, resources and support necessary to accelerate and sustain dramatic increases in student achievement; and embedding research-based best practices in effective, extraordinary school turnaround resulting in the production of impressive and sustainable increases in student achievement in some of the most chronically underperforming campuses.

Participating campuses and LEA leadership teams will engage in research-based data analysis, strategic planning, and ongoing professional development and training delivered and supported by the higher education faculty, support teams at each of the twenty regional Education Service Centers (ESC), Texas Center for District and School Support (TCDSS) staff, and contracted partners.

The TEA Designed Model for Restart will support LEAs and campuses through the closure and restart process. Technical assistance and toolkits will be provided to assist LEAs with designing a comprehensive restart plan that includes community input and communication strategies for successful implementation. For LEAs working with individual campuses and those deciding to cluster schools under this model, SIRC will provide guidance and ongoing support for the LEA turnaround team. Partnerships with EMOs

(approved through an RFQ process to ensure quality) will support LEAs and campuses choosing this option and will provide tools and resources for recruitment of quality turnaround leaders, including teachers.

By collaborating with multiple partners to support LEAs that select this option, TEA will provide technical assistance as participants address how to improve their readiness to learn, readiness to teach, and readiness to act based upon the research of high-performing high-poverty campuses.

The TEA Designed Model for Transformation is based on three principles: improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers; improving campus climate through social and emotional supports; and utilizing district support to transform systems. Key elements of the Transformation model include extensive training on using data and evaluation systems effectively, job-embedded professional development models, comprehensive needs assessment and campus processes, Positive Behavior Support, utilization of community partners, and maximizing extended learning time. Technical assistance will include a professional service provider/case manager, online professional development, ESC partners, and other resources and best practices.

Closure: Based on researched best practices and lessons learned from Pittsburgh, Chicago, Denver, and Portland public schools, TEA has designed a protocol of procedures to guide an LEA through communicating and implementing the closure of a campus and enrolling the students who attended the campus in other, higher-achieving campuses within the LEA. The protocol will provide technical assistance and training to the LEA in developing the following areas:

- Closure criteria based on LEA-wide data analysis
- Criteria for the selection of a closure committee
- Communication criteria and feedback process for the campus community and all stakeholders
- Guidelines for planning an in-depth data analysis for evaluating, selecting and building capacity of higher-achieving campuses
- Guidelines for decision-making processes and consensus
- Procedures and processes for the transition of students and personnel

## Funding Priorities

TEA is prioritizing Tier I and Tier II campus, Tier III regular instructional campuses, campuses incorporating Supplemental Educational Services (SES) into their intervention model, and the use of the TEA Designed Model in the application for funding. TEA will award the following priority points (maximum of 18 points allowable) to applications that implement school improvement models for the following eligible campuses.

<i>Point Value</i>	<i>Eligible LEA/campus</i>
10 points	Tier I or Tier II campus
5 points	Tier III traditional or charter school regular instructional campus
3 points	Incorporating SES into the intervention model or enhancing and expanding current SES program (Tier I, Tier II, or Tier III)
5 points	Implementing the TEA Designed Model with technical assistance provided by SIRC on behalf of TEA (Tier I, Tier II, or Tier III)

## Supplement, Not Supplant

The TTIPS SIG grant program will require an LEA that receives TTIPS SIG funds to serve one or more Tier I, Tier II, or Tier III campuses (whether the campus receives Title I, Part A funds or not) to ensure that each campus receives all of the state and local funds it would have received in the absence of the SIG funds. As a result, an LEA must provide a TTIPS SIG grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS SIG grantee campus, and TTIPS SIG funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS SIG funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.

### Title I Schoolwide Campus

For a Title I campus operating a schoolwide program, this means the LEA may use Title I, Part A funds, other Federal education funds, and TTIPS SIG funds only to supplement the *amount* of non-Federal funds that the campus would otherwise have received if it were not operating a schoolwide program, including those funds necessary to provide services required by law for students with disabilities and limited English proficient (LEP) students.

Therefore, an LEA must provide a Title I campus operating a schoolwide program all of the non-Federal funds the school would have received were it not a schoolwide campus, and TTIPS SIG funds, like Title I, Part A and other Federal education funds, must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS SIG funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds. (See NCLB, Section 1114(a)(2)(B).)

### Title I Targeted Assistance Campus

For a Title I school operating a targeted assistance program with TTIPS SIG funds, this means that the Title I supplement, not supplant provision in section 1120(b) for targeted assistance campuses (requiring that the LEA must ensure that the Title I, Part A funds the campus receives are used only for activities that supplement those that would be available from non-Federal funds for Title I participating students in the absence of the Title I, Part A funds) does not apply to TTIPS SIG funds because TTIPS SIG funds are not funds available under Title I, Part A.

However, the general supplement, not supplant requirement above would apply. Also, an LEA is obligated to ensure that all of its Title I campuses, including those operating a targeted assistance program, are comparable to its non-Title I campuses in accordance with section 1120A(c) of the ESEA.

## Technical Assistance and Support

The School Improvement Resource Center (SIRC), housed at Region XIII Education Service Center (ESC) in Austin, is TEA's Title I-funded technical assistance provider to campuses identified as needing improvement. SIRC exists as part of the Texas Center for District and School Support (TCOSS) which provides support and technical assistance to campuses staged in intervention status in both the state and

federal accountability systems. In general, SIRC will provide the following types of support and technical assistance to all grantee LEAs and schools.

- Training on grant intervention model options
- Training, assistance, and support to grantees implementing the four improvement models and the Tier III program
- Support for implementation of grantee's District Turnaround Office
- On-site technical assistance via Professional Service Provider (PSP)
- Pre-assessment of the LEA's' readiness, capacity, and commitment to implement the grant program
- Needs assessment of the LEA's systems of support, formative assessment processes, use of data, and professional development
- Assistance for grantees with awareness and communications around the grant
- On-going technical assistance to LEA and campuses, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards.

All TTIPS SIG grantees will be required to participate in certain technical assistance and support activities. SIRC may provide other professional development opportunities to TTIPS SIG grantee campuses at a fee for service. TTIPS grantees may also receive discounted price services from SIRC upon request of the LEA/campus.

### **Texas' Tier III Grant Program**

Eligible Tier III LEA/campuses may apply for a Tier III grant only if the LEA/campus agrees to implement one of the four intervention models required in the final federal regulations or the agency's designed Tier III Transformation program. Based on public input, TEA has altered the Tier I/II Transformation Model slightly as described in the LEA/campus application for funding in Schedule #4—Program Requirements (Attachment 1). Basically, the Tier III Transformation model requires the evaluation of the effectiveness of the campus principal with the evaluation results determining whether the principal should be replaced or retained or needs to receive leadership coaching and professional development; rather than requiring the replacement of the principal.

### **Performance Goals and Evaluation**

All grantees will be held accountable for meeting the LEA's Annual Performance Goals approved by TEA through the application process and the Agency's Performance Assessment and Evaluation targets. See Schedule #4C—Performance Assessment and Evaluation; Part 3: Annual Performance Goals and Part 4: Grant Data Collection and Evaluation of the LEA/campus application for funding. Regardless of the intervention model selected by the LEA/campus or the timeline for implementation, the expected end result of the three year grant will be the same. However, LEAs selecting to implement the Option 2 implementation timeline will be expected to approve annual performance goals that are realistic to the

implementation timeline and base those goals on the additional intervention activities that will be added to the model program to be selected.

**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:** An SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III 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. In addition, the SEA must indicate whether it has exercised the option to identify as a Tier I, Tier II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010.

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.

<u>LEA NAME, NCES ID #</u>						
<i>SCHOOL NAME</i>	<i>NCES ID #</i>	<i>TIER I</i>	<i>TIER II</i>	<i>TIER III</i>	<i>GRAD RATE</i>	<i>NEWLY ELIGIBLE<sup>1</sup></i>

*An SEA should attach a table with this information to its School Improvement Grant application. If an SEA is providing the definition it used to develop its list of Tier I, Tier II, and Tier III schools rather than a link to its definition of persistently lowest-achieving schools, it should also attach the definition to its application.*

<sup>1</sup> As noted above, an SEA must identify newly eligible schools on its list only if it chooses to take advantage of this option.

## TEA Response

See Attachment 3 for the state's eligibility list for the TTIPS SIG. Utilizing the additional flexibility offered in the 2010 USDE Appropriations Act, 1644 campuses in 611 LEAs are eligible for the grant program, with the majority being eligible in Tier III.

See Attachment 4 for the definition and methodology for identification of the eligibility list. The "persistently lowest achieving" schools group of eligible campuses for this grant is the same as submitted in the State Fiscal Stabilization Fund Part 2 application and is posted at [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798).

**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 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 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 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 (taking into account any waiver extending that period received by either the SEA or the LEA).

**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 how it will assess the LEA's commitment to do the following:

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

## TEA Response

### Part 1

Overall:

To ensure that LEAs complete the three actions listed in Part I prior to submitting their grant applications, SIRC will provide training on grant intervention model options and conduct a pre-assessment of LEA grantees' readiness, capacity, and commitment to implementing the TTIPS SIG program in eligible Tier I and Tier II 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 (Attachment 5).

#### Action (1)—LEA Analysis of Needs

The LEA/campus application for funding (Attachment 1) contains Schedule #4B—Program Description: Comprehensive Needs Assessment (CNA), which collects the numbers of students enrolled in each grade level on the campus, the data sources to be reviewed as part of the CNA process, the process to be followed by the LEA to conduct the CNA, and the groups of participants to be included in the process. Eligible applicants are advised in the instructions document to consider following the campus CNA process that is provided by TEA through the regional ESCs. The archived webinar of this training on the CNA process is available on the Texas Comprehensive Center (TXCC) web site at <http://txcc.sedl.org/resources/webinars/material/webinar2/index.html>. The campus specific CNA tool referenced in the training is available to LEA/campuses at <http://portal.esc20.net/portal/page/portal/NCLB/CNA.htm>. The CNA schedule will be scored as a part of the competitive grant review process according to the Scoring Rubric (Attachment 5).

By February 1, 2011, the LEA/campus is also required to submit the Model Selection and Description Report (Attachment 2), which becomes incorporated into the LEA/campus approved application for funding. TEA staff will review and approve the report. In the Model Selection and Description Report, the LEA/campus is required to describe the needs it identified through the CNA process according to the Critical Success Factors (CSF). The CSFs and Milestones described below on pages 17-18, are essential for the TTIPS SIG program to succeed in meeting the goals and objectives defined for the program.

In the Model Selection and Description Report, the LEA will also submit the specific intervention model selected, whether the LEA/campus will implement the TEA Designed Model or design its own model, and an activity timeline. The LEA/campus will be required to report progress related to the activity timeline in the quarterly implementation reports (Attachment 6).

TEA staff will approve Model Selection and Description Reports that meet the following criteria:

- Intervention model selected addresses the needs identified in the CNA process
- Budget aligns with the needs identified in the CNA
- 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

See Attachment 7 for the Review Rubric for the Model Selection and Description Report.

### Action (2)—LEA Capacity to Support School Improvement

The LEA/campus' application for funding (Attachment 1) contains Schedule #4B—Program Description: Project Management, which contains multiple questions related to the LEA's capacity to provide adequate resources and support to eligible Tier I, II, and III campuses. Specifically, the LEA/campus will address the question, *"Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model."* This schedule will be scored as a part of the competitive grant review process according to the Scoring Rubric (Attachment 5).

### Action (3)—Sufficient Budget for School Improvement

The LEA/campus application for funding (Attachment 1) also contains Schedule #5—Program Budget Summary and Supporting Budget Schedules 5B-5G. These budget schedules, along with the question, *"Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model."* 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 (Attachment 5), but this guidance will be provided to reviewers as an appropriate range of funding based on the model and the size of the campus.

<i>Model</i>	<i>1-200 Students</i>	<i>201-500 Students</i>	<i>501-1300 Students</i>	<i>1301 Students</i>
Turnaround	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year
Closure	\$50,000 – 75,000 one year only	\$50,000 – 75,000 one year only	\$100,000 – 150,000 one year only	\$150,000 – 200,000 one year only
Restart	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year
Transformation	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year
Tier III Transformation	\$50,000 – 1,000,000 per year	\$1,000,000 – 1,250,000 per year	\$1,250,000 – 1,750,000 per year	\$1,750,000 – 2,000,000 per year

## Part 2

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 milestones and critical success factors described later in this section.

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

#### Action (1)—Implement Interventions Consistent with Federal Requirements

The LEA/campus application for funding (Attachment 1) contains Schedule #4A—Program Abstract; Part 2: Grant Program Summary where the applicant will describe the intervention program to be implemented on the campus. In Schedule #4B—Program Description: Intervention Model; Part 1, the applicant will indicate the intervention model being considered for implementation and whether the campus will implement the TEA Designed Model with technical assistance from SIRC or design their own program model within the parameters mandated by the final federal regulations. The applicant will also describe the process (limited to five pages) to be conducted to select the intervention model that aligns to the campus' identified needs. Also to be included is a list of the groups who will participate in the intervention selection process and program development.

In Schedule #4B—Program Description: Intervention Model; Part 3: Other Improvement Activities of the LEA/campus application, the applicant will describe the other school improvement activities that will be incorporated with the intervention model selected. Applicants will also provide the underlying rationale and supporting research for the other improvement activities that were selected. In Part 3, the applicant will provide the timeline for the implementation of the other improvement activities to be implemented. Both this schedule and Schedule #4A will be scored by reviewers according to the Scoring Rubric (Attachment 5).

In the Model Selection and Description Report (Attachment 2), which becomes incorporated as part of the approved LEA/campus application for funding upon submission by the LEA/campus and approval by TEA according to the criteria outlined in TEA's Response to Part 1, the LEA/campus will describe how it will meet each requirement from the final federal regulations for the intervention model selected. Additionally, the LEA/campus will provide a timeline delineating the steps the campus will take to implement the selected intervention model and other improvement activities chosen.

#### Action (2)—Selecting External Providers

The LEA/campus application for funding (Attachment 1) contains Schedule #4B—Program Description: Project Management which contains the question, "*External Providers – Describe how the LEA will recruit, screen, and select external providers to ensure their quality.*" The applicant will provide a one-page description 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. This schedule will be scored by reviewers using the Scoring Rubric (Attachment 5).

#### Action (3)—Align Other Resources

The LEA/campus application for funding (Attachment 1) contains Schedule #4B—Program Description: Project Management which contains the question, *“Resource Management – Describe how the LEA/campus will align other resources with the school improvement intervention.”* 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 (Attachment 5).

When the LEA/campus submits the Model Selection and Description Report (Attachment 2), it will also enter the percentage of grant funds and *other state and local funds* budgeted for each of the Critical Success Factors and Milestones. The Model Selection and Description Report will be reviewed and approved by TEA according to the criteria listed in TEA’s Response to Part 1 of this section.

#### Action (4)—Modifying Practices

The LEA/campus application for funding (Attachment 1) contains Schedule #4B—Program Description: Project Management which contains the question, *“Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.”* The applicant will provide a one-page description of how the LEA/campus will modify existing practices or policies in order to fully and effectively implement the intervention model selected as required by the final federal regulations. This schedule will be scored by reviewers using the Scoring Rubric (Attachment 5).

#### Action (5)—Sustaining the Reforms

The LEA/campus application for funding (Attachment 1) contains Schedule #4B—Program Description: Project Management which contains the question, *“Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.”* The applicant will provide a one-page 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. This schedule will be scored by reviewers using the Scoring Rubric (Attachment 5).

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

After the peer review panel scores the applications and 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 (CSF) and milestones through the QIRs.

CSFs reflect behavioral changes that must be demonstrated by students at the campus or 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

Milestones are the key strategies that establish the foundation on which the CSFs are built. The applicant must develop activities that ensure each of the milestones is met. The milestones for each CSF include, but are not limited to, the following:

- Improve Academic Performance
  - Data-driven instruction
  - Curriculum Alignment (both horizontal and vertical)
  - On-going Monitoring of Instruction
- Increase Teacher Quality
  - Locally Developed Appraisal Instruments
  - On-going Job Embedded Professional Development
  - Recruitment/Retention Strategies
- Improve School Climate
  - Increased Attendance
  - Decreased Discipline Referrals
  - Increased Involvement in Extra/Co-Curricular Activities
- Increase Leadership Effectiveness
  - On-going Job Embedded Professional Development
  - Operational Flexibility
  - Resource/Data Utilization

- Increase the Use of Quality Data to Drive Instruction
  - Data Disaggregation /Training
  - Data-driven Decisions
  - On-going Communication
  
- Increase Parent/Community Involvement
  - Increased Opportunities for Input
  - Effective Communication
  - Accessible Community Services
  
- Increase Learning Time
  - Flexible Scheduling
  - Instructionally-focused Calendar
  - Staff Collaborative Planning

**C. CAPACITY: The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school.**

An LEA that applies for a School Improvement Grant must serve each of its Tier I schools using one of the four school intervention models unless the LEA demonstrates that it lacks sufficient capacity to do so. If an LEA claims it lacks sufficient capacity to serve each Tier I school, the SEA must evaluate the sufficiency of the LEA's claim. Claims of lack of capacity should be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible.

The SEA must explain how it will evaluate whether an LEA lacks capacity to implement a school intervention model in each Tier I school. The SEA must also explain what it will do if it determines that an LEA has more capacity than the LEA demonstrates.

### TEA Response

The LEA/campus application for funding (Attachment 1) contains Schedule #4B—Program Description: Project Management which contains multiple questions related to the LEA's capacity to provide adequate resources and support to eligible Tier I, II, and III campuses. Specifically, the LEA/campus will address the question, *"Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model."* In the question, *"LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts."* the applicant will describe how 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.

Grant peer reviewers and TEA staff will review the responses provided by the applicant LEA to the two above questions in the application for funding along with the response to the question, *"Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school."* If the LEA has not submitted an application for funding (indicating the capacity to serve) for each of its Tier I campuses, the applicant LEA will provide a detailed one-page description of why the LEA lacks the capacity to serve each eligible Tier I campus within the LEA at the time the LEA submits the LEA/campus applications for funding.

The peer review committee scoring the grant applications for TEA will use the Scoring Rubric (Attachment 5) to evaluate the responses of each LEA/campus applicant. In the event that the agency determines that an LEA has more capacity to serve Tier I schools than it demonstrates in its application for funding, then TEA staff will negotiate either 1) reducing the awarded LEA/campus budgets by an appropriate amount, or 2) requiring the LEA to submit additional LEA/campus grant applications for funding for additional Tier I campuses in the next cycle (USDE Fiscal Year 2010 appropriations) of grant awards.

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

- (1) Describe the SEA's process and timeline for approving LEA applications.
- (2) Describe the SEA's process for reviewing an LEA's annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA's School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.
- (3) 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 if one or more Tier III schools in the LEA are not meeting those goals.
- (4) 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 the LEA is approved to serve.
- (5) 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.
- (6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.
- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.
- (8) 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, 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.<sup>2</sup>

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<sup>2</sup> 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) Process and Timeline

In implementing the TTIPS SIG grant, TEA will follow the competitive grant process outlined by the TEA Division of Discretionary Grants (Attachment 8). All discretionary, competitive grants awarded by TEA follow this same process.

Depending on an LEA/campus' readiness for aggressive reform, the eligible LEA/campus may select to apply for the TTIPS SIG grant and implement it according to the two timeline options.

### (2) and (3)—Reviewing Goals for Tier I and II and Tier III Schools

TEA will follow the same procedure for reviewing the LEA's annual goals for student achievement for Tier I, Tier II, and Tier III campuses. The LEA/campus application for funding (Attachment 1) contains Schedule #4C—Performance Assessment and Evaluation. In Part 1, the applicant will describe the following:

- (1) LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement;
- (2) LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program; and
- (3) The data collection methods to be implemented by the LEA/campus and how the data will be disaggregated and used to improve instruction and obtain continuous improvement results.

In Part 2, the LEA/campus will submit the LEA's process for developing the annual performance goals, and in Part 3, the applicant will submit the approved 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. Part 4 of the schedule consists of Grant Data Collection and Evaluation to be conducted by TEA.

TEA will require the submission of corresponding actual performance data for Parts 3 and 4 of the Performance Assessment and Evaluation Schedule each 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.

- (1) 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.
- (2) The grantee has met the year's annual performance targets for the state's identified critical success factors and milestones 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 and milestones 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.

#### (4) Monitoring

For all applicants, Tier I, Tier II, and Tier III, TEA will follow the same procedure for monitoring the grantees' implementation of the intervention model. 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 and milestones for the grant. (See pages 17-18 for a list of critical success factors and milestones.) TEA staff will review the QIRs and will identify grantees that are not making adequate progress toward milestones and 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, SIRC and its contractors. Grantees will receive onsite visits from TEA, SIRC, or its contractors each year of the grant award. Staff from SIRC or their contractors will validate the implementation reports during annual site visits. Staff will also conduct interviews and complete implementation checklists to measure progress toward critical success factors and milestones. The completed implementation checklists will become part of the LEA's application file.

#### (5) Prioritization of School Improvement Grants

If the agency has insufficient TTIPS SIG funds to serve all eligible campuses for which each LEA applies, the agency will not award TTIPS SIG funds to an LEA for any Tier III campuses unless, and until, the agency has awarded funds to support the full and effective implementation of grants in Tier I and Tier II campuses. The agency will also give priority to Tier I and Tier II campuses by adding 10 priority points to the total score (100 points possible, awarded by the peer review committee) to each LEA/campus application for funding that is properly submitted for consideration in the discretionary competitive review process.

If the agency is unable, through the competitive review process, to fund all Tier I LEA/campus applications for funding that were properly submitted in the grant competition, the agency will carry over 25 percent of its Fiscal Year (FY) 2009 funds to award along with its FY 2010 SIG funds, before awarding any Tier III LEA/campus applicants. TEA will further ensure that the funded LEAs have implemented the required LEA priorities as listed below.

If an LEA has one or more eligible ...	In order to receive TTIPS SIG funds, the LEA <u>must</u> commit to serve ...
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school <sup>3</sup>
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school <sup>1</sup> Note that the number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in

<sup>3</sup> The number of Tier I schools an LEA has capacity to serve may be zero if, and only if, the LEA is using all of the capacity it would otherwise use to serve its Tier I schools in order to serve Tier II schools.

	order to serve Tier II schools.
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

(6) Prioritization of Tier III

Tier III campuses will be prioritized based on the scores the LEAs/campuses receive from the peer review committee as a result of the competitive review process. In addition, the agency will give priority to traditional and charter campuses implementing a regular instructional program in awarding grants to Tier III campuses by adding 5 priority points to the total score (100 points possible, awarded by the peer review committee) to each LEA/campus application for funding that is properly submitted by a Tier III regular instructional campus for consideration in the discretionary competitive review process.

(7) and (8) 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 Tier I or Tier II 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 Texas Education Agency assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- 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 that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school 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; amount of the grant; 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.
- Report the specific school-level data required in section III of the final requirements.

**F. SEA RESERVATION:** An 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 the State-level funds it has received from its School Improvement Grant.

### TEA Response

TEA will reserve the allowable five percent of SIG funds for state level administration, evaluation, and technical assistance. Of the five percent reservation, one percent will be used for TEA administrative costs, one percent will remain at TEA currently unbudgeted, and three percent will be allocated to the School Improvement Resource Center (SIRC) housed at Region XIII Education Service Center in Austin, Texas.

The one percent for TEA administration will be expended for additional staffing and costs to administer and monitor the TTIPS SIG grant program in the state. The one percent in unbudgeted funds will be allocated either to SIRC, TEA program evaluation staff, or a contractor for program evaluation services. 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 by SIRC.

SIRC is TEA's Title I-funded technical assistance provider to campuses identified as needing improvement. SIRC exists as part of the Texas Center for District and School Support which provides support and technical assistance to campuses staged in intervention status in both the state and federal accountability systems. On behalf of TEA, SIRC will provide assistance in ten basic areas to TTIPS grantees, funded from the three percent allocation provided to SIRC.

1	Provide technical assistance to all grantees regarding their capacity and commitment to implement a TTIPS grant.
2	Provide technical assistance to all grantees regarding their LEA level of support and capacity to implement a TTIPS grant.
3	Provide technical assistance to all grantees regarding communications, marketing, and stakeholder and community involvement of school reform options selected.
4	Provide technical assistance to all grantees regarding LEA and campus leadership capacity to implement a TTIPS grant.
5	Provide technical assistance to Tier I or Tier II grantees selecting to implement the Turnaround Model of school reform.
6	Provide technical assistance to Tier I and Tier II grantees selecting to implement the School Closure Model of school reform.
7	Provide technical assistance to Tier I and Tier II grantees selecting to implement the Restart Model of school reform.
8	Provide technical assistance to Tier I and Tier II grantees selecting to implement the Transformation

	Model of school reform.
9	Provide technical assistance to Tier III grantees implementing the agency's approved Tier III model of school reform.
10	Provide technical assistance to Tier III grantees selecting to implement either the Turnaround, Closure, Restart, or Transformation models of school reform.

Specifically, SIRC will provide the following activities and assistance tied to the ten areas above.

Ongoing technical assistance and support to grantees including but not limited to, the following (Areas #1, 2, 3, 10 above):

- Provide training on grant intervention model options
- Provide training, assistance, and support to grantees implementing the four improvement models and the Tier III program
- Support implementation of grantee's LEA-level efforts of reform
- Provide on-site technical assistance via a PSP
- Conduct pre-assessment of LEA grantees' readiness, capacity, and commitment
- Establish needs assessment of LEA's systems of support, formative assessment processes, use of data, and professional development
- Assist grantees with marketing and communications around the school intervention model selected
- Conduct on-going technical assistance to LEA and campus grantees, including, but not limited to, phone communication, online resources, face to face mentoring/training, webinars, teleconferencing or discussion boards

Closure (Areas #2, 3, 6, 10 above)

- Conduct extensive training on Closure Option
- Provide onsite technical assistance via PSP
- Provide public relations/communication processes and protocols for Closure
- Implement processes and protocols for implementation of Closure model based on research
  - Checklists/Rubrics
  - Communication time line
  - Human Resources (HR) issues
- Create 90 day action plans with the LEA to support Closure process
- Offer support to the LEA, school board, campus and community in the form of presentations about the Closure process and implementation
- Conduct on-site technical assistance and site visits to support the LEA during the Closure process

Restart (Areas #2, 3, 7, 10 above)

- Conduct extensive training on Restart Option
- Provide onsite technical assistance via PSP
- Provide public relations/communication processes and protocols for Restart
- Assist grantees in establishing processes and protocols for implementation of Restart
  - Selecting quality CMO/EMO
  - Setting benchmarks
  - Developing authorization agreements

- Community outreach-communication toolkits
- Create 90 day action plans with the LEA to support the new campus
- Support the application process for selecting an approved CMO/EMO
- Provide training on facilitating effective communication between the LEA and the CMO/EMO
- Conduct on-site technical assistance and site visits to both the LEA and the new Campus to support the Restart process
- Establish evaluation and monitoring processes
- Provide orientation for CMO/EMO

#### Turnaround (Areas #2, 3, 4, 5, 10 above)

- Conduct extensive training on Turnaround Option
- Provide onsite technical assistance via PSP
- Provide comprehensive two year executive training model for LEA and Campus
- Support recruitment and selection of an effective turnaround principal
- Provide tools, checklists, programs to help with Turnaround implementation
- Provide SIRC specialists for support
- Provide training to assist LEA with developing 90 day action plans to establish systems and sustain Turnaround efforts
- Conduct on-site technical assistance and site visits to both the LEA and Campus to support Turnaround option
- Establish evaluation and monitoring processes

#### Transformation (Areas #2, 3, 4, 8, 9, 10 above)

- Conduct extensive training on Transformation Option
- Provide in-depth training in systems, professional development and organization for LEA and campus staff
- Support implementing positive behavior support systems
- Assist in identifying teacher leaders and building the capacity of these leaders on the campus to improve the quality of instruction
- Help LEAs establish data and evaluation systems to monitor progress toward Critical Success Factors, milestones, and performance targets
- Facilitate cohort groups of principals/leaders to create networking opportunities for participating campuses
- Support community outreach and involvement
- Provide data and research to best utilize the extended instructional time
- Conduct site visits to both the LEA and campus to support the Transformation process
- Provide case management for Tier I and II schools, including site visits
- Establish extended learning opportunities for Tier I and II schools

**G. CONSULTATION WITH STAKEHOLDERS: An SEA must consult with its Committee of Practitioners and is encouraged to consult with other stakeholders regarding its application for a School Improvement Grant.**

Before submitting its application for a School Improvement Grant to the Department, the SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein.

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- The SEA has consulted with other relevant stakeholders, including LEA and ESC administrators and other interested parties and organizations.

## TEA Response

### Title I Committee of Practitioners

TEA staff presented the draft federal regulations to the state's Title I Committee of Practitioners (COP) on November 10, 2009, at the COP's regularly scheduled meeting. See Attachment 9 for the meeting minutes. In addition, TEA staff presented the final federal regulations to the COP through a webinar meeting on December 14, 2009. The archived file of the webinar is available at <http://txcc.sedl.org/resources/webinars/material/sigcop/>.

TEA staff discussed the TTIPS SIG application and timeline at the January 27, 2010, COP meeting. The standing rules of the COP were suspended to take comment from the audience in attendance as well as committee members. See Attachment 10 for the meeting minutes.

### Stakeholder Input

TEA staff conducted two public meetings to obtain comments from practitioners in addition to the COP meetings. A public meeting was conducted on January 27, 2010, as part of the Texas Association of School Administrators (TASA) Midwinter Administrators Conference in Austin, Texas. Twenty-two LEA and ESC administrators attended the meeting and provided comments. See Attachment 11 for the meeting agenda. A webinar was conducted on February 2, 2010, to ensure accessibility to the entire state. See Attachment 12 for the webinar minutes and comments. TEA anticipates soliciting stakeholder feedback regarding the implementation and continuous improvement of this grant program regularly throughout the three year life of the grant.

**H. WAIVERS: The final requirements invite an SEA to request waivers of the requirements set forth below. An SEA must list in its application those requirements for which it is seeking a waiver.**

The Texas Education Agency requests a waiver of the requirements it has listed 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, and 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 or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- 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 or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

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

The State assures that, prior to submitting this request in 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 this request 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 this waiver request 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.

The State assures that, if it is granted one or more of the waivers requested above, 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, including which specific waivers each LEA is implementing.

### TEA Response

TEA agrees to the assurances contained above. All campuses wishing to implement the above waivers must request the waivers in the campus application. See Schedule #4B—Program Description: Waiver Requests of the attached LEA/campus application for funding (Attachment 1).

LEAs in the state were provided notice of the agency's intent to apply for the above waivers by electronic mail and posting on the TEA website on January 22, 2010. See Attachment 13 for the LEA notification. Comments were received from LEAs through February 2, 2010. See Attachment 14 for comments received. Comments were also taken through the public meeting, COP meetings, and statewide webinar. See Attachments 10, 11, and 12 respectively. A public notice of the agency applying for the waivers as part of the state's application for TTIPS SIG funding will also post in the *Texas Register*.

## PART II: LEA REQUIREMENTS

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

**The SEA must attach its LEA application form to its application to the Department for a School Improvement Grant.**

### TEA Response

See Attachment 1 for the LEA/campus application for funding. The Model Selection and Description Report, which is incorporated into the LEA/campus application for funding upon receipt and approval by TEA, is included in Attachment 2.

**LEA APPLICATION REQUIREMENTS**

**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 the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II 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.

**TEA Response**

Each LEA will submit a separate application for each eligible Tier I, Tier II, or Tier III campus. The eligible applicant campus is reflected on Schedule #1—General Information, Part 3: Applicant Information of the LEA/campus application for funding. See Attachment 1.

LEAs will indicate whether the campus is Tier I, Tier II, or Tier III on Schedule #4A—Program Abstract, Part 1: Grant Eligibility. LEAs will indicate which model they are considering on Schedule #4B—Program Description: Intervention Model, Part 1. LEAs will indicate the actual model selected and will provide a full description of how the model will be implemented in the Model Selection and Description Report (Attachment 2), which will be incorporated into the LEA/campus application for funding upon receipt and approval by TEA.

**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 that the LEA commits to serve, the LEA must demonstrate that—
  - The LEA has analyzed the needs of each school and selected an intervention for each school; and
  - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II 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.
- (2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.
- (3) The LEA must describe actions it has taken, or will take, to—
  - 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 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 identified in the LEA's application.
- (5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.
- (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.

## TEA Response

See the chart below for where in the LEA/campus application the federal requirement is addressed.

Requirement	Schedule in LEA/campus Application
<p>(1) For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—</p> <ul style="list-style-type: none"> <li>• The LEA has analyzed the needs of each school and selected an intervention for each school; and</li> <li>• The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II 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.</li> </ul>	<p>(1)</p> <ul style="list-style-type: none"> <li>• Schedule #4B—Program Description: Comprehensive Needs Assessment and Model Selection and Description Report</li> <li>• Schedule #4B—Program Description: Project Management</li> </ul>
<p>(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.</p>	<p>(2) Schedule #4B—Program Description: Project Management</p>
<p>(3) The LEA must describe actions it has taken, or will take, to—</p> <ul style="list-style-type: none"> <li>• Design and implement interventions consistent with the final requirements;</li> <li>• Recruit, screen, and select external providers, if applicable, to ensure their quality;</li> <li>• Align other resources with the interventions;</li> <li>• Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and</li> <li>• Sustain the reforms after the funding period ends.</li> </ul>	<p>(3)</p> <ul style="list-style-type: none"> <li>• Schedule #4A—Program Abstract; Part 2: Grant Program Summary; Schedule #4B—Program Description: Intervention Model; Part 1; and Schedule #4B—Program Description: Intervention Model; Part 3: Other Improvement Activities and Model Selection and Description Report</li> <li>• Schedule #4B—Program Description: Project Management</li> </ul>
<p>(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</p>	<p>(4) Schedule #4B—Program Description: Other Improvement Activities, Part 3: Intervention Model, and Model Selection and Description</p>

<p>identified in the LEA's application.</p> <p>(5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	<p>Report</p> <p>(5) Schedule #4C—Performance Assessment and Evaluation, Part 3: Annual Performance Goals</p> <p>(6) Schedule #4B—Program Description: Intervention Model, Part 1: Intervention Model Selection Process, and Model Selection and Description Report</p> <p>(7) Schedule #4C—Performance Assessment and Evaluation, Part 3: Annual Performance Goals</p> <p>(8) Schedule #4B—Program Description: Comprehensive Needs Assessment, Part 4: Groups of Participants and Schedule #4B—Program Description: Intervention Model, Part 2: Groups of Participants</p>
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**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 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 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; 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 must cover the period of availability, including any extension granted through a waiver, 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.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

### TEA Response

LEAs will provide a budget that meets the federal requirements above in the LEA/campus Application for funding on Schedule #5—Budget Summary and the subsequent budget support schedules. See Attachment 1 for the LEA/campus application for funding.

**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 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 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, 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; and
4. Report to the SEA the school-level data required under section III of the final requirements.

**TEA Response**

The applicant LEA/campus provides the above assurances on Schedule #4—Program Requirements, Part 3: Statutory/Regulatory Program Assurances and Schedule #6F—Program-Specific Provisions and Assurances. See Attachment 1 for the LEA/campus application for funding.

**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.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "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 schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

**TEA Response**

All campuses wishing to implement the above waivers must request the waivers in the campus application. See Schedule #4B—Program Description: Waiver Requests of the attached LEA/campus application for funding (Attachment 1).

## Appendix 1: List of Attachments

- Attachment 1 Draft Copy of the LEA/campus Application for Funding
- Attachment 2 Model Selection and Description Report
- Attachment 3 List of Campuses Eligible for Grant
- Attachment 4 Definition and Methodology for Identifying Eligible Campuses
- Attachment 5 Scoring Rubric for Peer Review Committee
- Attachment 6 Quarterly Implementation Report
- Attachment 7 Approval Rubric for Model Selection and Description Report
- Attachment 8 Division of Discretionary Grants Competitive Review Process
- Attachment 9 November 10, 2009 Committee of Practitioners Minutes
- Attachment 10 January 27, 2010 Committee of Practitioners Minutes
- Attachment 11 January 27, 2010 Midwinter Administrator's Conference Public Meeting Agenda
- Attachment 12 February 2, 2010 Webinar Public Meeting Comments
- Attachment 13 January 22, 2010 Notification to LEAs of Waiver Applications
- Attachment 14 Comments Received on Waiver Applications

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY          Standard Application System          (SAS)</b>  <b>School Years 2010-2013</b>	Organization Name	County-District#
		Campus Name	Campus Number
9-Digit Vendor ID#		ESC Region	
NOGA ID# (Assigned by TEA)		Amendment #	
by telephone/e-mail/FAX on _____ by _____ of TEA.			

**Texas Title I Priority Schools Grant**

**Schedule #1 – General Information**

**Use of the Standard Application System:** This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9269.

**Program Authority:** P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

**Part 1: Index to the Application**

An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application column next to the schedule(s) being submitted as part of the amendment.

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

**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 Provisions and Assurances, Debarment and Suspension, lobbying 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**

Typed First Name		Initial	Last Name	Title
Phone	Fax	Email		Signature/Date Signed (blue ink preferred)
<b>Only the legally responsible party may sign this application.</b>				

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **DEADLINE DATE HERE:**

Texas Education Agency  
 William B. Travis Bldg.  
 Document Control Center, Room 6-108  
 1701 North Congress Avenue  
 Austin, Texas 78701-1494

TEA DOCUMENT CONTROL NO.

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	_____ County-District No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the <b>back</b> of the application as an appendix.		
1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<b>Required for all nonprofit organizations, including open-enrollment charter schools sponsored by a nonprofit organization:</b>  <b>Check box to indicate that <u>current</u> proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input type="checkbox"/>	<b>Assurance of Financial Stability</b>	
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b>  <b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. All applicants must be deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input type="checkbox"/>	<b>Proof of Financial Stability</b>	
	<b>Required for all nonprofit and for-profit organizations (see note below):</b> <b>Check box to indicate that a copy of the most recent audit or compilation report is attached.</b> (See Part 1: General and Fiscal Guidelines for details.)  The audit or compilation report will be forwarded to the TEA Division of Financial Audits to determine financial stability. A competitive or continuation grant will not be awarded to an entity that is not financially stable as determined by the Division of Financial Audits at the initial time the determination is made, regardless of the final score or ranking of the application. This determination will be made based upon the financial and other information disclosed in the audit or compilation report submitted with the original grant application. Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding and is a pre-condition for award.  <b>NOTE: This requirement does NOT apply to independent school districts or open-enrollment charter schools sponsored by a nonprofit organization.</b>	
4 <input type="checkbox"/>	<b>Assurance of Submittal of Reviewer Information Form</b>	
	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>XXX, XXX XX, XXXX</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with		<b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b>			_____ County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.					<b>School Years 2010-2013</b>	
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #1—General Information</b>						
<b>Part 3: Applicant Information</b>						
<b>Local Education Agency (LEA) Information</b>						
LEA Name						
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
Campus Name					County-District Campus Number	
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
<b>Applicant Contacts</b>						
<b>Primary Contact</b>						
First Name		Initial	Last Name			Title
Telephone		Fax		Email		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
<b>Secondary Contact</b>						
First Name		Initial	Last Name			Title
Telephone		Fax		E-mail		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant**

**Schedule #3—Purpose of Amendment**

**Part 1: Schedules Amended (Check all schedules that are being amended.)**

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- |   |  |
|---|--|
| <input type="checkbox"/> Schedule #1—General Information<br><input type="checkbox"/> Schedule #3—Purpose of Amendment<br><input type="checkbox"/> Schedule #4—Program Requirements<br><input type="checkbox"/> Schedule #4A—Program Abstract<br><input type="checkbox"/> Schedule #4B—Program Description<br><input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation<br><input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary<br><input type="checkbox"/> Schedule #5B—Payroll Costs 6100<br><input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200<br><input type="checkbox"/> Schedule #5D—Supplies and Materials 6300<br><input type="checkbox"/> Schedule #5E—Other Operating Costs 6400<br><input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
|---|--|

**NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.**

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (      %)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>
<b>Part 3: Reason for Amendment Request.</b> For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
<b>Part 4: Amendment Justification</b>		

The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) 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, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible 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. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("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.

**Allowable Activities**

**Tier I and Tier II Grantees**

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

**Tier III Grantees**

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
<b>Texas Title I Priority Schools Grant</b>			
<b>Schedule #4—Program Requirements</b>			
<b>Part 2: Statutory Requirements</b>			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
<b>Part 3: TEA Program Requirements</b>			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
<b>By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.</b>			
<b>Part 4: Statutory Assurances</b>			
#	Statutory Assurance Description		
<b>Part 5: TEA Program Assurances</b>			
#	TEA Assurance Description		
<b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b>			

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4A—Program Abstract**

**Part 1: Grant Eligibility**

Tier I Eligible Campus       Tier II Eligible Campus       Tier III Eligible Campus

**Identify which timeline the LEA/Campus the applicant will implement.**

Option 1: LEA/campus currently engaged in aggressive reform  
 Option 2: LEA/campus in need of foundational technical assistance

**Part 2: Grant Program Summary.** Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.  
Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 1: Comprehensive Needs Assessment**

**Section A: Campus Grade Levels**

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School															0
Open-Enrollment Charter School															0
<b>Total Students:</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Total Instructional Staff \_\_\_\_\_  
 Total Support Staff \_\_\_\_\_

**Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process**

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 1: Comprehensive Needs Assessment Cont.**

**Section C: Process** Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.**

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>
<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>		
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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		<p align="center"><b>Texas Title I Priority Schools Grant</b></p>
<p align="center"><b>Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Capacity</b> -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.</p>		
Empty space for program description		

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Partnership/Involvement of Others** – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Management of Grant Activities** – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

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**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Resource Management** – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Grant Project Manager Qualifications** – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**LEA Support** – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus’ school improvement efforts.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Program Continuation and Sustainability** – Describe how the LEA will sustain the campus reforms after the funding period ends.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**External Providers --** Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		<p><b>Texas Title I Priority Schools Grant</b></p>
<p><b>Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management Cont.</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.</p>		
Empty space for program description		

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

**Section A: LEA (District) Capacity** Responses are limited to *one page each*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

**Lack of Capacity --** If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Intervention Model**

**Section A: Intervention Model Selection Process**

**Intervention Model to be Implemented** – Indicate the model(s) being *considered* by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.

- Turnaround    
 Closure    
 Restart    
 Transformation    
 Tier III Modified Transformation

TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center

*Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.*

The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

**Section B: Model Selection Process** –Describe in detail:

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Intervention Model**

**Section A: Intervention Model Selection Process Cont.**

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p align="center"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p align="center"><b>School Years 2010-2013</b></p>	<p align="center">_____ County-District No.</p> <p align="center">_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Intervention Model**

**Section A: Intervention Model Selection Process Cont.**

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p align="center"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p align="center"><b>School Years 2010-2013</b></p>	<p align="center">_____ County-District No.</p> <p align="center">_____ Amendment No.</p>
<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Intervention Model**

**Section A: Intervention Model Selection Process Cont.**

<p><b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____</p>	<p align="center"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p align="center"><b>School Years 2010-2013</b></p>	<p align="center">_____ County-District No.</p> <p align="center">_____ Amendment No.</p>
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**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Intervention Model**

**Section A: Intervention Model Selection Process Cont.**

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**Texas Title I Priority Schools Grant  
Schedule #4B—Program Description**

**Part 2: Intervention Model**

**Section C: Groups of Participants** – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D: Other Improvement Activities and Timeline**

Describe all other school improvement activities that will be incorporated with the model to be selected. For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 1 – Improve Academic Performance including (but not limited to) Reading/ELA and Mathematics
  - A. Data-driven instruction
  - B. Curriculum Alignment (both horizontal and vertical)
  - C. On-going Monitoring of Instruction
- 2 – Increase the Use of Quality Data to Drive Instruction
  - A. Data Disaggregation /Training
  - B. Data-driven Decisions
  - C. On-going Communication
- 3 – Increase Leadership Effectiveness
  - A. On-going Job Embedded Professional Development
  - B. Operational Flexibility
  - C. Resource/Data Utilization
- 4 – Increase Learning Time
  - A. Flexible Scheduling
  - B. Instructionally-focused Calendar
  - C. Staff Collaborative Planning
- 5 – Increase Parent/Community Involvement
  - A. Increased Opportunities for Input
  - B. Effective Communication
  - C. Accessible Community Services
- 6 – Improve School Climate
  - A. Increased Attendance
  - B. Decreased Discipline Referrals
  - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 – Increase Teacher Quality
  - A. Locally Developed Appraisal Instruments
  - B. On-going Job Embedded Professional Development
  - C. Recruitment/Retention Strategies



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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D : Other Improvement Activities and Timeline (continued)**

**Critical Success Factor 1. Improve Academic Performance including (but not limited to) Reading/ELA and Mathematics**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
	Improve Student Achievement in Reading/ELA				
	Improve Student Achievement in Mathematics				

**Add additional lines/pages as needed.**

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D : Other Improvement Activities (continued)**

**Critical Success Factor 2. Increase the use of Quality Data to Drive Instruction**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D : Other Improvement Activities (continued)**

**Critical Success Factor 3. Increase Leadership Effectiveness**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

**Add additional lines/pages as needed.**



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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D : Other Improvement Activities (continued)**

**Critical Success Factor 4. Improve Learning Time**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D : Other Improvement Activities (continued)**

**Critical Success Factor 5. Increase Parent/Community Involvement**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

**Add additional lines/pages as needed.**

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description: Intervention Model**

**Part 2: Intervention Model**

**Section D : Other Improvement Activities (continued)**

**Critical Success Factor 6. Improve School Climate**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

**Add additional lines/pages as needed.**



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**Texas Title I Priority Schools Grant**  
**Schedule #4B—Program Description**

**Part 3: Waiver Requests**

Applicants must check the waivers in which the LEA/campus intends to implement.

- Extending the period of availability of school improvement funds.  
*This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.*

**Note:** Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  
*Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.*
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  
*This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.*

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**Texas Title I Priority Schools Grant**

**Schedule #4C—Performance Assessment and Evaluation**

**Part 1: Ongoing Monitoring/Continuous Improvement**

**Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement**

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**Texas Title I Priority Schools Grant**

**Schedule #4C—Performance Assessment and Evaluation**

**Part 1: Ongoing Monitoring/Continuous Improvement**

**Describe the LEA/campus' process for formative evaluation; include how the results of the evaluation will be used to improve the grant program.**

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**Texas Title I Priority Schools Grant**

**Schedule #4C—Performance Assessment and Evaluation**

**Part 1: Ongoing Monitoring/Continuous Improvement**

**Describe the data collection methods to be implemented by the LEA/campus and how the data will be disaggregated and used to improve instruction and obtain continuous improvement results.**

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals**

Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

Responses are limited to **two pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

DRAFT

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals**

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

**Improve Academic Performance** – Enter the annual goals for student achievement, on both the State’s assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA					
2	Improve Student Achievement in Mathematics					
3						
4						
5						

**Increase the Use of Quality Data to Drive Instruction** – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

**Increase Leadership Effectiveness**— Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

**Increase Learning Time** – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

**Increase Parent/Stakeholder Involvement** – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

**Improve School Climate** – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

**Increase Teacher Quality** – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

**Other** – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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**Texas Title I Priority Schools Grant**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

<b>No Barriers</b>				
#	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"/>
<b>Barrier: Gender-Specific Bias</b>				
#	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"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	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"/>
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"/>

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**Texas Title I Priority Schools Grant**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

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

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
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 institution 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"/>
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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & 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"/>

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**Texas Title I Priority Schools Grant**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

<b>Barrier: Drug-Related Activities (cont.)</b>				
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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	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"/>
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"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments	Students	Teachers	Others
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"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	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"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	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/constraints.	<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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**Texas Title I Priority Schools Grant**

**Schedule # 4D—Equitable Access and Participation: Barriers and Strategies**

<b>Barrier: Absenteeism/Truancy</b>				
#	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 institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	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 transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	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"/>
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, acknowledge 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"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.		
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Shortage of Qualified Personnel</b>					
#	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 professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	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"/>	
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & 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"/>	
P03	Provide announcements to local radio stations & 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"/>	
<b>Barrier: Lack of Transportation to Program Activities</b>					
#	Strategies for Lack of Transportation to Program Activities	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"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Other Barrier</b>					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>School Years 2010-2013</b>	_____ Amendment No.

**Texas Title I Priority Schools Grant**

**Schedule #5—Program Budget Summary**

<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA CFDA # 84.388B	<b>Fund Code/Shared Services Arrangement Code</b> <div style="text-align: center; background-color: yellow;">###/###</div>
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**Project Period: August 1, 2010 through June 30, 2013**

Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$	\$	\$
Professional and Contracted Services	5C 6200			
Supplies and Materials	5D 6300			
Other Operating Costs	5E 6400			
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
Total Direct Costs				
% Indirect Costs				

<b>Grand Total</b>				
Total Budgeted Costs:	\$	\$	\$	\$

<b>Administrative Cost Calculation</b>	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	
<b>Multiply by</b> ( % limit)	X
Enter Maximum Allowable for Administration, including Indirect Costs	\$

<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>	
Year 1: SY 2010-2011	\$
Year 2: SY 2011-2012	\$ *
Year 3: SY 2012-2013	\$ *
* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.	

(15XX is for use by open enrollment charter schools only)

Provide any necessary explanation or clarification of budgeted costs

DRAFT

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by telephone/e-mail/FAX on _____ by _____ of TEA.				_____ Amendment No.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
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					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				\$	\$
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				
31	61XX	Tuition Remission (Allowable only for IHEs)				
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$	\$
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	\$

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**Texas Title I Priority Schools Grant**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval**

Expense Item Description		Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____		
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofits) Specify purpose: _____		
6299	Scholarships and Fellowships (not allowed for nonprofit organizations) Specify purpose: _____		

<b>Subtotal</b>			
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>			

**Professional and Consulting Services (6219/6239) Less than \$10,000**

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.		\$	\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

<b>Subtotal</b>			
<b>Professional and Consulting Services Less than \$10,000</b>		\$	\$

**Professional and Consulting Services (6219) Greater than or Equal to \$10,000**

**1. Description of Professional or Consulting Service (Topic/Purpose/Service):**

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (_____%)				
<b>Total Payment:</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant**

**Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)**

**Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)**

**2. Description of Professional or Consulting Service (Topic/Purpose/Service):**

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>

**3. Description of Professional or Consulting Service (Topic/Purpose/Service):**

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>

**4. Description of Professional or Consulting Service (Topic/Purpose/Service):**

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: _____		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$</b>	<b>\$</b>	<b>\$</b>

**Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:**

<b>\$</b>	<b>\$</b>	<b>\$</b>
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Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>Grand Total:</b>				

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by telephone/e-mail/FAX on _____ by _____ of TEA.				_____ Amendment No.		
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized				\$	\$
	#	Type	Purpose	Quantity		
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
63XX	Program Specific	(Refer to Part 2: Program Guidelines for specific line item)				
	Specify purpose:					
63XX	Program Specific	(Refer to Part 2: Program Guidelines for specific line item)				
	Specify purpose:					
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>						
<b>Grand Total</b>				\$	\$	

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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.	
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>				
<b>Expense Item Description</b>			<b>Pre-Award</b>	<b>Total Budgeted</b>
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 Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____			
6429	Actual losses which could have been covered by permissible insurance			
6490	Indemnification Compensation for Loss or Damage			
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____			
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: _____			
64XX	Program Specific	(Refer to Part 2: Program Guidelines for specific line item)		
	Specify purpose: _____			
64XX	Program Specific	(Refer to Part 2: Program Guidelines for specific line item)		
	Specify purpose: _____			
<b>Total 64XX- Operating Costs Requiring specific approval:</b>				
<b>Remaining 6400 – Other Operating Costs that do not require specific approval:</b>				
<b>Grand Total</b>			<b>\$</b>	<b>\$</b>

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**Texas Title I Priority Schools Grant**

**Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost  
(15XX is for use by Charter Schools sponsored by a nonprofit organization)**

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>					

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Statement of provisions and assurances for the program(s) in this application:

**A. Terms defined:** As used in these Provisions and Assurances,

- Contract means the entire document, and all of TEA's attachments, appendices, schedules (including but not limited to the General Provisions and the Special Provisions), amendments and extensions of or to the Standard Contract;
- Agency or TEA means the Texas Education Agency;
- Contractor means the party or parties to this contract other than Agency; including its or their officers, directors, employees, agents, representatives, consultants and subcontractors, and subcontractors' officers, directors, employees, agents, representatives and consultants;
- Project Administrator means the person representing Agency or Contractor, as indicated by the contract, for the purposes of administering the contract project;
- Contract Project means the purpose intended to be achieved through the contract of which these Provisions and Assurances are a part;
- Applicant means the same as Contractor;
- SAS means the Standard Application System of which the application document is a part;
- "Application" means the entire package submitted by the Applicant including the schedules contained in the application and so indicated on the General Information page of the application package;
- Amendment means an application that is revised in budget categories and/or in program activities. It includes both the original application and any subsequent amendments; or extensions thereto;
- Works means all tangible or intangible material, products, ideas, documents or works of authorship prepared or created by Contractor for or on behalf of TEA at any time after the beginning date of the Contract (Works includes but is not limited to computer software, data, information, images, illustrations, designs, graphics, drawings, educational materials, assessment forms, testing materials, logos, trademarks, patentable materials, etc.); and,
- Intellectual Property Rights means the worldwide intangible legal rights or interests evidenced by or embodied in: (a) any idea, design, concept, method, process, technique, apparatus, invention, discovery, or improvement, including any patents, trade secrets, and know-how; (b) any work of authorship, including any copyrights, moral rights or neighboring rights; (c) any trademark, service mark, trade dress, trade name, or other indicia of source or origin; (d) domain name registrations; and (e) any other similar rights. The Intellectual Property Rights of a party include all worldwide intangible legal rights or interests that the party may have acquired by assignment or license with the right to grant sublicenses.
- Grant means the same as Contract;
- Grantee means the same as Contractor;
- Grantor means the same as Agency; and
- DCC means the Document Control Center of Agency.

**B. Contingency:** This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.

**C. Contractor's Application:** Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.

**D. Requirements, Terms, Conditions, and Assurances:** Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System are incorporated herein by reference.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**  
**For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies:** Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.  
**For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses:** Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:**  
**For Discretionary Programs:** All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere.  
**For Formula Programs:** All encumbrances shall occur on or between the beginning and ending dates of the contract. Contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. "Obligations" mean the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the contractor during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. The final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

**For School Districts and Nonprofit Organizations:** The foregoing Intellectual Property Ownership provisions apply to any school districts, nonprofit organizations, and their employees, agents, representatives, consultants and subcontractors. If a school district or nonprofit organization or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

**For Education Service Centers (ESCs):** The foregoing Intellectual Property Ownership provisions apply to an Education Service Center (ESC) and its employees, agents, representatives, consultants, and subcontractors. If an ESC or any of its subcontractor(s) wish to obtain a license agreement to use, advertise, offer for sale, sell, distribute, publicly display, publicly perform or reproduce the Works, or make derivative works from the Works, then express written permission must first be obtained from the TEA Copyright Office.

**For Colleges and Universities:** The foregoing Intellectual Property Ownership provisions apply to any colleges and universities and their employees, agents, representatives, consultants, and subcontractors; provided, that for all Works and derivative works created or conceived by colleges or universities under the Contract, they are granted a non-exclusive, non-transferable, royalty-free license to use the Works for their own academic and educational purposes only. The license for academic and educational purposes specifically excludes advertising, offering for sale, selling, distributing, publicly displaying, publicly performing, or reproducing the Works, or making derivative works from the Works that are created or conceived under this Contract and colleges and universities and their employees, agents, representatives, consultants, and subcontractors are prohibited from engaging in these uses and activities with regard to the Works unless the prior express written permission of the TEA Copyright Office is obtained.

**S. Unfair Business Practices:** Unfair Business Practices: By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

Contractor, whether a state agency or not a state agency, certifies that no funds provided under this Contract shall be used to purchase supplies, equipment, or services from any companies found to be guilty of unfair business practices within 12 months from the determination of guilt.

**T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

**U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

**V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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**W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

**X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.

**Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).

**Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.

**AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are nonprofit organizations (other than charter schools) and universities/colleges that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

**BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207)**, **Davis Bacon Act (40 USC 276(a))**, and **Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

**CC. Federal Regulations Applicable to All Federal Programs:**

1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
3. **For Institutions of Higher Education (IHEs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 86, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-21 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
4. **For Nonprofit Organizations**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 74, 77, 79, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-122 (Cost Principles), A-133 (Audits), and A-110 (Uniform Administrative Requirements);
5. **For State Agencies**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 76, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements); and
6. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.

**DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:**

1. **Participation in Planning**: Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
  3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
  4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
  5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.

Rev. 05/09

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
  - "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
  - "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
  - "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
  - "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
  - "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
  - "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
  - "Ineligible" generally refers to a person who is either excluded or disqualified.
  - "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
  - "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
  - "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.
1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
  2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
  3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
  4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
  5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	_____ County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

- (1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

68 FR 66544, 66611, 66612, 66613, 66614, November 26, 2003

As amended by the Texas Education Agency (04/02)

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1 - General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D - Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008  
 As amended by the Texas Education Agency

11/89  
 03/90

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)  
**Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

Federal Program: _____		
Name: _____		
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee  Tier (if known): _____  Congressional District (if known): _____	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b>  Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701  Congressional District (if known): 21	
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i>	<b>10. b. Individuals Performing Services</b> <i>(including address if different from No. 10a; last name, first name, MI):</i>	

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

<b>16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Signature: _____		
	Name: _____		
	Title: _____		
	Telephone# _____		Date: _____

**Federal Use Only:**

Standard Form LLL

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

- A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
- B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.
- C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.
- D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
- E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.
- F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.
- G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.
- H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.
- I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
- J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].
- K. **Student Records Transfer:** The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).
- L. **Consolidation of Administrative Funds:** A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.
- M. **Privacy of Assessment Results:** Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
  - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
  - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
  - (5) The LEA assures that homeless children and youth have access to the education and other services that they need in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
    - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
    - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
    - (C) provides a program of elementary or secondary education, or both;
    - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
    - (E) **does not charge tuition;**
    - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
    - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
    - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
    - (I) **meets all applicable Federal, State, and local health and safety requirements;**
    - (J) operates in accordance with State law; and
    - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
  2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
  3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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**4. Highly Qualified:**

- (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that–
  - (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
  - (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;
- (B) when used with respect to–
  - (i) an elementary school teacher who is new to the profession, means that the teacher–
    - (I) holds at least a bachelor's degree; and
    - (II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
  - (ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by–
    - (I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
    - (II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
- (C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and–
  - (i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
  - (ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that–
    - (I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
    - (II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
    - (III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - (IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
    - (V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
    - (VI) is made available to the public upon request; and
    - (VII) may involve multiple, objective measures of teacher competency.

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
  - (B) that parents are encouraged to be actively involved in their child's education at school;
  - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
  - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**6. Professional Development** includes activities that:

- (A) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (B) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (C) give teachers, principals, and administrators the knowledge and skills to provide the students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (D) improve classroom management skills;
- (E) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one-day or short-term workshops or conferences;
- (F) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (G) advance teacher understanding of effective instructional strategies that are:
- (H) based on scientifically based research (except for programs under Title II, Part D, Enhancing Education Through Technology of this Act); and
- (I) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (J) are aligned with and directly related to State academic content standards, student academic achievement standards, and assessments and the curricula and programs tied to the standards;
- (K) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (L) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
- (O) provide instruction in methods of teaching children with special needs;
- (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- (R) may include activities that:
  - (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

**7. Scientifically Based Research:**

- (A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- (B) includes research that:
  - (i) employs systematic, empirical methods that draw on observation or experiment;
  - (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

**8. Teacher Mentoring:** Activities that–

(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–

- (i) are designed to help the teachers continue to improve their practice of teaching and to develop their instructional skills; and part of an ongoing developmental induction process that–
  - (I) involves the assistance of an exemplary teacher and other appropriate individuals from a school, local educational agency, or institution of higher education; and
  - (II) may include coaching, classroom observation, team teaching, and reduced teaching loads; and
  - (III) may include the establishment of a partnership by a local educational agency with an institution of higher education.

**9. Technology:** State-of-the-art technology products and services.

**W. ESEA Performance Goals, Indicators, and Performance Reporting:** The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.

**X. Transfer of School Disciplinary Records:** The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Statutory/Regulatory Assurances

1. The Local Education Agency (LEA) assures that financial assistance provided under the grant program will supplement, and not supplant, state, federal, and local funds.
2. The LEA assures that it will use its Texas Title I Priority Schools (TTIPS) Grant to implement fully an effective intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.
3. The LEA assures that it will 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 federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the Texas Education Agency) to hold accountable its Tier III campuses that receive school improvement funds.
4. The LEA assures that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.
5. The LEA assures that it will report to the TEA the campus-level data required under section III of the final federal requirements.
6. The LEA assures and will demonstrate that it has analyzed the needs of each campus and selected an intervention for each campus.
7. The LEA assures and will demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
8. If the LEA is not applying to serve each Tier I campus, the LEA assures it lacks the capacity to serve each Tier I campus and will explain why it lacks such capacity.
9. The LEA assures that it will describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.
10. The LEA assures that it will describe actions it has taken, or will take, to align other resources with the interventions.
11. The LEA assures that it will describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its campuses to implement the interventions fully and effectively.
12. The LEA assures that it will describe actions it has taken, or will take, to sustain the reforms after the funding period ends.
13. The LEA assures that it will describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II campuses that receive school improvement funds.
14. The LEA assures that it will consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.

<b>SCHEDULE #6F – cont.</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	_____ County-District No.
<b>Texas Title I Priority Schools Grant</b>		

15. If the LEA/campus selects to implement the turnaround model, the LEA assures that it will:
  - 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;
  - Use locally adopted competencies to measure the 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; and select new staff;
  - 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;
  - Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the campus' comprehensive instructional program and designed with campus staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
  - Adopt a new governance structure, which may include, but not limited to, requiring the campus to report to a new "turnaround office" in the LEA or SEA, hiring a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
  - 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;
  - 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;
  - Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
  - Provide appropriate social-emotional and community-oriented services and supports for students.
  
16. If the LEA/campus selects to implement the school closure model, the LEA assures that it will enroll the students who attended that campus in other campuses in the LEA that are higher achieving within reasonable proximity to the closed campus and may include, but are not limited to, charter schools or new campuses for which achievement data are not yet available.
  
17. If the LEA/campus selects to implement the restart model, the LEA assures that it will:
  - Convert or close and reopen the campus 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.
  - Enroll, within the grades it serves, any former student who wishes to attend the school.
  
18. If the LEA/campus selects to implement the transformation model, the LEA assures that it will:
  - Develop and increase teacher and school leader effectiveness.
  - Replace the principal who led the school prior to commencement of the transformation model;
  - Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - ❖ Take into account data on student growth (as defined below) 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
    - ❖ Are designed and developed with teacher and principal involvement;
  - 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 improved

<b>SCHEDULE #6F – cont.</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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 campus' comprehensive instructional program and designed with campus staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
  - 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.
  - 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 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.
  - Establish schedules and strategies that provide increased learning time and provide ongoing mechanisms for family and community engagement.
  - Give the campus 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.
  - Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the State Education Agency, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
19. The LEA agrees 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.
20. If the LEA/Tier III campus selects to implement the Tier III transformation model, the campus assures that it will implement the following requirements.
- Develop and increase teacher and school leader effectiveness.
  - Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training;
  - 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;
  - 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
  - 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 based on rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - takes into account data on student growth as a 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
    - is designed and developed with teacher and principal involvement;
  - Comprehensive instructional reform strategies.
  - 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
  - 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.
  - Increasing learning time and creating community-oriented schools.
  - Establish schedules and strategies that provide increased learning time; and

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- Provide ongoing mechanisms for family and community engagement.
  - Providing operational flexibility and sustained support.
  - 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
  - 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).
  - An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
  - Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
  - Institute a system for measuring changes in instructional practices resulting from professional development; or
  - Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
  - An LEA may also implement comprehensive instructional reform strategies, such as--
  - Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
  - Implement a schoolwide "response-to-intervention" model;
  - Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
  - Use and integrate technology-based supports and interventions as part of the instructional program; and
  - In secondary schools--
    - Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, by including providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
    - Improve student transition from middle to high school through summer transition programs or freshman academies;
    - Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
    - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
  - An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
    - Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
    - Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
    - Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
    - Expand the school program to offer full-day kindergarten or pre-kindergarten.
  - The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
    - Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
    - Implement a per-pupil school-based budget formula that is weighted based on student needs.

#### TEA Required Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the quarterly implementation reports, the Model Selection and Description report, and through participation in TEA technical assistance.

The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:

- Comprehensive Needs Assessment process.
  - Establish the grant budget by the required categories.
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<b>SCHEDULE #6F – cont.</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	<hr style="width: 10%; margin: 0 auto;"/> County-District No.
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- Identification and Selection of the intervention model.
  - Development of activities to implement selected intervention model.
  - Development of Timeline of Grant Activities.
2. 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.
  3. The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
  4. The applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
  5. The applicant will establish a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the 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.
  6. The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
  7. The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
  8. 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.
  9. The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
  10. The LEA/campus assures TEA that the following data will be available and reported as requested.
    - Number of minutes within the school year.
    - 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.
    - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
    - College enrollment rates. (High Schools Only)
    - Teacher Attendance Rate
    - Student Completion Rate
    - Student Drop-Out Rate
    - Locally developed competencies created to identify teacher strengths/weaknesses
    - Types of support offered to teachers
    - Types of on-going, job-embedded professional development for teachers
    - Types of on-going, job-embedded professional development for administrators
    - Strategies to increase parent/community involvement
    - Strategies which increase student learning time

**By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the**

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**applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, including Title I Part A; Title I School Improvement Program (SIP); Title I SIP Academy; Title I Part D, Subpart 2 (Neglected and Delinquent); IDEA Part B Formula and Preschool; Title II Part D Technology Education (formula and discretionary); and McKinney Homeless Education Funds. The applicant understands that failure to comply with one or more of these provisions and assurances may result in the Texas Education Agency (TEA) taking one or more enforcement actions authorized in Title 34 of the Code of Federal Regulations (CFR) §§ 74.62 and 80.43.**

In addition to the standard terms of award, all funding provided under the Recovery Act will be subject to the provisions, assurances and conditions for American Recovery and Reinvestment Act of 2009 (ARRA or Recovery Act). Except for Title II Part D Technology Education discretionary grants, the grant application program description schedules and provisions and assurances contained within the regular formula applications identified in the previous paragraph, as negotiated and approved by TEA for the 2008-2009, 2009-2010, and/or 2010-2011 school years, as appropriate, are hereby incorporated by reference into this ARRA grant application unless otherwise explicitly stated. Grantees must use ARRA funds as described in those applications unless described differently in this ARRA application.

**Terms defined:**

**RECIPIENT** – The term “recipient” means a State and includes the Texas Education Agency (TEA). It also includes any entity that applies for and receives a grant directly from the federal government.

**RECOVERY FUNDS** —The term “recovery funds” means any funds that are made available from appropriations made under the Recovery Act.

**RECOVERY ACT** – the American Recovery and Reinvestment Act (ARRA) of 2009 (P.L. 111-5)

**STIMULUS FUNDS** – The term “stimulus funds” means any funds that are made available from appropriations under the Recovery Act; the term may be used interchangeably with “recovery funds.”

**GRANTEE** – the subrecipient of TEA and applicant of funds.

**A. One-Time Funding:** Unless otherwise specified, ARRA funding is considered one-time funding that is expected to be temporary. Grantees should expend funds in ways that do not result in unsustainable continuing commitments after the funding expires. Grantees must move rapidly, while using prudent grant management practices, to develop plans for using funds, consistent with the ARRA’s reporting and accountability requirements, and promptly begin spending funds to help drive the nation’s economic recovery. All ARRA funds must be separately accounted for and tracked in their obligation, expenditure, and reporting.

**B. Period of Availability and Encumbrances/Obligations:** Unless otherwise specified in the Notice of Grant Award (NOGA), all funds are effective from the beginning date specified on the Notice of Grant Award (NOGA) through September 30, 2011. Carryover of funds will not be available beyond that date. Unobligated/unexpended funds will be returned to the Department of Treasury. The paragraph in the General Provisions pertaining to Encumbrances and Obligations applies as follows:

**For Discretionary Programs:** All encumbrances shall occur on or between the beginning and ending dates of the contract. All goods must be received and services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

**For Formula Programs:** All encumbrances shall occur on or between the beginning and ending dates of the contract. Contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract not later than 30 days after the end of the contract (or as specified in a program regulation, the standard application system rules, or a request for application) to coincide with the submission of the final expenditure report, due 45 days after the end of the contract. "Obligations" mean the amounts of orders placed, contracts and subgrants awarded, goods and services received, and similar transactions during a given period that will require payment by the contractor during the same or a future period. Obligations representing orders placed are reflected in the accounting records as encumbrances. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. When an obligation is made is defined in 34 CFR 76.707.

**C. Compliance with Other Provisions and Assurances:** All provisions and assurances stated in the General Provisions, Certification Regarding Debarment and Suspension, Lobbying Certification and Disclosure of Lobbying, No Child Left Behind Act (NCLB) Special Provisions and Assurances, and all other program-specific provisions and assurances apply unless they conflict or are superseded by the following terms and conditions implementing the American Recovery and Reinvestment Act of 2009 (ARRA) requirements below. This includes compliance with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975; and all other nondiscrimination provisions. It also includes Title VII of the Civil Rights Act of 1964 (prohibiting race, color, national origin, religion, and sex discrimination in employment; the Americans with Disabilities Act (prohibiting disability discrimination in employment and in services provided by entities receiving federal funds); as well as any other applicable civil rights laws. **By submitting this application, the applicant agrees to comply with all such provisions and assurances.**

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**D. Compliance with Other Program Statutes:** The applicant agrees to comply with the authorizing program statutes, regulations, non-regulatory guidelines, and other guidance in the implementation of the programs receiving funding under ARRA. This includes compliance with comparability; supplement, not supplant; maintenance of effort (MOE); equitable participation for private nonprofit school students and teachers; and all other program-specific provisions and requirements. All such are hereby incorporated by reference.

**E. DUNS Number:** All entities receiving any federal funds, including ARRA funds, are required to have a DUNS (Dunn & Bradstreet) number. The DUNS number serves as the grantee organization's unique identifier for reporting federal funds received and expended. TEA must use this same DUNS number to report grant awards and expenditures for subrecipients under ARRA to the website specifically provided for in ARRA – <http://www.FederalReporting.gov/>. The assignment of a DUNS number is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds. (Section 1512[c][4] of ARRA and the federal Office of Management and Budget (OMB) to comply with the Federal Funding Accountability and Transparency Act [FFATA], P.L. 109-282. OMB adopted the DUNS number as the "unique identifier" required for reporting under FFATA).

**F. Central Contractor Registration (CCR):** All grantees receiving ARRA funds, as well as any other federal funds, are required to register and maintain current registration with the Central Contractor Registration (CCR) database at <http://www.ccr.gov>. Registration in CCR is a condition of award of ARRA funds and must be validated by TEA prior to issuing a NOGA for ARRA funds.

**G. ARRA Reporting Requirements:** The federal Office of Management and Budget (OMB) is in the process of developing guidance related to reporting the use of ARRA funds to the various websites. The definition of terms and data elements, as well as any specific instructions for reporting, including required formats, will be provided in subsequent guidance issued by the TEA.

The Texas Education Agency as a direct recipient of funds is required to report certain information at certain intervals throughout the grant period as required in Section 1512 of ARRA. In order to meet the reporting requirements, grantees will be required to provide certain information to TEA. By submitting this application, the grantee agrees to provide information in the form, time, and manner requested so that TEA can meet its reporting requirements and deadlines.

1. **School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
2. **Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. Grantees must submit certain information to TEA in order for TEA to comply with quarterly reporting requirements established in Section 1512 of the Recovery Act. Recovery Act-related reporting requirements are incorporated as a special condition of this award.
3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the [Federal Funding Accountability and Transparency Act of 2006 \(Public Law 109-282\)](#), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information proposed by OMB (not yet adopted in final form by OMB) contains the following data elements (Refer to the Federal Register, Vol. 74, No. 61, published April 1, 2009, Office of Management and Budget, Standard Data Elements for Reports under Section 1512 of the ARRA <http://www.gpoaccess.gov/fr/>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

**For each grant that equals or exceeds \$25,000 in total grant award amount:**

- a. The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- b. The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- c. The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
- d. The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided

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it is the same street address on file with TEA)

- e. The (federal) Congressional district number
- f. The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- g. The total amount of the grant award (TEA will have this information on file)
- h. The total amount paid to the grantee as of date of report (TEA will have this information on file)
- i. The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
- j. An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
- k. An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)
- l. The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (This data element is proposed by OMB. It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

**For grants that equal less than \$25,000 in total grant award amount** or for grantees that in the previous tax year had gross income under \$300,000, amounts will be reported in the aggregate according to the following (pending final adoption by OMB):

- a. The total number of grants awarded less than \$25,000 (TEA will have this information file)
- b. The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- c. The total (aggregate) amount paid to grantees for all grants less than \$25,000 as of date of report (TEA will have this information on file)

5. **Posting the Information on Public Website:** Not later than 30 days after the end of each calendar quarter, each federal agency, including the U.S. Department of Education, shall make the information in those reports publicly available by posting the information on the designated public website (Section 1512[d]). Grantees will not be required to post information on the public website unless they apply for and receive other ARRA grants directly from a federal government agency.

Once OMB adopts the final data reporting elements and TEA receives specific instructions for reporting, TEA will provide subsequent guidance to grantees related to required reporting information.

**H. Electronic Drawdown of ARRA Funds from TEA and Use of FAR Fund Codes:** Recipients will draw down ARRA funds on an award-specific basis. **Pooling of ARRA award funds with other funds for drawdown or other purposes is not permitted.** Recipients must account for each ARRA award separately by referencing the assigned FAR (Financial Accounting and Resource) fund code for each award.

**I. Availability of Records:** The applicant agrees to make all financial and programmatic records available in detail for inspection by TEA auditors, local independent auditors, and the offices described below.

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant

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awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).

5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the [www.recovery.gov](http://www.recovery.gov) website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).
6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

**J. Disclosure of Fraud or Misconduct:** Each grantee awarded funds made available under the ARRA shall promptly refer to the USDE Office of Inspector General any credible evidence that a principal, employee, agent, contractor, subrecipient, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

**K. Protection for Whistleblowers:** Section 1553 of the ARRA provides protection for State and local government and contractor whistleblowers. Any employee of any employer receiving ARRA funds may not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing, including a disclosure made in the ordinary course of an employee's duties, to the Recovery Accountability and Transparency Board, an inspector general, the U. S. Comptroller General, a member of Congress, a State or federal regulatory or law enforcement agency, a person with supervisory authority over the employee (or such other person working for the employer who has the authority to investigate, discover, or terminate misconduct), a court or grand jury, the head of a federal agency, or their representatives, information that the employee reasonably believes is evidence of (1) gross mismanagement of an agency contract or grant relating to ARRA funds; (2) a gross waste of ARRA funds; (3) a substantial and specific danger to public health or safety related to the implementation or use of ARRA funds; (4) an abuse of authority related to the implementation or use of ARRA funds; or (5) a violation of law, rule, or regulation related to an agency contract (including the competition for or negotiation of a contract), or grant, awarded or issued relating to ARRA funds. A person who believes that he or she has been subjected to a reprisal may submit a complaint regarding the reprisal to the inspector general for the appropriate federal agency (in most cases, the U.S. Department of Education).

**L. Use of Funds:** The grantee agrees to comply with the applicable federal cost principles in the obligation and expenditure of ARRA funds as identified in the General Provisions and Assurances as well as other limitations or restrictions and expenditures identified therein. The grantee also agrees to the following:

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.
2. **Combining ARRA Funds on a Schoolwide Program:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may combine ARRA funds with non-ARRA funds on a Title I Part A schoolwide campus.** TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be used on a Title I Schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA. You must also be able to report the types and number of jobs that were created or saved with ARRA funds
3. **Special Contracting Provisions:** To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the [www.recovery.gov](http://www.recovery.gov) website established by the Recovery Accountability and Transparency Board (Section 1554).
4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).
5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other

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written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.

6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).
7. **Wage Rate Requirements for Contracted Laborers and Mechanics— Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

**M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:**

Grantees agree to separately identify the expenditures for each grant award funded under ARRA as required by Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations" and to comply with all other provisions of the Single Audit Act and OMB Circular A-133.

For paper grants, the signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule. For eGrants, the certification and submittal of the eGrant application indicates acceptance of and compliance with all requirements described on this schedule.

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

Attachment 2: Draft Model Selection and Description Report

<p align="center"><b>For TEA Use Only</b></p> <p>Adjustments and/or annotations made on this page have been confirmed with</p>	<p align="center"><b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b></p> <p align="center"><b>School Years 2010-2013</b></p>		
		LEA Name	County-District#
Campus Name		Campus Number	
9-Digit Vendor ID#		ESC Region	
NOGA ID# (Assigned by TEA)		Date of Report	
by telephone/e-mail/FAX on _____ by _____ of TEA.			
<p><b>Texas Title I Priority Schools Grant</b></p> <p><b>Model Selection and Description Report</b></p> <p><i>Due to TEA no later than February 1, 2011. May be submitted any time prior to deadline.</i></p>			
<b>Part 1: Identified Needs</b>			
List the Local Needs Identified in each Category to be Addressed by the Intervention Model Selected as it relates to the Critical Success Factors.			
<b>Academic Performance, including (but not limited to) Reading/ELA and Mathematics</b>			
1			
2			
3			
<b>Data Utilization</b>			
4			
5			
6			
<b>Increase Learning Time</b>			
7			
8			
9			
<b>Leadership Effectiveness</b>			
10			
11			
12			
<b>Parent/Stakeholders Involvement</b>			
13			
14			
15			

<b>School Climate</b>	
16	
17	
18	
<b>Teacher Quality</b>	
19	
20	
21	
<b>Other Identified Needs (not listed above)</b>	
22	
23	

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Academic Performance	%
Data Utilization	%
Increase Learning Time	%
Leadership Effectiveness	%
Parent / Stakeholder Involvement	%
School Climate	%
Teacher Quality	%
Other Remaining Costs	%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Academic Performance	%
Data Utilization	%
Increase Learning Time	%
Leadership Effectiveness	%
Parent / Stakeholder Involvement	%
School Climate	%
Teacher Quality	%
Other Remaining Costs	%

Part 3: Intervention Model
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Tier III Modified Transformation
<input type="checkbox"/> TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<b>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</b>  <b>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</b>  <b>Select the appropriate model pages below and attach to this report.</b>

**Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.**

For each activity entered, enter the Critical Success Factor Code(s) from this table, briefly describe the activity, and indicate the proposed beginning and ending date of the activity.

- 1 -- Improve Academic Performance, including (but not limited to) Reading/ELA and Mathematics
  - A. Data-driven instruction
  - B. Curriculum Alignment (both horizontal and vertical)
  - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
  - A. Data Disaggregation /Training
  - B. Data-driven Decisions
  - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
  - A. On-going Job Embedded Professional Development
  - B. Operational Flexibility
  - C. Resource/Data Utilization
- 4 -- Increase Learning Time
  - A. Flexible Scheduling
  - B. Instructionally-focused Calendar
  - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
  - A. Increased Opportunities for Input
  - B. Effective Communication
  - C. Accessible Community Services
- 6 -- Improve School Climate
  - A. Increased Attendance
  - B. Decreased Discipline Referrals
  - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
  - A. Locally Developed Appraisal Instruments
  - B. On-going Job Embedded Professional Development
  - C. Recruitment/Retention Strategies

Critical Success Factor/Milestone Code	Improvement Activity	Timeline Begin Date	Timeline End Date
1			
2			
3			
4			
5			
6			

Add additional lines/pages as needed.

**GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.**

**Part 3: Intervention Description – TURNAROUND MODEL**

**Describe how the LEA/campus has/will address each of the following requirements of the model.**

- I. 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;**
- II. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,**
  - A. Screen all existing staff and rehire no more than 50 percent; and**
  - B. Select new staff;**
- III. 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;**
- IV. 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;**
- V. 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;**
- VI. 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;**
- VII. 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;**
- VIII. Establish schedules and implement strategies that provide increased learning time (as defined below);**  
*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) 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; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per*

school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) [http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)

**IX. Provide appropriate social-emotional and community-oriented services and supports for students.**

**Describe how the LEA/campus has/will address any of the following permissible activities of the model.**

**I. Any of the required and permissible activities under the turnaround model;**

**II. A new school model (e.g., themed, dual language academy).**

**Part 3: Intervention Description – CLOSURE MODEL**

**Describe how the LEA/campus has/will address each of the following requirements of the model.**

- I. Describe the process the LEA/campus will implement to close the school and enroll the students who attended that school in other schools in the LEA that are higher achieving. Ensure the process to be used to collaborate and notify parents and the community is discussed.**
  
- II. 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. List the schools to which the students who attended the closed campus will attend.**

DRAFT

**Part 3: Intervention Description – RESTART MODEL**

**Describe how the LEA/campus has/will address each of the following requirements of the model.**

- I. A restart model is one in which an LEA converts a school or closes and reopens a 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 a LEA.**
  
- II. Describe the process the LEA/campus will implement to select the appropriate CMO or EMO, including the LEA’s selection criteria, selection process, and evaluation criteria.**
  
- III. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.**
  - IV. List the grade levels previously served by the school and the grade levels to be served in the restarted campus.**
  
- V. Describe the process the LEA/campus will implement to collaborate with and notify parents of the opportunity to enroll at the restarted campus.**

**Part 3: Intervention Description – TRANSFORMATION MODEL**

Describe how the LEA/campus has/will address each of the following requirements of the model.

**I. Develop and increase teacher and school leader effectiveness.**

- 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--**
  - i. Take into account data on student growth (as defined below) 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**
  - ii. Are designed and developed with teacher and principal involvement;**
  
- 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;**
  
- 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**
  
- 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.**

**II. Comprehensive instructional reform strategies.**

- 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**
  
- 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.**

**III. Increase learning time and create community-oriented schools.**

**A. Establish schedules and strategies that provide increased learning time (as defined below);**

*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) 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; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) [http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)*

**B. Provide ongoing mechanisms for family and community engagement.**

**IV. Provide operational flexibility and sustained support.**

**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;**

**B. 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).**

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

**I. Develop and increase teacher and school leader effectiveness.**

- A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school**
  
- B. Institute a system for measuring changes in instructional practices resulting from professional development;**
  
- C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.**

**II. Comprehensive instructional reform strategies.**

- A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;**
  
- B. Implement a schoolwide "response-to-intervention" model;**
  
- C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;**
  
- D. Use and integrate technology-based supports and interventions as part of the instructional program;**
  
- E. In secondary schools--**
  - i. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;**
  
  - ii. Improve student transition from middle to high school through summer transition programs or freshman academies;**

**iii. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;**

**iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.**

**III. Increase learning time and create community-oriented schools.**

**A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;**

**B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;**

**C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;**

**D. Expand the school program to offer full-day kindergarten or pre-kindergarten.**

**IV. Provide operational flexibility and sustained support.**

**A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;**

**B. Implement a per-pupil school-based budget formula that is weighted based on student needs.**

### Part 3: Intervention Description – TIER III TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

#### I. Develop and increase teacher and school leader effectiveness.

- A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training
- B. 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;
- C. 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
- D. 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 based on rigorous, transparent, and equitable evaluation systems for teachers and principals that—
  - o takes into account data on student growth as a 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
  - o is designed and developed with teacher and principal involvement;

#### II. Comprehensive instructional reform strategies.

- 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
- 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.

#### III. Increase learning time and create community-oriented schools.

- A. Establish schedules and strategies that provide increased learning time (as defined below);  
*Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including*

*English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) 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; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) [http://www.mathematica-mpr.com/publications/redirect\\_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296)*

**B. Provide ongoing mechanisms for family and community engagement.**

**IV. Provide operational flexibility and sustained support.**

- 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;**
- B. 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).**

**The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.**

**I. Develop and increase teacher and school leader effectiveness.**

- A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school**
- B. Institute a system for measuring changes in instructional practices resulting from professional development;**

**C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.**

**II. Comprehensive instructional reform strategies.**

**A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;**

**B. Implement a schoolwide "response-to-intervention" model;**

**C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;**

**D. Use and integrate technology-based supports and interventions as part of the instructional program;**

**E. In secondary schools--**

**i. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;**

**ii. Improve student transition from middle to high school through summer transition programs or freshman academies;**

**iii. Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;**

**iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.**

**III. Increase learning time and create community-oriented schools.**

- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;**
  
- B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;**
  
- C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;**
  
- D. Expand the school program to offer full-day kindergarten or pre-kindergarten.**

**IV. Provide operational flexibility and sustained support.**

- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;**
  
- B. Implement a per-pupil school-based budget formula that is weighted based on student needs.**

Attachment 3: List of Campuses Eligible for Grant

## Texas Eligibility List

### A+ Academy

4800203

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
A+ ACADEMY	08758			X		

### Abernathy ISD

4807410

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ABERNATHY EL	00007			X		X

### Abilene ISD

4807440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ABILENE H S	00010			X		X
BONHAM EL	00013			X		X
BOWIE EL	00014			X		X
COOPER H S	00016			X		X
LEE EL	00026			X		X
MANN MIDDLE	00031			X		X
WARD EL	02238			X		X

### Academy of Careers and Technologies

4800199

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ACADEMY OF CAREERS AND TECHNOLOGIES CHARTER SCHOOL	08700	X			X	

### Accelerated Intermediate Academy

4800192

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ACCELERATED INT CHARTER SCHOOL	08593			X		X
ACCELERATED INTERDISCIPLINARY ACAD	10716			X		X

### Aldine ISD

4807710

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Aldine ISD

4807710

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALDINE H S	00057			X		
CARAWAY INT	01140			X		X
DUNN EL	06204			X		X
EISENHOWER H S	00066			X		
HALL ACADEMY	11248			X		X
HALL H S	06968	X			X	
HILL INTERMEDIATE	09265			X		X
JONES EL	11899			X		X
KUJAWA EL	09556			X		X
NIMITZ H S	00063			X		
PARKER INT	07015			X		X
REED ACADEMY	06969			X		X
SMITH ACADEMY	00073			X		X

### Alice ISD

4807800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALICE H S	00092	X			X	
GARCIA EL	00094			X		X
HILLCREST EL	00095			X		X
SALAZAR EL	00100			X		X
SCHALLERT EL	00101			X		X

### Alief ISD

4807830

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BUDEWIG INTERMEDIATE	09517			X		X
BUSH EL	07622			X		X
ELSIK H S	00103			X		X
HICKS EL	07308			X		X
KLENTZMAN INT	07016			X		X

## Texas Eligibility List

### Alief ISD

4807830

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MATA INTERMEDIATE	08267			X		X
OLLE MIDDLE	00110			X		X
OWENS INT	05756			X		X
SNEED EL	06817			X		X

### Alpha Academy dba Alpha Charter School

4800185

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALPHA CHARTER SCHOOL	08508	X			X	

### Alphonso Crutchs-Life Support Center

4800111

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALPHONSO CRUTCHS-LIFE SUPPORT CENTER	08235	X			X	

### Alto ISD

4807980

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTO H S	00127			X		X

### Alvarado ISD

4800011

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALVARADO H S	00128			X		X
ALVARADO INT	07367			X		X

### Alvin ISD

4808090

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ASSETS	10458			X		X
FAIRVIEW J H	11558			X		X
G W HARBY J H	05386			X		X

## Texas Eligibility List

### Alvin ISD

4808090

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MANVEL H S	10456			X		X

### AMARILLO ISD

4808130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BOWIE MIDDLE	00148			X		
CAPROCK H S	00149			X		
CARVER EL ACADEMY	21049			X		X
EASTRIDGE EL	00153			X		X
EMERSON EL	00154			X		X
FANNIN MIDDLE	00155			X		
HAMLET EL	00158			X		X
LEE EL	00164			X		X
NORTH HEIGHTS ALTER	00167		X		X	
PALO DURO H S	00170			X		
TASCOSA H S	00181			X		X
TRAVIS MIDDLE	00182			X		X
WILLS EL	00185			X		X

### American Youth Works Charter School

4800027

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AMERICAN YOUTHWORKS CHARTER SCHOOL-SOUTH CAMPUS	09565	X			X	

### Amherst ISD

4808160

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
P E P	08318		X		X	

## Texas Eligibility List

### Amigos Por Vida-Friends for Life

4800113

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AMIGOS POR VIDA-FRIENDS FOR LIFE CHARTER SCHOOL	08237			X		X

### Anahuac ISD

4808190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANAHUAC H S	00190			X		X

### ANDREWS ISD

4808280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANDREWS MIDDLE SCHOOL	00195			X		X

### Anson ISD

4808400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANSON EL	00210			X		X

### Anthony ISD

4808430

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANTHONY H S	00212			X		X
ANTHONY M S	08550			X		X

### Apple Springs ISD

4808490

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
APPLE SPRINGS H S	00216			X		X

### Arlington ISD

4808700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BARNETT J H	05335			X		X

## Texas Eligibility List

### Arlington ISD

4808700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BERRY EL	00235			X		X
HUTCHESON J H	00250			X		
NICHOLS J H	00256			X		
SAM HOUSTON H S	00249			X		X
SHERROD EL	05390			X		X
SHORT EL	00262			X		X
SOUTH DAVIS EL	00263			X		X
SPEER EL	00264			X		X
STARRETT EL	06353			X		X
THORNTON EL	00266			X		X
VENTURE ALTER H S	07066		X		X	
WEBB EL	05364			X		X
WORKMAN J H	05846			X		

### ATHENS ISD

4808870

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ATHENS H S	00277			X		X
BRIDGES CENTER	12049			X		X

### Austin Can Academy Charter School

4800242

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN CAN ACADEMY CHARTER SCHOOL	09410	X			X	

### Austin ISD

4808940

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AKINS H S	08937			X		X
BARRINGTON EL	00296			X		X
BRENTWOOD EL	00302			X		X
BROOKE EL	00303			X		X

## Texas Eligibility List

Austin ISD

4808940

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CAMPBELL EL	00307			X		X
CASEY EL	08391			X		X
CROCKETT H S	00310			X		X
CUNNINGHAM EL	00311			X		X
EASTSIDE MEMORIAL HS AT THE JOHNSTON CAMPUS	12013			X		X
FULMORE M S	00315			X		
HARRIS EL	00319			X		X
HOUSTON EL	00322			X		X
JORDAN EL	02470			X		X
LANIER H S	00327			X		
LBJ HIGH SCHOOL	11844			X		X
MCCALLUM H S	00333			X		X
MENDEZ M S	06209			X		
NORMAN EL	00337			X		
PALM EL	06211			X		X
PAREDES M S	08938			X		
PEARCE M S	00343			X		
PECAN SPRINGS EL	00345			X		X
PILLOW EL	00346			X		X
PLEASANT HILL EL	00347			X		X
REAGAN H S	00350	X			X	
RODRIGUEZ EL	08392			X		X
SANCHEZ EL	00355			X		X
SIMS EL	00356			X		X
TRAVIS H S	00360	X			X	
WALNUT CREEK EL	00362			X		X
WILLIAMS EL	00364			X		X

## Texas Eligibility List

### Austwell-Tivoli ISD

4809000

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTWELL-TIVOLI H S	00371			X		X

### Avinger ISD

4809090

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AVINGER H S	00378			X		X

### Axtell ISD

4809150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AXTELL BRUCEVILLE-EDDY LEARNING CENTER	07687			X		X

### Azle ISD

4809200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SANTO FORTE JUNIOR HIGH SCHOOL	08374			X		

### Azleway Charter School

4800229

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AZLEWAY CHARTER SCHOOL	09019	X			X	
AZLEWAY CHARTER SCHOOL PINE MOUNTAIN	11527		X			X

### Baird ISD

4809280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BAIRD H S	00387			X		X

### Ballinger ISD

4809300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BALLINGER H S	00389			X		X

## Texas Eligibility List

### BANGS ISD

4809390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BANGS H S	00398			X		X

### Bastrop ISD

4809570

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BASTROP H S	00409			X		X
CEDAR CREEK ELEMENTARY	02476			X		X
CEDAR CREEK MIDDLE SCHOOL	08692			X		X
GATEWAY SCH	21083		X		X	
GENESIS H S	21082		X		X	

### Bay Area Charter School

4800043

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BAY AREA CHARTER ELEMENTARY SCHOOL	08798			X		X
ED WHITE MEMORIAL HIGH SCHOOL	07907	X			X	

### Bay City ISD

4809630

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BAY CITY H S	00412			X		X
BAY CITY J H	00413			X		X

### Beaumont ISD

4809670

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN MIDDLE	04640			X		X
M L KING MIDDLE	04641			X		X
PAUL A BROWN ALTERNATIVE CENTER	07976		X		X	

## Texas Eligibility List

### Because Education Matters dba NORTH HOUSTON H S FO 4800122

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NORTH HOUSTON H S FOR BUSINESS	08246	X			X	

### Beeville ISD 4809720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FADDEN-MCKEOWN-CHAMBLISS ELEMENTARY	00438			X		X
LEARNING RESOURCE CENTER	05730		X			X
MORENO MIDDLE SCHOOL	00441			X		

### Bellevue ISD 4809750

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BELLEVUE SCHOOL	00446			X		X

### BELTON ISD 4809860

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HENRY T WASKOW HIGH SCHOOL	08099		X		X	
SOUTHWEST EL	00459			X		X
TYLER EL	10399			X		X

### Benavides ISD 4899130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BENAVIDES ELEMENTARY	05628			X		X

### Benjis Special Educational Academy Inc 4800114

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BENJIS SPECIAL EDUCATIONAL ACADEMY CHARTER SCHOOL	08238	X			X	

## Texas Eligibility List

### Bexar County Academy

4800077

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BEXAR COUNTY ACADEMY	08105			X		X

### Big Spring ISD

4810200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BAUER EL	00473			X		X
BIG SPRING H S	00474			X		
KENTWOOD EL	00477			X		X
MOSS EL	00480			X		X
WASHINGTON EL	00482			X		X

### Big Springs Charter School

4800227

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HILL COUNTRY YOUTH RANCH	11321		X			X

### Birdville ISD

4810230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NORTH OAKS MIDDLE	00492			X		X
O H STOWE EL	00501			X		X
RICHLAND EL	00494			X		X
RICHLAND MIDDLE	00496			X		X
SOUTH BIRDVILLE EL	00500			X		X
WATAUGA MIDDLE	00505			X		X

### Blooming Grove ISD

4810470

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BLOOMING GROVE EL	00524			X		X
BLOOMING GROVE H S	00525			X		X

## Texas Eligibility List

### Bloomington ISD

4810500

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PLACEDO EL	00529			X		X

### Blue Ridge ISD

4810590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BLUE RIDGE EL	00530			X		X
BLUE RIDGE H S	00531			X		X

### Bluff Dale ISD

4810620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BLUFF DALE EL	00532			X		X

### Borger ISD

4810890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BORGER H S	00553			X		X
BORGER MIDDLE	00554			X		X
CROCKETT EL	00556			X		X

### BOVINA ISD

4810950

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BOVINA H S	00559			X		X

### Bowie ISD

4810990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BOWIE J H	00564			X		X

### Boys Ranch ISD

4811040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Boys Ranch ISD

4811040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BLAKEMORE MIDDLE	05141			X		X
BOYS RANCH H S	00571			X		X
STARR ACADEMY	11914		X			X

### Brackett ISD

4811070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JONES ELEMENTARY/INTERMEDIATE SCHOOL	00573			X		X

### Brazosport ISD

4811190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FREEMPORT INT	00588			X		
O A FLEMING EL	00587			X		X
VELASCO EL	00594			X		X

### BREMOND ISD

4811250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BREMOND H S	00601			X		X

### Brenham ISD

4811280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTON EL	00602			X		X
BREHAM MIDDLE	00605			X		

### Bridge City ISD

4811310

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BRIDGE CITY H S	00607			X		X

## Texas Eligibility List

### Bridgeport ISD

4811340

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BRIDGEPORT MIDDLE	00613			X		X

### Brookeland ISD

4811520

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROOKELAND H S	00625			X		X

### Brooks ISD

4811580

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FALFURRIAS EL	00629			X		X
FALFURRIAS J H	00631			X		

### Brownfield Cons ISD

4811610

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROWNFIELD H S	00633			X		
OAK GROVE EL	00637			X		X

### Brownsboro ISD

4811640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROWNSBORO H S	00639			X		X

### Brownsville ISD

4811680

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AIKEN EL	07200			X		X
BURNS EL	05849			X		X
CANALES EL	00644			X		X
CASTANEDA EL	00655			X		X
CHAMPION EL	08463			X		X

## Texas Eligibility List

### Brownsville ISD

4811680

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DEL CASTILLO EL	00649			X		X
EGLY EL	00650			X		X
EL JARDIN EL	00651			X		X
HANNA H S	00641			X		
LOPEZ H S	03324			X		
MARTIN EL	00662			X		X
PACE H S	00643			X		
PORTER H S	00642			X		
PUTEGNAT EL	00661			X		X
RIVERA H S	06517			X		
RUSSELL EL	00665			X		X
SHARP EL	00666			X		X
SKINNER EL	00667			X		X
VICTORIA HEIGHTS EL	00669			X		X
VILLA NUEVA EL	00670			X		X

### Brownwood ISD

4811700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROWNWOOD ACCELERATED H S	11156			X		X
BROWNWOOD MIDDLE	00673			X		X

### Bruceville-Eddy ISD

4811730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
B-E ACHIEVEMENT CTR	05062		X		X	

### Bryan ISD

4811790

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ARTHUR L DAVILA MIDDLE	11155			X		X
BEN MILAM ELEMENTARY	00690			X		X

## Texas Eligibility List

### Bryan ISD

4811790

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JAMES EARL RUDDER HIGH SCHOOL	11154			X		X
JANE LONG	06657			X		X
MARY BRANCH ELEMENTARY	21013			X		X
STEPHEN F AUSTIN	21133			X		X

### Bryson ISD

4811820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BRYSON SCHOOL	00695			X		X

### BUILDING ALTERNATIVES CHARTER SCHOOL dba George Ge 4800014

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
THE EDUCATION AND TRAINING CENTER	10415			X		X

### Burkburnett ISD

4812120

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JOHN G HARDIN EL	00709			X		X

### Burkeville ISD

4812150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BURKEVILLE EL	00712			X		X
BURKEVILLE MIDDLE	10986			X		X

### Burleson ISD

4812180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANN BROCK ELEMENTARY SCHOOL AT OAK GROVE	11448			X		X
JACK TAYLOR EL	06227			X		X
MOUND ELEM	00717			X		X

## Texas Eligibility List

### Burton ISD

4812240

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BURTON EL	00725			X		X

### Byers ISD

4812330

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BYERS SCHOOL	00728			X		X

### Caldwell ISD

4812460

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CALDWELL H S	00739			X		X

### Calhoun County ISD

4812480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CALHOUN H S	00741			X		X
POINT COMFORT EL	00748			X		X

### Campbell ISD

4812660

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CAMPBELL H S	00764			X		X

### Canutillo ISD

4812780

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CANUTILLO ELEMENTARY SCHOOL	06370			X		X
CANUTILLO H S	00772			X		X
CANUTILLO MIDDLE	00773			X		

### Carrizo Springs Cons ISD

4812990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Carrizo Springs Cons ISD

4812990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CARRIZO SPRINGS H S	00785			X		

### Carrollton-Farmers Branch ISD

4813050

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GRIMES EDUCATION CENTER	05671			X		X
MCWHORTER EL	08511			X		X
NANCY H STRICKLAND INT	11192			X		X
TURNER H S	00806			X		

### Carthage ISD

4813110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CARTHAGE J H	00814			X		X

### Casa Gracia dba Trinity Charter School

4800259

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BOYS AND GIRLS HARBOR ACADEMY	11992			X		X
CEDAR CREST TCS	11998			X		X
TRINITY CHARTER SCHOOL - 002	10530			X		X
TRINITY CHARTER SCHOOL - 004	10532		X			X

### Castleberry ISD

4813170

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
A V CATO EL	00815			X		X

### Cedar Hill ISD

4813230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BELT LINE INTERMEDIATE	06664			X		X

## Texas Eligibility List

### Cedar Hill ISD

4813230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BESSIE COLEMAN MIDDLE SCHOOL	10559			X		X
PLUMMER EL	00826			X		X

### Cedars International Academy

4800232

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CEDARS INTERNATIONAL ACADEMY	09075			X		X

### Celina ISD

4813290

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CELINA H S	00830			X		X

### Center for Juvenile Management Inc dba SAN ANTONIO

4800180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SAN ANTONIO TECHNOLOGY ACADEMY	08439			X		X

### Center ISD

4813320

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CENTER H S	00833			X		X

### Centerville ISD

4813380

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CENTERVILLE ELEMENTARY	00838			X		X
CENTERVILLE H S	00839			X		X

### Channelview ISD

4813590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALICE JOHNSON J H	00853			X		X

## Texas Eligibility List

### Channelview ISD

4813590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHANNELVIEW H S	00851			X		
VIOLA COBB ELEMENTARY	00852			X		

### Channing ISD

4813620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHANNING SCHOOL	00857			X		X

### Chapel Hill ISD

4813680

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHAPEL HILL H S	07126			X		X
W L KISSAM INT	05767			X		X

### Charlotte ISD

4813710

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHARLOTTE H S	00863			X		X
CHARLOTTE J H	00864			X		X

### Cherokee ISD

4813740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHEROKEE SCHOOL	00866			X		X

### Chester ISD

4813770

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHESTER EL	00867			X		X

### Chico ISD

4813800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Chico ISD

4813800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHICO HIGH SCHOOL	00870		X			

### Chillicothe ISD

4813890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHILLICOTHE H S	00876			X		X

### Chisum ISD

4800012

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHISUM H S	01431			X		X

### Cisco ISD

4814070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CISCO LEARNING CENTER	09215		X		X	

### Clarendon ISD

4814160

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLARENDON H S	00893			X		X

### Clarksville ISD

4814190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHEATHAM MIDDLE	00898			X		X

### Claude ISD

4814250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLAUDE H S	00900			X		X

## Texas Eligibility List

### Cleburne ISD

4814310

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
IRVING EL	00922			X		X
TEAM SCH	01614		X			

### Cleveland ISD

4814370

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLEVELAND MIDDLE SCHOOL	00926			X		
FREDERICK A DOUGLASS LEARNING ACADEMY	12020			X		X

### Clifton ISD

4814400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLIFTON EL	00930			X		X

### CLINT ISD

4814430

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CARROLL T WELCH ELEMENTARY	11214			X		X
EAST MONTANA MIDDLE	00755			X		X

### Clyde CISD

4814450

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLYDE INT	05929			X		X

### Coldspring - Oakhurst CISD

4814520

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COLDSRING INTERMEDIATE	06233			X		X
LINCOLN JUNIOR HIGH	00941			X		

## Texas Eligibility List

### College Station ISD

4807350

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CENTER FOR ALTERNATIVE LEARNING	03213		X		X	

### Columbus ISD

4814700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COLUMBUS JUNIOR HIGH SCHOOL	00964			X		X

### Comfort ISD

4814790

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COMFORT EL	00978			X		X

### Commerce ISD

4814820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALBERT C WILLIAMS EL	05676			X		X

### Como-Pickton CISD

4814880

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOLY HIGHWAY PICKTON	08302		X		X	

### Connally ISD

4814970

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CONNALLY HIGH SCHOOL	00992		X			
CONNALLY INTERMEDIATE CENTER	05070			X		X

### CONROE ISD

4815000

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN EL	01000			X		X
HOUSTON EL	01005			X		X

## Texas Eligibility List

### CONROE ISD

4815000

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
W L HAUKE ALTER ED	01004		X			

### Cooper ISD

4815150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COOPER H S	01022			X		X
COOPER J H	01023			X		X

### Corpus Christi ISD

4815270

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CALK EL	01042			X		X
CROCKETT EL	01049			X		X
GIBSON EL	01059			X		X
HAAS MIDDLE	01060			X		X
LAMAR EL	01066			X		X
LEXINGTON EL	01067			X		X
MARTIN MIDDLE	01070			X		
MEADOWBROOK EL	01071			X		X
MENGER EL	01072			X		X
MILLER HIGH SCHOOL CTR FOR COMMUNICATION and TECH	01073			X		
SHAW SES	01069			X		X
SMITH EL	01087			X		X
SOUTH PARK MIDDLE	01088			X		X
WOODLAWN EL	01093			X		X
WYNN SEALE ACADEMY OF FINE ARTS	01094			X		
ZAVALA EL	01096			X		X

### Corrigan Camden ISD

4815300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Corrigan Camden ISD

4815300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CORRIGAN-CAMDEN J H	06382			X		X

### Corsicana ISD

4815330

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CARROLL EL	01108			X		X
CORSICANA H IGH SCHOOL	01102			X		X

### Cotulla ISD

4815400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COTULLA H S	01114			X		
ENCINAL EL	01115			X		X

### Crane ISD

4815540

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CRANE HIGH SCHOOL	01126			X		X

### Crockett County Consolidated

4815690

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
OZONA EL	11990			X		X

### Crockett ISD

4815720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROCKETT EL	01136			X		X

### Crosby ISD

4815750

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROSBY MIDDLE	05682			X		X

## Texas Eligibility List

### Cross Plains ISD

4815810

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROSS PLAINS H S	01150			X		X

### Crowell ISD

4815870

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROWELL H S	01153			X		X

### Crowley ISD

4815910

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PARKWAY EL	07073			X		X
S H CROWLEY INTERMEDIATE	12229			X		X
SIDNEY H POYNTER	11343			X		X

### Crystal City ISD

4815930

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CRYSTAL CITY HIGH SCHOOL	01161			X		

### Cuero ISD

4815960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CUERO H S	01164			X		X
CUERO J H	01165			X		X

### Cypress-Fairbanks ISD

4816110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CYPRESS LAKES HIGH SCHOOL	11254			X		X
CYPRESS SPRINGS HIGH SCHOOL	07623			X		X
DEAN MIDDLE SCHOOL	01184			X		X
HEMMENWAY ELEMENTARY	11956			X		X

## Texas Eligibility List

### Dalhart ISD

4816200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
X I T SECONDARY SCHOOL	07237			X		X

### Dallas Can Academy Charter School

4800016

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DALLAS CAN ACADEMY CHARTER	07239	X			X	
DALLAS CAN ACADEMY CHARTER-OAK CLIFF	07847	X			X	
TEXANS CAN ACADEMY DALLAS SOUTH CAMPUS	10548			X		
TEXANS CAN AT CARROLLTON-FARMERS BRANCH	09532	X			X	

### Dallas County Juvenile Justice

4800093

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DALLAS COUNTY JUVENILE JUSTICE	08164	X			X	
LETOT CAMPUS	12005			X		X
MEDLOCK YOUTH VILLAGE	12112			X		X

### DALLAS ISD

4816230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
A MACEO SMITH HIGH SCHOOL	01204	X			X	
ALEX SANGER ELEMENTARY SCHOOL	01350			X		X
ALEX W SPENCE TALENTED/GIFTED ACADEMY	01359			X		X
ANNIE WEBB BLANTON EL SCHOOL	01214			X		X
B F DARRELL EL SCHOOL	01245			X		X
BENJAMIN FRANKLIN MIDDLE	06088			X		X
BOUDE STOREY MIDDLE SCHOOL	01366			X		
BRYAN ADAMS HIGH SCHOOL	01205	X			X	
CENTRAL ELEMENTARY SCHOOL	01233			X		

## Texas Eligibility List

DALLAS ISD

4816230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLARA OLIVER ELEMENTARY SCHOOL	01235			X		X
D A HULCY MIDDLE SCHOOL	01284			X		
DAN D ROGERS EL	01342			X		X
DAVID W CARTER HIGH SCHOOL	01229			X		
E B COMSTOCK MIDDLE SCHOOL	01239			X		
EDWARD H CARY MIDDLE SCHOOL	01231			X		
EDWARD TITCHE ELEMENTARY SCHOOL	01372			X		X
ELADIO R MARTINEZ LEARNING CENTER	21022			X		X
FRANCISCO MEDRANO MIDDLE	10564			X		X
FRANK GUZICK EL	10572			X		X
FRANKLIN D ROOSEVELT HIGH SCHOOL	01343	X			X	
FRED F FLORENCE MIDDLE SCHOOL	01257			X		X
GABE P ALLEN CHARTER SCHOOL	01208			X		X
GEORGE W TRUETT EL SCHOOL	01263			X		X
H GRADY SPRUCE H S	01360	X			X	
HILLCREST H S	01277			X		
IGNACIO ZARAGOZA EL SCHOOL	01243			X		X
J L LONG MIDDLE	01307			X		
J W RAY LEARNING CENTER	01334			X		X
JACK LOWE SR ELEMENTARY SCHOOL	10569			X		X
JAMES MADISON HIGH SCHOOL	01311			X		
JAMES S HOGG ELEMENTARY SCHOOL	01278			X		X
JILL STONE ELEMENTARY SCHOOL AT VICKERY MEADOW	07855			X		X
JOHN B HOOD MIDDLE SCHOOL	01280			X		
JOHN H REAGAN ELEMENTARY SCHOOL	01335			X		X
JOHN J PERSHING EL SCHOOL	01329			X		X
JOHN W CARPENTER ELEMENTARY SCHOOL	01227			X		X
JUSTIN F KIMBALL HIGH SCHOOL	01295			X		
L G PINKSTON HIGH SCHOOL	01331	X			X	

## Texas Eligibility List

DALLAS ISD

4816230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
L L HOTCHKISS EL	01282			X		X
LARRY G SMITH EL	10566			X		X
LENORE KIRK HALL ELEMENTARY SCHOOL	01268			X		X
LESLIE A STEMMONS EL	01361			X		X
LINCOLN HUMANITIES/COMMUNICATIONS MAGNET HIGH SCH	01304			X		
LISBON ELEMENTARY SCHOOL	01306			X		X
MAPLE LAWN ELEMENTARY SCHOOL	01312			X		X
MARIA MORENO ELEMENTARY SCHOOL	07250			X		X
MARY MCLEOD BETHUNE EL SCHOOL	07252			X		X
MAYA ANGELOU HIGH SCHOOL	06965		X		X	
MAYNARD H JACKSON MIDDLE SCHOOL	11194			X		
MOISES E MOLINA H S	07565			X		
NORTH DALLAS HIGH SCHOOL	01324	X			X	
PEARL C ANDERSON MIDDLE LEARNING CENTER	21205			X		
REINHARDT ELEMENTARY SCHOOL	01337			X		X
ROBERT T HILL MIDDLE SCHOOL	01276			X		
S S CONNER ELEMENTARY SCHOOL	01240			X		X
SAM HOUSTON EL SCHOOL	01283			X		X
SAM TASBY MIDDLE	11196			X		X
SARAH ZUMWALT MIDDLE SCHOOL	05864			X		X
SCHOOL COMMUNITY GUIDANCE CENTER	06930		X		X	
SEAGOVILLE H S	01352			X		
SEAGOVILLE MIDDLE SCHOOL	01353			X		
SKYLINE HIGH SCHOOL	01357			X		
SOUTH OAK CLIFF H S	01358			X		
STEPHEN C FOSTER EL SCHOOL	01258			X		X
SUDIE L WILLIAMS ELEMENTARY SCHOOL	01386			X		X
SUNSET HIGH SCHOOL	01367	X			X	

## Texas Eligibility List

### DALLAS ISD

4816230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
T W BROWNE MIDDLE SCHOOL	01217			X		
THOMAS JEFFERSON H S	01289	X			X	
W H ADAMSON HIGH SCHOOL	01206			X		
W H GASTON MIDDLE SCHOOL	01261			X		X
W T WHITE HIGH SCHOOL	01383			X		
W W SAMUELL H S	01379	X			X	
WILLIAM M ANDERSON ELEMENTARY SCHOOL	01384			X		X
WOODROW WILSON HIGH SCHOOL	01387			X		

### Dayton ISD

4816410

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DAYTON H S	01402			X		X
RICHTER EL	05692			X		X

### De Leon ISD

4816440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DE LEON H S	01405			X		X

### De Soto ISD

4816860

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DESOTO EAST MIDDLE SCHOOL	01461			X		X
DESOTO H S	01459			X		X

### Deer Park Ind School Dist

4816530

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BONNETTE JR HIGH	01410			X		X
EARLY CHILDHOOD CENTER	11508			X		X

## Texas Eligibility List

### Del Valle ISD

4816620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BATY EL	06091			X		X
CREEDMOOR EL	11360			X		X
DEL VALLE MIDDLE SCHOOL	01425			X		X
DEL VALLE OPPORTUNITY CTR	21529		X		X	
HILLCREST EL	05695			X		X
POPHAM EL	01426			X		X

### Denison ISD

4816710

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DENISON H S	01433			X		X
GOLDEN RULE EL	01434			X		X

### Denton ISD

4816740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DENTON H S	00657			X		X
LEE EL	01451			X		X
MCMATH MIDDLE	07864			X		X

### Denver City ISD

4816770

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DENVER CITY H S	01456			X		X

### Detroit ISD

4816890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DETROIT EL	01464			X		X
DETROIT H S	01465			X		X

## Texas Eligibility List

### Devine ISD

4816950

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DEVINE H S	01469			X		X
DEVINE INTERMEDIATE SCHOOL	06846			X		X

### Diboll ISD

4817040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TEMPLE EL	01474			X		X

### Dickinson ISD

4817070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DICKINSON H S	01477			X		X

### Dime Box ISD

4817130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DIME BOX SCHOOL	01486			X		X

### Donna ISD

4817390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
A P SOLIS MIDDLE SCHOOL	07037			X		
ELOY GARZA SALAZAR ELEMENTARY	10817			X		X
VETERANS MIDDLE SCHOOL	08842			X		X

### Dr M L Garza-Gonzalez Charter School

4800025

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DR M L GARZA-GONZALEZ CHARTER SCHOOL	07411			X		X

## Texas Eligibility List

### Dumas ISD

4817610

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CACTUS EL	01514			X		X
MORNINGSIDE EL	01519			X		X
SUNSET EL	01520			X		X

### Duncanville ISD

4817640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DUNCANVILLE H S	01524			X		X
H BOB DANIEL SR INTERMEDIATE	06536			X		
J HERMAN REED MIDDLE	01528			X		X

### Eagle Mt-Saginaw ISD

4817700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ELKINS EL	06538			X		X
NORTHBROOK ELEMENTARY	11869			X		X
PARKVIEW ELEMENTARY	11940			X		X

### Eagle Pass ISD

4817730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
C C WINN HIGH SCHOOL	07986			X		
HENRY B GONZALEZ ELEMENTARY	08330			X		X
ROSITA VALLEY ELEMENTARY	05038			X		X
SAM HOUSTON ELEMENTARY	07987			X		X
SAN LUIS ELEMENTARY	01544			X		X

### East Central ISD

4817850

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EAST CENTRAL H S	01554			X		X

## Texas Eligibility List

### Eastland ISD

4817960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EASTLAND H S	01563			X		X
SIEBERT EL	01565			X		X

### Ector County ISD

4818000

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN MONTESSORI MAGNET	01567			X		X
BOWIE J H	01570			X		X
BURLESON EL	01571			X		X
BURNET EL	01572			X		X
CAMERON DUAL LANGUAGE MAGNET	01573			X		X
ECTOR J H	05704			X		X
EL MAGNET AT MILAM EL	01585			X		X
EL MAGNET AT TRAVIS	01595			X		X
GALE POND ALAMO EL	01566			X		X
GOLIAD EL	01579			X		X
HOOD J H	01582			X		X
MURRY FLY EL	05705			X		X
SAM HOUSTON EL	01593			X		X
SAN JACINTO EL	01594			X		X

### Edcouch Elsa ISD

4818060

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DAVID YBARRA MIDDLE SCHOOL	09539			X		X
EDCOUCH-ELSA H S	01602			X		
L B J EL	06690			X		X

### Edgewood ISD

4818150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Edgewood ISD

4818150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CORONADO/ESCOBAR ELEMENTARY SCHOOL	01611			X		X
GARDENDALE ELEMENTARY SCHOOL	01617			X		X
H B GONZALEZ ELEMENTARY SCHOOL	01620			X		X
JOHN F KENNEDY HIGH SCHOOL	01624			X		
L B JOHNSON ELEMENTARY SCHOOL	01623			X		X
LAS PALMAS ELEMENTARY SCHOOL	01625			X		X
MEMORIAL HIGH SCHOOL	01628			X		
WINSTON ELEMENTARY SCHOOL	01632			X		X

### Edinburg Consolidated ISD

4818180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN ELEM	01635			X		X
CANO-GONZALEZ ELEM	07354			X		X
ECONOMEDES H S	08843			X		
EDINBURG H S	01637			X		
HARWELL MIDDLE SCHOOL	21344			X		
JUVENILE DETENTION CTR	06693		X		X	

### Edna ISD

4818210

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EDNA ELEMENTARY	11816			X		X
EDNA H S	01651			X		X

### Education Center International Academy

4800186

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EDUCATION CENTER INTERNATIONAL ACADEMY	08509			X		X

## Texas Eligibility List

### El Campo ISD

4818280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EL CAMPO H S	01654			X		X

### El Paso Academy, Inc.

4800205

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EL PASO ACADEMY WEST	10632			X		

### El Paso ISD

4818300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANDRESS H S	01661			X		X
ARMENDARIZ MIDDLE	07881			X		X
AUSTIN H S	01663			X		
BOWIE H S	01668			X		
CANYON HILLS MIDDLE	05982			X		
CLARDY EL	01675			X		X
EL PASO H S	01683			X		
GUILLEN MIDDLE	01686			X		X
HAWKINS EL	01688			X		X
HOSPITAL CLASS	10637			X		X
IRVIN H S	01694			X		
JEFFERSON H S	01695			X		
MAGOFFIN MIDDLE	01705			X		
RIVERA EL	01709			X		X
ROBERTS EL	01710			X		X
ROSS MIDDLE	01712			X		
SCHOOL-AGE PARENT CTR	05464		X		X	
SUNSET H S	03811		X		X	
TELLES ACADEMY	06945		X		X	
WIGGS MIDDLE	06251			X		

## Texas Eligibility List

### EL PASO SCHOOL OF EXCELLENCE

4800206

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EL PASO SCHOOL OF EXCELLENCE	08774			X		

### Electra ISD

4818330

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ELECTRA H S	01724		X			
ELECTRA J H	01725			X		X

### Elgin ISD

4818360

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ELGIN H S	01728			X		
ELGIN MIDDLE SCHOOL	01729			X		
PHOENIX HIGH SCHOOL	08426		X		X	

### Elysian Fields ISD

4818480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ELYSIAN FIELDS H S	01734			X		X

### Ennis ISD

4818540

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ENNIS H S	01737			X		X

### Erath Excels Academy, Inc.

4800159

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ERATH EXCELS ACADEMY INC	08364		X			X
SHORELINE ACADEMY	12097		X			X

## Texas Eligibility List

### Eula ISD

4818690

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EULA JUNIOR HIGH	06852			X		X

### Everman ISD

4818810

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EVERMAN J H	01758			X		

### Excelsior ISD

4818840

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EXCELSIOR EL	01762			X		X

### Faith Family Academy of Oak Cliff

4800094

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FAITH FAMILY ACADEMY OF OAK CLIFF 001	08165			X		
FAITH FAMILY ACADEMY OF OAK CLIFF 041	12151			X		X
FAITH FAMILY ACADEMY OF OAK CLIFF 101	12162			X		X

### Fannindel ISD

4819050

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FANNINDEL EL	01775			X		X

### Floresville Isd

4819350

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FLORESVILLE CHOICE PROGRAM	09441		X		X	

## Texas Eligibility List

### Floydada ISD

4819440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
A B DUNCAN ELEMENTARY	01801			X		X
FLOYDADA J H	01803			X		X

### Focus Learning Academy

4800096

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FOCUS LEARNING ACADEMY	08167	X				

### Forestburg ISD

4819530

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FORESTBURG SCHOOL	01808			X		X

### FORT BEND ISD

4819650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BLUE RIDGE EL	01815			X		X
BURTON EL	07286			X		X
CHRISTA MCAULIFFE MIDDLE	07282			X		
DR LYNN ARMSTRONG ELEMENTARY	10674			X		X
LAKE OLYMPIA MIDDLE	07284			X		X
MISSION WEST EL	21247			X		X
MISSOURI CITY MIDDLE	01823			X		
TOWNWEST EL	01828			X		X
WILLOWRIDGE H S	05468			X		

### Fort Davis ISD

4820100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HIGH FRONTIER H S	06262			X		X

## Texas Eligibility List

### FORT STOCKTON ISD

4820190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FORT STOCKTON HIGH SCHOOL	01971			X		X
INTERMEDIATE SCHOOL	01967			X		X

### Fort Worth Can Academy

4800215

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RIVER OAKS	09028	X			X	

### Fort Worth ISD

4819700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
A M PATE EL	01898			X		
ATWOOD MCDONALD EL	01878			X		X
CARTER PARK EL	01838			X		X
CARTER-RIVERSIDE H S	01839			X		X
CTR FOR NEW LIVES	01906		X		X	
DAGGETT MIDDLE	01847			X		
DIAMOND HILL-JARVIS H S	01851			X		
DOLORES HUERTA ELEMENTARY	11018			X		X
DUNBAR 6TH GR SCH	21054			X		X
DUNBAR H S	01853			X		
EASTERN HILLS EL	01856			X		X
EASTERN HILLS H S	01857			X		
FOREST OAK MIDDLE	01861			X		
GLENCREST 6TH GRADE SCH	01863			X		
GREENBRIAR EL	01865			X		X
HANDLEY MIDDLE	01867			X		
HELBING EL	01868			X		X
INTL NEWCOMER ACAD	05395	X				
JAMES MIDDLE	01870			X		
JO KELLY SP ED	05717		X		X	

## Texas Eligibility List

Fort Worth ISD

4819700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KIRKPATRICK EL	01872			X		X
KIRKPATRICK MIDDLE	06547			X		
LEONARD 6TH GRADE	08911			X		X
LEONARD MIDDLE	01874			X		
M L PHILLIPS EL	01900			X		X
MCLEAN 6TH GRADE	08912			X		X
MCLEAN MIDDLE	01879			X		
MCRAE EL	21055			X		X
MEACHAM MIDDLE	01881			X		
MEADOWBROOK MIDDLE	01883			X		
METRO OPPORTUNITY	05472		X		X	
MITCHELL BOULEVARD EL	01884			X		X
MONNIG MIDDLE	01885			X		X
MORNINGSIDE EL	01888			X		X
NATHA HOWELL EL	01891			X		X
NORTH SIDE H S	01893			X		
O D WYATT H S	01894			X		
PASCHAL H S	01897			X		
POLYTECHNIC H S	01901			X		
RIVERSIDE MIDDLE	01903			X		X
ROSEMONT 6TH GRADE	08369			X		X
ROSEMONT MIDDLE	01904			X		
SOUTH HI MOUNT EL	01911			X		X
SOUTH HILLS HIGH SCHOOL	08026			X		
SOUTHWEST H S	01913			X		X
STRIPLING MIDDLE	01916			X		
SUCCESS H S	07112		X		X	
T A SIMS EL	06700			X		X
TRIMBLE TECHNICAL H S	01920			X		X
VERSIA WILLIAMS EL	01922			X		X

## Texas Eligibility List

### Fort Worth ISD

4819700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
W M GREEN EL	01864			X		X
WEDGWOOD 6TH GR SCH	05379			X		
WEDGWOOD MIDDLE	01927			X		

### Frankston ISD

4819770

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FRANKSTON H S	01939			X		X

### FREDERICKSBURG ISD

4819840

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FREDERICKSBURG MIDDLE	01941			X		

### Freer ISD

4819820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FREER H S	05367			X		X
NORMAN M THOMAS EL	05366			X		X

### Frenship ISD

4819830

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
REESE EDUCATIONAL CTR	07067			X		X

### Frost ISD

4820040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FROST EL	01958			X		X

### Ft Hancock ISD

4820130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Ft Hancock ISD

4820130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FORT HANCOCK MS	10850			X		X

### Galaviz Academy Inc

4800239

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JUAN B GALAVIZ CHARTER SCHOOL	09262			X		X

### Galena Park ISD

4820250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GREEN VALLEY EL	01985			X		X

### Galveston ISD

4820280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BALL H S	01996			X		
ROSENBERG EL	02003			X		X
WEIS MIDDLE	07002			X		X

### Ganado ISD

4820310

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GANADO H S	02007			X		X

### Garland ISD

4820340

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BUSSEY MIDDLE	02013			X		X
COOP BEHAVIORAL CTR	02017		X		X	
GEORGE WASHINGTON CARVER ELEMENTARY	11475			X		X
GISD EVENING SCH	05726		X		X	
JACKSON TECHNOLOGY CENTER	02031			X		X

## Texas Eligibility List

### Garland ISD

4820340

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LAKEVIEW CENTENNIAL H S	02033			X		X
MEMORIAL PREPARATORY SCH	02034			X		X
N GARLAND H S	02036			X		X
S GARLAND H S	02042		X			

### Gateway Academy

4800174

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GATEWAY ACADEMY	12212			X		X
GATEWAY ACADEMY (STUDENT ALTERNATIVE PROGRAM INC)	08403			X		X

### Gateway Charter Academy

4800184

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GATEWAY CHARTER ACADEMY - MIDDLE - H S	11485			X		X

### George I Sanchez Charter High School

4800020

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GEORGE I SANCHEZ H S	07304	X			X	

### George I. Sanchez Charter High School San Antonio

4800198

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GEORGE I SANCHEZ CHARTER H S SAN ANTONIO BRANCH	08699	X			X	

### Giddings I S D

4820640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GIDDINGS INT	07674			X		X

## Texas Eligibility List

### Gilmer ISD

4820700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GILMER INT	06264			X		X

### Girls And Boys Prep Academy

4800021

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GIRLS and BOYS PREP ACADEMY ELEMENTARY	08584			X		X
GIRLS and BOYS PREP ACADEMY MIDDLE	11435			X		X

### Golden Rule Charter School

4800237

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GOLDEN RULE CHARTER SCHOOL	09189			X		X

### Goliad ISD

4821030

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GOLIAD H S	02096			X		X

### Gonzales ISD

4821060

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GONZALES ALTER	06960			X		X
GONZALES J H	02100			X		X

### Goodrich ISD

4821090

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GOODRICH EL	01873			X		X
GOODRICH H S	02104			X		X
GOODRICH MIDDLE SCHOOL	07709			X		X

## Texas Eligibility List

### GOOSE CREEK CISD

4821150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALAMO EL	02105			X		X
BAYTOWN J H	02107			X		X
GOOSE CREEK MEMORIAL	11473			X		X
HARLEM EL	02111			X		X
JAMES BOWIE EL	02115			X		X
SAN JACINTO EL	02120			X		X
STERLING H S	02122			X		X
VICTORIA WALKER ELEMENTARY	11481			X		X

### Graham ISD

4821360

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GRAHAM LEARNING CTR	21562		X		X	

### Grand Prairie ISD

4821420

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROSSWINDS H S	12100		X			
EISENHOWER EL	02149			X		X
GRAND PRAIRIE H S	02152			X		X
HARRY S TRUMAN MIDDLE	05482			X		X
KENNEDY MIDDLE	06265			X		X

### Grand Saline ISD

4821450

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
VAN ZANDT CO YOUTH MULTI-SERVICE CTR	08069		X		X	

### Grandfalls Royalty ISD

4821480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Grandfalls Royalty ISD

4821480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GRANDFALLS-ROYALTY SCHOOL	02168			X		X

### Grape Creek ISD

4821600

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FAIRVIEW ACCELERATED	07459		X		X	
GRAPE CREEK ELEMENTARY	02175			X		X

### Grapeland ISD

4821630

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GRAPELAND J H	02178			X		X

### Greenville ISD

4821720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CARVER ELEMENTARY	02187			X		X
CROCKETT EL	02188			X		X
GREENVILLE H S	02189			X		
NEW HORIZONS LEARNING CENTER	06859	X			X	
TRAVIS EL	02193			X		X

### Groesbeck ISD

4821810

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTER LEARNING CTR	04963		X			

### Groveton ISD

4821900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GROVETON J H-H S	02208			X		X

## Texas Eligibility List

### Gustine ISD

4821990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GUSTINE SCHOOL	02215			X		X

### Hallettsville ISD

4822120

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HALLETTSVILLE J H	02224			X		X

### HAMPTON PREPARATORY

4801399

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HAMPTON PREPARATORY	1220			X		X
MIDDLE CAMPUS	12188			X		X

### Happy ISD

4822350

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HAPPY H S	02243			X		X

### Harlandale ISD

4822470

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FRANK M TEJEDA ACADEMY	05946		X		X	
GILLETTE ELEMENTARY	02258			X		X
HARLANDALE H S	02260			X		
HARLANDALE MIDDLE SCHOOL	02261			X		X
JEWEL C WIETZEL CENTER	02267		X			
RAYBURN ELEMENTARY	02265			X		X
STONEWALL/FLANDERS ELEMENTARY	02257			X		X
TEJEDA JUNIOR ACADEMY	10424		X			
VESTAL ELEMENTARY	02271			X		X

## Texas Eligibility List

### Harlingen CISD

4822530

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN EL	02276			X		X
DR HESQUIO RODRIGUEZ EL	10476			X		X
HOUSTON EL	02285			X		X
KEYS ACAD	21152		X		X	
LEE H MEANS EL	12048			X		X
MEMORIAL MIDDLE	02283			X		X
MOISES VELA MIDDLE SCHOOL	10475			X		X

### Harmony ISD

4822560

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HARMONY H S	02294			X		X

### HARMONY SCIENCE ACADEMY - LAREDO

4801403

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HARMONY SCIENCE ACADEMY - LAREDO	12090			X		X

### Harris County Juvenile Justice Char

4800049

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HARRIS COUNTY JUVENILE DETENTION CENTER	07909		X			X
HARRIS COUNTY YOUTH VILLAGE	08231			X		X
KATY-HOCKLEY BOOT CAMP	08233			X		X

### Haskell ISD

4822740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HASKELL H S	02305			X		X

## Texas Eligibility List

### Hawkins ISD

4822770

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HAWKINS H S	02308			X		X

### Hawley ISD

4822800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HAWLEY MIDDLE	07980			X		X

### Hays Cons ISD

4800010

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ACADEMY HIGH SCHOOL	08835		X		X	
ALTER IMPACT CTR	06990		X		X	
BLANCO VISTA ELEMENTARY	10808			X		X
CAMINO REAL EL	10809			X		X
R C BARTON MIDDLE SCHOOL	06199			X		

### Hearne ISD

4822830

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HEARNE ELEMENTARY	12113			X		X
HEARNE H S	02313			X		X

### Hempstead ISD

4822920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HEMPSTEAD H S	02321			X		X
HEMPSTEAD MIDDLE	02322			X		X

### Hereford ISD

4823010

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AIKMAN EL	02333			X		X

## Texas Eligibility List

### Hereford ISD

4823010

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HEREFORD H S	02335			X		
HEREFORD J H	02336			X		

### Hico ISD

4823070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HICO EL	21284			X		X
HICO H S	02345			X		X

### Hidalgo ISD

4823100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HIDALGO H S	02347			X		X
KELLY EL	05743			X		X

### HIGH ISLAND ISD

4823160

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HIGH ISLAND EL	02350			X		X
HIGH ISLAND MIDDLE	07293			X		X

### Highland Park ISD

4835560

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HIGHLAND PARK H S	06160			X		X

### Hillsboro ISD

4823280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HILLSBORO H S	02363			X		X
HILLSBORO INTERMEDIATE	09310			X		X
HILLSBORO J H	02364			X		X

## Texas Eligibility List

### Hitchcock ISD

4823310

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROSBY MIDDLE	02366			X		X
HITCHCOCK H S	02367			X		
STEWART EL	02369			X		X

### Holland ISD

4823370

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOLLAND H S	02373			X		X

### Hondo ISD

4823430

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HONDO H S	02376			X		
NEWELL E WOOLLS INT	08875			X		X

### Honors Academy

4800102

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DESTINY ACADEMY	08753	X				

### Hooks ISD

4823490

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOOKS EL	02381			X		X
HOOKS H S	02382			X		X

### Houston Alternative Preparatory Charter School

4800238

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
THE PREPARATORY ACADEMY OF HOUSTON	09261			X		

## Texas Eligibility List

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### Houston Can Academy Charter School

**4800051**

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOUSTON CAN ACADEMY CHARTER SCHOOL	07910	X			X	
HOUSTON CAN ACADEMY HOBBY	09602	X			X	

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### Houston Gateway Academy

**4800118**

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOUSTON GATEWAY ACADEMY	08242			X		

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### Houston ISD

**4823640**

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ATTUCKS MIDDLE	02392			X		
AUSTIN H S	02393			X		
BELL EL	02396			X		X
BELLFORT ACADEMY	07940			X		X
BLACKSHEAR EL	02401			X		X
BONHAM EL	02402			X		X
BRISCOE EL	02407			X		X
BURBANK EL	02412			X		X
BURBANK MIDDLE	02413			X		X
CHAVEZ H S	08815			X		
CODWELL EL	02420			X		X
COMMUNITY EDUCATION PARTNERS SW	07930		X		X	
CONTEMPORARY LRN CTR H S	02425	X			X	
CONTEMPORARY LRN CTR MIDDLE	07319			X		
CULLEN MIDDLE	02432			X		
DAVILA EL	06864			X		X
DAVIS H S	02434			X		
DEADY MIDDLE	02435			X		X
DOWLING MIDDLE	02442			X		

## Texas Eligibility List

Houston ISD

4823640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
E O SMITH EL	02557			X		X
EDISON MIDDLE	02447			X		
ENERGIZED FOR EXCELLENCE ACADEMY	07943			X		X
FONDREN MIDDLE	02457			X		X
FURR H S	02462			X		
GORDON EL	06564			X		X
GROSS EL	08612			X		X
H P CARTER CAREER CENTER	02538	X			X	
HARPER ALTERNATIVE SCHOOL	05493			X		X
HELMS EL	02484			X		X
HOLLAND MIDDLE	05494			X		
INSPIRED FOR EXCELLENCE ACADEMY NORTH	12051			X		X
INSPIRED FOR EXCELLENCE ACADEMY WEST	12042			X		X
ISAACS EL	02497			X		X
JANOWSKI EL	02499			X		X
JONES H S	02503	X			X	
JONES J WILL EL	02504			X		X
KANDY STRIPE ACADEMY	08617			X		X
KASHMERE GARDENS EL	02505			X		X
KASHMERE H S	02506	X			X	
LAS AMERICAS	08608			X		X
LEADERS ACADEMY	11535			X		X
LEE H S	02518	X			X	
LEWIS EL	02519			X		X
M C WILLIAMS MIDDLE	02615			X		
MADISON H S	02530			X		
MARSHALL MIDDLE	02531			X		X
MILBY H S	02536			X		
NEW ASPIRATIONS	11428		X			X

# Texas Eligibility List

Houston ISD

4823640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NINTH GRADE COLLEGE PREPARATORY ACADEMY	12168			X		X
ORTIZ MIDDLE	09275			X		
PATRICK HENRY MIDDLE	02487			X		
PRO-VISION SCHOOL	08820			X		
REAGAN H S	02562			X		X
REVERE MIDDLE	05496			X		X
REYNOLDS EL	02564			X		X
ROBINSON EL	09272			X		X
RYAN MIDDLE	02576			X		
SAM HOUSTON MATH SCIENCE AND TECHNOLOGY CENTER	12211			X		X
SANCHEZ EL	06119			X		X
SCARBOROUGH H S	02580			X		X
SCHOOL AT ST GEORGE PLACE	10744			X		X
SHARPSTOWN H S	02583	X			X	
SHEARN EL	02585			X		X
SMITH EDUCATION CENTER	02588			X		X
STERLING H S	02592			X		
STEVENSON MIDDLE	04586			X		X
T H ROGERS EL	07327			X		X
THOMAS MIDDLE	02598			X		
TIJERINA EL	05500			X		X
TINSLEY EL	08614			X		X
WALIPP	09276			X		X
WALTRIP H S	02604			X		X
WASHINGTON B T H S	02605			X		X
WELCH MIDDLE	05501			X		X
WESTBURY H S	02609			X		
WHEATLEY H S	02611			X		
WINDSOR VILLAGE EL	02617			X		X

## Texas Eligibility List

### Houston ISD

4823640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WOODSON MIDDLE	02618			X		
WORTHING H S	02619			X		
YATES H S	02620			X		

### Hubbard ISD

4823730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HUBBARD H S	02626			X		X
HUBBARD MIDDLE	06121			X		X

### Hull-Daisetta ISD

4823880

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HULL-DAISETTA H S	02640			X		X
HULL-DAISETTA J H	02641			X		X

### Humble ISD

4823910

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HUMBLE H S	02646			X		X
WHISPERING PINES EL	21311			X		X

### Huntington ISD

4824000

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HUNTINGTON INT	06715			X		X
PRIDE ALTER SCH	01969		X			X

### Huntsville ISD

4824030

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SAMUEL HOUSTON EL	02656			X		X

## Texas Eligibility List

### Hurst-Eules-Bedford ISD

4824060

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KEYS CTR	06568		X		X	
OAKWOOD TERRACE EL	02677			X		X

### Hutto ISD

4824100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COTTONWOOD CREEK EL	11368			X		X
HUTTO MIDDLE SCHOOL	08411			X		X

### Idalou ISD

4824120

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
IDALOU EL	02687			X		X

### IDEA Academy

4800211

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
IDEA COLLEGE PREPARATORY MISSION	12150			X		X

### INDUSTRIAL ISD

4824150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
INDUSTRIAL H S	02690			X		X

### Inspired Vision Academy

4800204

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
INSPIRED VISION	08506			X		X

### Iowa Park CISD

4824260

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
IOWA PARK H S	02703			X		X

## Texas Eligibility List

### Iraan-Sheffield ISD

4824330

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PYOTE HS	12008		X			X

### Irving ISD

4824420

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN MIDDLE	02737			X		X
BRANDENBURG EL	02717			X		X
BROWN EL	02735			X		X
CROCKETT MIDDLE	02719			X		X
ELLIOTT EL	02720			X		X
GILBERT F M EL	07260			X		X
HALEY T EL	02724			X		X
JACKIE MAE TOWNSELL ELEMENTARY	09618			X		X
LORENZO DE ZAVALA MIDDLE	09202			X		
MACARTHUR H S	02733			X		X
NIMITZ H S	02734			X		X
TOWNLEY EL	02738			X		X
UNION BOWER CENTER FOR LEARNING	06275		X		X	
WHEELER TRANSITIONAL AND DEVELOPMENTAL SEC CTR	10597		X			

### Italy ISD

4824450

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ITALY H S	02740			X		X

### Itasca ISD

4824480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ITASCA H S	02743			X		X
ITASCA J H	21363			X		X

## Texas Eligibility List

### Jacksboro Public Schools

4824530

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JACKSBORO H S	02746			X		X
JACKSBORO MIDDLE	02747			X		X

### Jamies House Charter School

4800116

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JAMIES HOUSE CHARTER SCHOOL	08240	X			X	

### Jarrell ISD

4824600

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JARRELL EL	02755			X		X

### Jasper ISD

4824630

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
J H ROWE INTERMEDIATE	02757			X		
JASPER JUNIOR HIGH	02759			X		
STARS (SOUTHEAST TEXAS ACADEMIC RECOVERY SCHOOL)	11288		X			

### Jean Massieu Academy

4800098

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JEAN MASSIEU ACADEMY	08169			X		

### Jefferson ISD

4824730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JEFFERSON EL	02763			X		X
JEFFERSON H S	02764			X		
JEFFERSON JUNIOR HIGH	02765			X		X

## Texas Eligibility List

### Jim Hogg County ISD

4824750

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HEBBRONVILLE EL	02767			X		X

### Joaquin ISD

4824810

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JOAQUIN H S	02774			X		X

### John H. Wood Jr. Charter School

4800053

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JOHN H WOOD JR CHARTER SCHOOL AT AFTON OAKS	07796		X			X
JOHN H WOOD JR CS GRANBURY	11906		X			X
ROCKDALE	12039			X		X

### Jonesboro ISD

4824900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JONESBORO SCHOOL	02779			X		X

### Jourdanton ISD

4824960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JOURDANTON H S	02785			X		X

### Jubilee Academic Center

4800179

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALPHA ACADEMY	09543			X		X

### Judson ISD

4824990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Judson ISD

4824990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HENRY METZGER MIDDLE SCHOOL	10446			X		

### Katy ISD

4825170

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CARDIFF JUNIOR HIGH	11272			X		X
MAYDE CREEK H S	06001			X		X

### Kaufman ISD

4825200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTERNATIVE LEARNING CENTER	09321		X		X	
KAUFMAN H S	02816			X		X

### Keller ISD

4825260

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BASSWOOD EL	11970			X		X
NEW DIRECTION LRN CTR	07071		X		X	

### Kemp ISD

4825320

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KEMP INTERMEDIATE SCHOOL	06572			X		X
KEMP JUNIOR HIGH SCHOOL	02827			X		X

### Kendleton ISD

4825380

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
POWELL POINT EL	02828			X		X

## Texas Eligibility List

### Kenedy County-Wide C.S.D.

4825410

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SARITA EL	02831			X		X

### Kenedy ISD

4825440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KARNES COUNTY ACADEMY	07051		X		X	

### Kennard ISD

4825470

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KENNARD EL	02836			X		X

### Kermit ISD

4825560

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KERMIT J H	02846			X		X

### KERRVILLE ISD

4825590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
K C J D C	07057		X		X	

### Kilgore ISD

4825620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KILGORE H S	02858			X		X
MAUDE LAIRD MIDDLE	02860			X		X

### Killeen ISD

4825660

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROOKHAVEN EL	02913			X		X
DUNCAN EL	05757			X		X

## Texas Eligibility List

### Killeen ISD

4825660

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PERSHING PARK EL	02878			X		X
SMITH MIDDLE	02880			X		X
TRIMMIER EL	07785			X		X
WEST WARD EL	02882			X		X

### Kingsville ISD

4825680

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GILLETT INT	02884			X		
H M KING HIGH SCHOOL	02887		X			
PEREZ EL	02892			X		X

### KIPP INC dba KIPP SOUTHEAST HOUSTON

4800276

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KIPP 3RD WARD SCHOOL	11246			X		X

### Kipp Inc. Charter School

4800054

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KIPP EAST END	12057			X		X
KIPP NE LOWER SCHOOL DREAM	11408			X		X

### Klein Independent School District

4825740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KAISER EL	02902			X		X

### Knox City - OBrien ISD

4825870

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KNOX CITY EL	05525			X		X

## Texas Eligibility List

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### Kountze ISD

4825920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KOUNTZE INTERMEDIATE	11977			X		X

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### Kress ISD

4825950

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KRESS H S	02923			X		X

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### Krum ISD

4825980

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KRUM H S	02925			X		X

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### La Feria ISD

4826040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA FERIA ALTERNATIVE SCHOOL	06941		X			X
LA FERIA HIGH SCHOOL	02927			X		

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### La Gloria ISD

4826070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA GLORIA EL	02931			X		X

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### LA JOYA ISD

4826130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANN RICHARDS MIDDLE SCHOOL	08294			X		X
DR AMERICO PAREDES EL	10830			X		X
DR JAVIER SAENZ MIDDLE	10826			X		X
ELODIA R CHAPA EL	04779			X		X
EMILIANO ZAPATA EL	09623			X		X
HENRY B GONZALEZ EL	08295			X		X

## Texas Eligibility List

### LA JOYA ISD

4826130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
IRENE M GARCIA MIDDLE	09577			X		X
JUAREZ-LINCOLN H S	07045	X			X	
LA JOYA HIGH SCHOOL	02936			X		X
LA JOYA PALMVIEW H S	09305	X			X	
LORENZO DE ZAVALA MIDDLE	02938			X		
ROSENDO BENAVIDES EL	05881			X		X
SAM FORDYCE EL	09306			X		X

### La Marque ISD

4826160

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA MARQUE H S	02941			X		
LA MARQUE MIDDLE	02943			X		X
WESTLAWN ELEMENTARY	02948			X		X

### La Porte ISD

4826190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA PORTE HIGH SCHOOL	21038			X		X
LA PORTE J H	02955			X		

### La Pryor ISD

4826250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA PRYOR H S	02961			X		X

### La Vega ISD

4826280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA VEGA H S	02965		X			

## Texas Eligibility List

### La Villa ISD

4826340

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA VILLA H S	06130			X		

### Lake Worth ISD

4826490

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LAKE WORTH H S	02978			X		X
MARILYN MILLER ELEMENTARY	11342			X		X
N A HOWRY INTERMEDIATE	12068			X		X

### Lamar Consolidated ISD

4826580

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
B F TERRY H S	05534			X		
BEASLEY EL	02983			X		X
JACKSON EL	07603			X		X
NAVARRO MIDDLE	02986			X		

### Lamesa ISD

4826610

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LAMESA H S	02993			X		X
LAMESA MIDDLE	02994			X		X
LAMESA SUCCESS ACADEMY	11877			X		X
NORTH EL	02995			X		X

### Lancaster ISD

4826670

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LANCASTER EL	11200			X		X
LANCASTER H S	03003			X		X
LANCASTER MIDDLE	03004			X		
ROLLING HILLS EL	06743			X		X

## Texas Eligibility List

### Laredo ISD

4826790

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHRISTEN MIDDLE	03012			X		
DR LEO CIGARROA H S	05883			X		
J C MARTIN JR EL	03019			X		X
JOAQUIN CIGARROA MIDDLE	05884			X		
LAMAR MIDDLE	03020			X		
MARTIN H S	03023			X		
MEMORIAL MIDDLE	05885			X		
NIXON H S	03025			X		

### Lasara ISD

4826850

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LASARA H S	11951			X		X

### Lazbuddie ISD

4826970

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LAZBUDDIE SCHOOL	03038			X		X

### Leggett ISD

4827120

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LEGGETT EL	03048			X		X
LEGGETT H S	03049			X		X

### Leon ISD

4827180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LEON EL	03051			X		X

## Texas Eligibility List

### Leonard ISD

4827210

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LEONARD INTERMEDIATE SCHOOL	08781			X		X

### Levelland ISD

4827240

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ACE HS	12056			X		X
LEVELLAND H S	03057			X		
LEVELLAND MIDDLE SCHOOL	03058			X		X

### Lewisville I S D

4827300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
COLLEGE ST EL	03066			X		X
INDEPENDENCE EL	11467			X		X
LEARNING CTR	06744		X		X	
LEWISVILLE H S	03072			X		X

### Liberty ISD

4827450

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LIBERTY EL	05773			X		X
LIBERTY H S	03087			X		

### Liberty-Eylau ISD

4827390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTER SCH	06881		X		X	
LIBERTY-EYLAU C K BENDER ELEMENTARY CAMPUS	03081			X		X
LIBERTY-EYLAU MIDDLE	03082			X		X

## Texas Eligibility List

### Life Charter School

4800055

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LIFE SCHOOL OAK CLIFF	07849			X		

### Lindale ISD

4827510

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LINDALE H S	03091			X		X

### Lingleville ISD

4827600

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LINGLEVILLE SCHOOL	03102			X		X

### Littlefield ISD

4827750

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LITTLEFIELD H S	03112			X		X

### Lockney ISD

4827890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LOCKNEY HIGH SCHOOL	03129			X		X

### Lometa ISD

4827960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LOMETA SCHOOL	03134			X		X

### Lone Oak ISD

4828020

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LONE OAK H S	03137			X		X

## Texas Eligibility List

### Longview ISD

4828110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FOREST PARK MAGNET SCHOOL	03139			X		
FOSTER MIDDLE	03140			X		
JUDSON MIDDLE	03145			X		X
LONGVIEW H S	03146			X		X
VALLEY VIEW EL	03151			X		X

### Lorenzo ISD

4828230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LORENZO H S	03160			X		X

### LOS FRESNOS CONS ISD

4828290

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LAS YESCAS EL	03161			X		X

### Louise ISD

4828350

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LOUISE H S	03167			X		X

### LTTS Charter School Inc dba UNIVERSAL ACADEMY

4800070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
UNIVERSAL ACADEMY	07850			X		X

### Lubbock ISD

4828500

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALDERSON M S	10893			X		
BOZEMAN EL	10909			X		X
CAVAZOS M S	10895			X		X

## Texas Eligibility List

### Lubbock ISD

4828500

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DUNBAR M S	10896			X		
ESTACADO H S	10890	X				
HODGES EL	10916			X		X
LUBBOCK CO JUVENILE JUSTICE CTR	08328		X		X	
LUBBOCK H S	10891			X		
MACKENZIE M S	10900			X		X
MATTHEWS LRN CTR/NEW DIRECTIONS	07030		X		X	
OVERTON EL	10925			X		X
PARKWAY EL	10926			X		X
PARSONS EL	10927			X		X
RAMIREZ CHARTER SCHOOL	10928			X		X
ROY W ROBERTS EL	11297			X		X
SMYLIE WILSON M S	10902			X		X
STEWART EL	10931			X		X

### Lufkin ISD

4828550

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROOKHOLLOW EL	07766			X		X
COSTON EL	07767			X		X

### Luling Independent School District

4828590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LEONARD SHANKLIN EL	03238			X		X
LULING H S	03239			X		X

### Lyford CISD

4828620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LYFORD EL	06296			X		X
LYFORD H S	03241			X		

## Texas Eligibility List

### Lyford CISD

4828620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LYFORD MIDDLE SCHOOL	03242			X		X

### Lytle ISD

4828650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LYTLE H S	03246			X		X

### Magnolia ISD

4828740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MAGNOLIA J H	03256			X		X

### Malakoff ISD

4828780

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MALAKOFF H S	03258			X		X

### MANOR ISD

4828890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DECKER ELEMENTARY SCHOOL	08394			X		
DECKER MIDDLE SCHOOL	11453			X		X
MANOR H S	03263			X		X
MANOR MIDDLE SCHOOL	03264			X		X
MANOR NEW TECHNOLOGY HIGH	11568			X		X
OAK MEADOWS ELEMENTARY	11390			X		X
PRESIDENTIAL MEADOWS EL	11409			X		X

### Mansfield ISD

4828920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DELLA ICENHOWER INTERMEDIATE	11028			X		X

## Texas Eligibility List

### Mansfield ISD

4828920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LOUISE CABANISS ELEMENTARY	11338			X		X

### Marfa ISD

4829040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MARFA EL	03276			X		X

### Marion ISD

4829100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MARION MIDDLE	03281			X		X

### Marlin ISD

4829130

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FEC THE LEARNING CENTER	08555			X		X
MARLIN EL	03283			X		X
MARLIN MS	06998			X		

### Marshall ISD

4829160

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
G W CARVER EL	03288			X		X
MARSHALL H S	03292			X		
MARSHALL J H	03293			X		
R E LEE EL	03291			X		X
WM B TRAVIS EL	03299			X		X

### Martins Mill ISD

4829220

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MARTINS MILL H S	05776			X		X

## Texas Eligibility List

### Martinsville ISD

4829250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MARTINSVILLE SCHOOL	03305			X		X

### Mathis ISD

4829400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MATHIS H S	03312			X		
MATHIS INT	03313			X		X
WEBER-HARDIN EL	03311			X		X

### Maud ISD

4829460

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MAUD SCHOOL	03317			X		X

### Maypearl ISD

4829580

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LORENE SMITH KIRKPATRICK ELEMENTARY	03322			X		X

### McAllen ISD

4829670

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DE LEON MIDDLE SCHOOL	21347			X		X
FIELDS ELEMENTARY	03334			X		X
ROWE HIGH SCHOOL	21345			X		

### McCamey ISD

4829700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MCCAMEY H S	03346			X		X

## Texas Eligibility List

### McDade ISD

4829760

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MCDADE EL	03351			X		X

### McGregor ISD

4829820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MCGREGOR H S	03354			X		X

### MCKINNEY ISD

4829850

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALBERT and IOLA LEE DAVIS MALVERN ELEMENTARY SCHOOL	08488			X		X
CALDWELL EL	06300			X		X
THE L I N C CTR	06754			X		X

### McLeod ISD

4829910

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MCLEOD H S	03366			X		X

### MEADOWLAND CHARTER SCHOOL

4801404

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MEADOWLAND CHARTER SCHOOL	12137			X		X

### Memphis ISD

4830180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN EL	03380			X		X
MEMPHIS MIDDLE	03382			X		X

## Texas Eligibility List

### Menard ISD

4830210

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MENARD H S	03385			X		X

### Mercedes ISD

4830250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JOHN F KENNEDY EL	10820			X		X
MERCEDES ACADEMIC ACADEMY	06996		X			X
MERCEDES J H	03389			X		

### Meridian ISD

4830300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MERIDIAN H S	03394			X		X

### Merkel ISD

4830340

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MERKEL H S	03396			X		X

### Mesquite ISD

4830390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GRAY ELEMENTARY	08192			X		X
HODGES ELEMENTARY	03406			X		X
MESQUITE HIGH SCHOOL	03411			X		X
NORTH MESQUITE HIGH SCHOOL	03413		X			
RUGEL ELEMENTARY	03415			X		X
SEABOURN ELEMENTARY	03417			X		X
THOMPSON ELEMENTARY	06972			X		X

## Texas Eligibility List

### MEXIA ISD

4830420

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MEXIA H S	03425			X		X
MEXIA J H	03426			X		

### Midland ISD

4830570

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALAMO JUNIOR HIGH	03430			X		X
BOWIE ELEMENTARY	03433			X		X
BURNET ELEMENTARY	03434			X		X
CROCKETT ELEMENTARY	03435			X		X
DE ZAVALA ELEMENTARY	03436			X		X
HENDERSON ELEMENTARY	03441			X		X
LAMAR ELEMENTARY	03444			X		X
LONG ELEMENTARY	03446			X		X
MILAM ELEMENTARY	03448			X		X
SAN JACINTO JUNIOR HIGH	03451			X		X
SOUTH ELEMENTARY	03452			X		X
TRAVIS ELEMENTARY	03453			X		X

### Mid-Valley Academy

4800133

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MID-VALLEY ACADEMY	08280		X			X
MID-VALLEY ACADEMY (9-12)	11872		X			X
MID-VALLEY ACADEMY-MCALLEN	09294	X			X	

### Midway ISD

4830660

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MIDWAY SCHOOL	03461			X		X

## Texas Eligibility List

### Mildred ISD

4830720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MILDRED EL	03468			X		X
MILDRED H S	03469			X		X

### Mineral Wells ISD

4830950

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOUSTON EL	03484			X		X
MINERAL WELLS J H	03488			X		X
TRAVIS EL	03489			X		X

### Mission CISD

4831040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTON EL	03492			X		X
ALTON MEMORIAL JR HIGH	09505			X		
CASTRO EL	03494			X		X
MISSION H S	03496			X		X
RAFAEL A CANTU JUNIOR HIGH SCHOOL	11388			X		X
VETERANS MEMORIAL HIGH SCHOOL	06997			X		X
WHITE J H	06760			X		

### Monahans-Wickett-Pyote ISD

4831170

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MONAHANS ED CTR	07746		X			X
MONAHANS H S	03505			X		X
TATOM EL	03509			X		X

### Montague ISD

4831200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MONTAGUE EL	03510			X		X

## Texas Eligibility List

### Monte Alto ISD

4831230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MONTE ALTO EL	03511			X		X

### Moody ISD

4831290

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MOODY EL	03515			X		X
MOODY H S	03516			X		X
MOODY MIDDLE	21424			X		

### Morton ISD

4831470

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
P E P	08145		X			

### Moulton ISD

4831560

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MOULTON H S	03528			X		X

### Mount Enterprise ISD

4831650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MT ENTERPRISE H S	03531			X		X

### Mt Pleasant ISD

4831760

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MT PLEASANT H S	03535			X		X

### Muleshoe Independent School Distric

4831890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MULESHOE H S	03547			X		

## Texas Eligibility List

### Muleshoe Independent School Distric

4831890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
P E P	08094			X		X

### Mullin ISD

4831920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MULLIN ELEMENTARY	09635			X		X
MULLIN HIGH SCHOOL	05557			X		X

### Munday ISD

4831970

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MUNDAY EL	03552			X		X

### Nacogdoches ISD

4832090

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROOKS-QUINN-JONES ELEMENTARY	03559			X		X
CARPENTER EL	03557			X		X
MIKE MOSES MS	10974			X		X
NETTIE MARSHALL EL	03560			X		X
THOMAS J RUSK EL	10976			X		X

### Navasota ISD

4832190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NAVASOTA H S	03570			X		X
NAVASOTA INT	07011			X		X
NAVASOTA J H	06019			X		X

### Neighborhood Centers Inc dba Ripley House Charter

4800240

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

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### Neighborhood Centers Inc dba Ripley House Charter 4800240

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HARBACH-RIPLEY CHARTER SCHOOL	12194			X		X

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### New Braunfels ISD 4832370

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
THE NBISD LEARNING CENTER	07840		X			X

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### New Frontiers Charter School 4800061

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NEW FRONTIERS MIDDLE SCH	11122			X		X

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### New Summerfield ISD 4832610

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NEW SUMMERFIELD SCHOOL	03608			X		X

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### New Waverly ISD 4832640

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NEW WAVERLY H S	03609			X		X

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### Nixon-Smiley CISD 4832740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NIXON SMILEY EL	03617			X		X
NIXON-SMILEY H S	03618			X		X

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### Nocona ISD 4832790

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NOCONA H S	03620			X		X
NOCONA MIDDLE	06459			X		X

## Texas Eligibility List

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### North East ISD

4832940

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CLEAR SPRING EL	03631			X		X
COLONIAL HILLS EL	03633			X		X
EAST TERRELL HILLS EL	03635			X		X
HARMONY HILLS EL	03639			X		X
LARKSPUR EL	03644			X		X
MONTGOMERY EL	03648			X		X
STAHL EL	05559			X		X
WALZEM EL	03657			X		X
WHITE MIDDLE	03659			X		X

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### North Forest ISD

4833060

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ELMORE MIDDLE	09268			X		
KIRBY MIDDLE	03677			X		
NORTH FOREST HIGH SCHOOL	03674	X			X	

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### North Zulch ISD

4833030

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NORTH ZULCH EL	03669			X		X

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### Northside ISD

4833120

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JAY HS	03706			X		X
MEAD ES	10442			X		X
RAYBURN MS	03717			X		X
RUDDER MS	05786			X		X
VALLEY HI ES	03723			X		X
WESTWOOD TERRACE ES	03725			X		X

## Texas Eligibility List

### Northwest Preparatory

4800191

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NORTHWEST PREPARATORY CAMPUS (WILEYVALE CAMPUS)	08592			X		

### NOVA ACADEMY (OAK CLIFF)

4800072

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
NOVA ACADEMY	10549			X		X

### Odonnell ISD

4833390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ODONNELL EL	03747			X		X
ODONNELL HIGH SCHOOL	03748			X		X

### Oglesby ISD

4833420

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
OGLESBY SCHOOL	03751			X		X

### Onalaska ISD

4833690

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ONALASKA JR/SR HIGH	09481			X		X

### ONE STOP MULTISERVICE CHARTER SCHOOL

4800023

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CHILDREN OF THE SUN - Raymondville	10812			X		X
CHILDREN OF THE SUN - Rio Grande City	10813	X				
ONE STOP MULTISERVICE - Edinburg	08647	X			X	
ONE STOP MULTISERVICE - Mission	07345			X		X
ONE STOP MULTISERVICE - Weslaco	08648	X			X	
SENTRY TECHNOLOGY PREP SCH	10811		X			X

## Texas Eligibility List

### Orangefield ISD

4833780

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ORANGEFIELD H S	03767			X		X

### Ore City ISD

4833840

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ORE CITY ELEMENTARY	03769			X		X
ORE CITY HIGH SCHOOL	03770			X		X

### ORENDA CHARTER SCHOOL

4800235

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CANYON LAKES	12170		X			X
NEW HORIZONS	11986		X			X

### Outreach Word Academy

4800243

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
OUTREACH WORD ACADEMY	09415			X		X

### Overton ISD

4833870

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
OVERTON EL	03771			X		X

### Paint Creek ISD

4833960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PAINT CREEK SCHOOL	03777			X		X

### Paint Rock ISD

4833980

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PAINT ROCK SCHOOL	03779			X		X

## Texas Eligibility List

### Palestine ISD

4834050

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PALESTINE HIGH SCHOOL	03788			X		
STORY EL	05566			X		X

### Pampa ISD

4834170

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LAMAR EL	03798			X		X
TRAVIS EL	03802			X		X
WILSON EL	03803			X		X

### Paradigm Alternative School Inc.

4800207

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PARADIGM ACCELERATED CHARTER SCHOOL - WALLIS	12177		X			

### Paradise ISD

4834260

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PARADISE H S	03808			X		X

### Paris Independent School District

4834290

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROCKETT MIDDLE	03809			X		X

### Pasadena ISD

4834320

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BOBBY SHAW MIDDLE SCHOOL	10785			X		X
DE ZAVALA MIDDLE SCHOOL	09284			X		X
KELLER MIDDLE SCHOOL	12135			X		X
L F SMITH ELEMENTARY	03847			X		X

## Texas Eligibility List

### Pasadena ISD

4834320

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MATTHYS ELEMENTARY	01466			X		X
MCMASTERS ELEMENTARY	03834			X		X
MILLER INTERMEDIATE	03836			X		X
MOORE ELEMENTARY	05568			X		X
MORALES ELEMENTARY	01447			X		X
PASADENA MEMORIAL HIGH SCHOOL	09283			X		X
POMEROY ELEMENTARY	03841			X		X
SAM RAYBURN H S	03843		X		X	
WILLIAMS ELEMENTARY	03856			X		X

### Paso Del Norte Academy

4800106

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PASO DEL NORTE ACADEMY	08207	X			X	

### Pearsall ISD

4834470

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PEARSALL H S	03867			X		
PEARSALL INT	03868			X		X
PEARSALL J H	03869			X		

### Pecos-Barstow-Toyah ISD

4834550

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CROCKETT MIDDLE	03877			X		X
HAYNES EL	03878			X		X

### Penelope ISD

4834560

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PENELOPE SCHOOL	03885			X		X

## Texas Eligibility List

### Perryton ISD

4834650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EDWIN F WILLIAMS INTERMEDIATE SCHOOL	08347			X		X
PERRYTON J H	03890			X		X
TOP OF TEXAS ACCELERATED EDUCATION CENTER	09006		X			

### Pflugerville ISD

4834830

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CALDWELL ELEMENTARY	09412			X		X
DESSAU EL	06463			X		X
PFLUGERVILLE MIDDLE	03906			X		X
WINDERMERE EL	06895			X		X

### Pharr San Juan Alamo ISD

4834860

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BUELL CENTRAL H S	07041			X		X
CLOVER ELEMENTARY	09300			X		X
GARZA-PENA EL	06159			X		X
LIBERTY MIDDLE SCHOOL	21042			X		X
PSJA H S	03921			X		
PSJA MEMORIAL H S	07653			X		
PSJA NORTH H S	06896			X		
RAUL LONGORIA EL	03922			X		X
SAN JUAN MIDDLE SCHOOL	08847			X		X

### Pilot Point ISD

4834920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PILOT POINT H S	03929			X		X

## Texas Eligibility List

### Pine Tree ISD

4834980

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PINE TREE MIDDLE	06027			X		X

### Plainview ISD

4835070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ASH 6TH GRADE LEARNING CENTER	03944			X		X
HILLCREST ELEMENTARY SCHOOL	03950			X		X
HOUSTON SCHOOL	06966		X		X	
PLAINVIEW HIGH SCHOOL	21279		X			

### Plano ISD

4835100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FORMAN EL	03961			X		X
MEMORIAL EL	03967			X		X

### Pleasanton ISD

4835190

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PLEASANTON H S	03984			X		

### Plemons-Stinnett-Phillips Consolida

4841580

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WEST TEXAS H S	04751			X		X

### Point Isabel ISD

4835250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PORT ISABEL H S	03989			X		X

## Texas Eligibility List

### POR VIDA INC dba POR VIDA ACADEMY

4800004

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
CESAR E CHAVEZ ACADEMY	09460		X		X	
CORPUS CHRISTI ACADEMY	09116		X		X	
POR VIDA ACADEMY CHARTER H S	07173	X			X	

### PORT ARTHUR ISD

4835400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN MIDDLE SCHOOL	09318			X		X
DOWLING EL	04000			X		X
EDISON MIDDLE	04001			X		
LEE EL	04007			X		X
MEMORIAL HIGH SCHOOL	09317			X		X

### Positive Solutions charter School

4800059

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
POSITIVE SOLUTIONS CHARTER	07798	X			X	

### Post ISD

4835490

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
GARZA CO DETENTION & RESIDENT FACILITY	07894		X		X	

### Poteet ISD

4835520

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
POTEET H S	04029			X		

### Premont ISD

4835760

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PREMONT CENTRAL EL	04049			X		X

## Texas Eligibility List

### Premont ISD

4835760

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PREMONT H S	04050			X		

### Presidio ISD

4835800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LUCY REDE FRANCO MIDDLE	05906			X		X
PRESIDIO H S	04055			X		

### Priority Systems dba TEMPLE EDUCATION CENTER

4800076

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TEMPLE EDUCATION CENTER	08098			X		X

### Progreso ISD

4835910

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DOROTHY THOMPSON MIDDLE	06163			X		X

### Quanah ISD

4836180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
QUANAH H S	04067			X		X
TRAVIS J H	04069			X		X

### Queen City ISD

4836210

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
J K HILEMAN EL	04073			X		X

### Quinlan ISD

4836240

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
C B THOMPSON MIDDLE	04076			X		X

## Texas Eligibility List

### R. M. A. H. S. - Corpus Christi

4800152

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICHARD MILBURN ALTER H S (CORPUS CHRISTI)	08344	X			X	

### RADIANCE ACADEMY OF LEARNING

4800080

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RADIANCE ACADEMY OF LEARNING (ABUNDANT LIFE SA)	11924			X		X
RADIANCE ACADEMY OF LEARNING (DAYSTAR)	11932			X		X
RADIANCE ACADEMY OF LEARNING (INTERNATIONAL)	11920			X		X
RADIANCE ACADEMY OF LEARNING (WEST LAKE CAMPUS)	08109			X		X

### Ralls ISD

4836390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RALLS EL	04083			X		X
RALLS MIDDLE	06928			X		X

### Ranch Academy

4800171

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RANCH ACADEMY	08398		X		X	
RANCH ACADEMY - TYLER CAMPUS	12128			X		X

### Ranger ISD

4836480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RANGER MIDDLE SCHOOL	08537			X		X

## Texas Eligibility List

### Rankin ISD

4836510

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JAMES D GOSSETT EL	04092			X		X

### Raul Yzaguirre School For Success

4800022

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RAUL YZAGUIRRE SCHOOL FOR SUCCESS	09256			X		X

### RAVEN SCHOOL

4800048

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RAVEN SCHOOL	08075	X			X	

### Raymondville ISD

4836540

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MYRA GREEN MIDDLE SCHOOL	04095			X		
RAYMONDVILLE H S	04098			X		

### Reagan County ISD

4836570

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
REAGAN COUNTY H S	04101			X		X

### RESPONSIVE EDUCATION SOLUTIONS

4800163

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PREMIER H S OF SAN JUAN	12127			X		X
PREMIER H S OF EL PASO	12102			X		X
PREMIER H S OF NORTH AUSTIN	12092			X		X
PREMIER HIGH SCHOOL OF ABILENE	08378			X		X
PREMIER HIGH SCHOOL OF DEL RIO	08396			X		X
PREMIER HIGH SCHOOL OF MIDLAND	08337			X		X

## Texas Eligibility List

### RESPONSIVE EDUCATION SOLUTIONS

4800163

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PREMIER HIGH SCHOOL OF MISSION	10815			X		X
PREMIER HIGH SCHOOL OF TYLER	08357			X		X
VISTA ACADEMY OF DALLAS	11421			X		X

### Ricardo ISD

4836930

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICARDO EL	04113			X		X

### RICHARD MILBURN ACADEMY - ECTOR COUNTY

4800247

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICHARD MILBURN ACADEMY - ECTOR COUNTY	09647			X		X
RICHARD MILBURN ACADEMY (MIDLAND)	08335			X		
RICHARD MILBURN ALTERNATIVE HS (LUBBOCK)	08324			X		

### RICHARD MILBURN ACADEMY - FORT WORTH

4800256

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICHARD MILBURN ACADEMY - FORT WORTH	09507	X			X	

### RICHARD MILBURN ACADEMY - SUBURBAN HOUSTON

4800249

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICHARD MILBURN ACADEMY - SUBURBAN HOUSTON	09482	X			X	

### RICHARD MILBURN ACADEMY (BEAUMONT)

4800220

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

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### RICHARD MILBURN ACADEMY (BEAUMONT)

4800220

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICHARD MILBURN ACADEMY (BEAUMONT)	08672			X		X

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### RICHARD MILBURN ALTER HIGH SCHOOL (KILLEEN)

4800075

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RICHARD MILBURN ALTER H S (KILLEEN)	08097	X			X	

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### Richardson ISD

4837020

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUDELIA CREEK ELEMENTARY	09605			X		X
LAKE HIGHLANDS H S	04138			X		X
MARK TWAIN EL	04163			X		X

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### Riesel ISD

4837110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FOSTER ELEMENTARY SCHOOL	08869			X		X

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### Rio Grande City ISD

4837140

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LA UNION EL	04174			X		X
RINGGOLD MIDDLE	04177			X		X

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### Rio Hondo ISD

4837170

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RIO HONDO H S	04184			X		X
RIO HONDO J H	04185			X		

## Texas Eligibility List

### Rio Vista ISD

4837200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RIO VISTA EL	04186			X		X
RIO VISTA MIDDLE	06468			X		X

### River Road ISD

4837260

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ROLLING HILLS EL	04191			X		X

### Robstown ISD

4837440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALTER LRN CTR	21447			X		X
LOTSPEICH EL	04202			X		X
ROBSTOWN HIGH SCHOOL	04204			X		
SAN PEDRO EL	04201			X		X
SEALE J H	04207			X		
SOLOMON P ORTIZ INT	06603			X		X

### ROCKDALE ISD

4837590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ROCKDALE H S	04216			X		X

### Rogers ISD

4837710

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ROGERS H S	04225			X		X

### Roma ISD

4837740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RAMIRO BARRERA MIDDLE SCHOOL	11381			X		X

## Texas Eligibility List

### Roma ISD

4837740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ROMA H S	04228			X		
ROMA MIDDLE	04230			X		

### Roosevelt ISD

4837800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ROOSEVELT H S	04233			X		X
ROOSEVELT J H	07388			X		X

### Rosebud - Lott ISD

4837900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ROSEBUD-LOTT H S	04242			X		X
ROSEBUD-LOTT MIDDLE SCHOOL	04243			X		X

### Round Rock ISD

4838080

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
XENIA VOIGT EL	04258			X		X

### Royse City ISD

4838220

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RUTH CHERRY INT	12115			X		X

### Rule ISD

4838280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
RULE SCHOOL	04270			X		X

### S and S Consolidated I.S.D.

4838400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### S and S Consolidated I.S.D.

4838400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
S AND S CONS MIDDLE	06169			X		X

### Sabinal ISD

4838430

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SABINAL H S	04280			X		X

### San Angelo ISD

4838700

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LEE MIDDLE SCHOOL	04313			X		
LINCOLN MIDDLE SCHOOL	08926			X		
REAGAN EL	04316			X		X

### San Antonio Can Academy

4800178

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SAN ANTONIO CAN H S	08434	X			X	

### San Antonio ISD

4838730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BEACON HILL EL	04325			X		X
BONHAM ACADEMY	04326			X		X
BRACKENRIDGE H S	04407			X		X
BURBANK H S	04330			X		X
CHARLES C BALL EL	04333			X		X
CHARLES GRAEBNER EL	04334			X		X
CONNELL MIDDLE	04336			X		X
DAVID BARKLEY/FRANCISCO RUIZ ACADEMY	04393			X		X
DAVID CROCKETT EL	04339			X		X

# Texas Eligibility List

San Antonio ISD

4838730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DAVIS MIDDLE	04341			X		X
DORIE MILLER EL	04343			X		X
DOUGLASS ACADEMY	04344			X		X
EDISON H S	04345			X		
FENWICK EL	04348			X		X
FOX TECHNICAL H S	04350	X			X	
FRANKLIN EL	04352			X		X
GEORGE E KELLY EL	04354			X		X
HARRIS MIDDLE	04355			X		X
HERFF EL	04357			X		X
HIGHLANDS H S	04360			X		X
HIRSCH EL	04362			X		X
HOUSTON H S	04363	X			X	
JEFFERSON H S	04368			X		
LANIER H S	04370	X			X	
LONGFELLOW MIDDLE	04371			X		
MURIEL FORBES EL	04377			X		X
NAVARRO ACADEMY	05742	X			X	
NELSON EL	04379			X		X
OGDEN EL	04380			X		X
P F STEWART EL	04381			X		X
PAGE MIDDLE	04382			X		
PICKETT CENTER	09126			X		X
RHODES MIDDLE	04386			X		
ROBERT B GREEN EL	04389			X		X
RODRIGUEZ EL	04390			X		X
ROGERS EL	04391			X		X
ROGERS MIDDLE	04392			X		
SCHENCK EL	04395			X		X
SMITH EL	04397			X		X

## Texas Eligibility List

### San Antonio ISD

4838730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TAFOLLA MIDDLE	04401			X		X
TWAIN MIDDLE	04402			X		
WHEATLEY MIDDLE	04347			X		
WHITTIER ACADEMY	04408			X		
WOODLAWN EL	04411			X		X

### San Antonio School for Inquiry and Creativity

4800200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SAN ANTONIO SCHOOL FOR INQUIRY and CREATIVITY	08701	X			X	

### San Augustine ISD

4838760

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ACCELERATED LRN CTR	07102			X		X

### San Benito CISD

4838790

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AMADOR R RODRIGUEZ JUVENILE BOOT CAMP	08139		X			X
BERTA CABAZA MIDDLE	04423			X		X
LA ENCANTADA EL	04420			X		X
LA PALOMA EL	05919			X		X
MILLER JORDAN MIDDLE	21156			X		X
ROBERTS EL	04425			X		X
SAN BENITO H S	04426			X		X

### SAN DIEGO ISD

4838820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ARCHIE PARR ELEMENTARY	04429			X		X

## Texas Eligibility List

### SAN DIEGO ISD

4838820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BERNARDA JAIME J H	04431			X		
SAN DIEGO H S	04430			X		X

### San Elizario ISD

4838850

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALFONSO BORREGO SR ELEMENTARY	08547			X		X
ANN M GARCIA-ENRIQUEZ MIDDLE SCHOOL	06171			X		

### San Felipe-Del Rio Consolidated

4838900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DEL RIO H S	04435			X		
LAMAR EL	04439			X		X
NORTH HEIGHTS EL	04441			X		X
SAN FELIPE MEMORIAL MIDDLE	04440			X		

### San Marcos CISD

4838970

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DEZAVALA EL	06322			X		X
HERNANDEZ INT	04451			X		X

### San Saba ISD

4839030

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SAN SABA MIDDLE SCHOOL	04459			X		X

### Sanford-Fritch ISD

4839150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SANFORD-FRITCH EL	04464			X		X

## Texas Eligibility List

### Santa Anna ISD

4839210

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SANTA ANNA EL	04470			X		X

### Santa Fe ISD

4839270

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SANTA FE H S	04473			X		X

### Santa Maria ISD

4839330

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SANTA MARIA H S	21157			X		X
TONY GONZALEZ EL	04478			X		X

### SANTA ROSA INDEPENDENT SCHOOL DISTR

4839360

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JO NELSON MIDDLE SCHOOL	06324			X		X
SANTA ROSA H S	04480			X		

### Santo ISD

4839390

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SANTO HIGH SCHOOL	04482			X		X

### School of Excellence in Education

4800062

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
MILTON B LEE ACADEMY OF SCIENCE and ENGINEERING	12237			X		X
RICK HAWKINS HIGH SCHOOL	10417			X		X

## Texas Eligibility List

### Schulenburg ISD

4839540

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SCHULENBURG EL	04493			X		X

### Scurry-Rosser ISD

4839570

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SCURRY-ROSSER EL	04496			X		X
SCURRY-ROSSER H S	04497			X		X

### SEAGRAVES ISD

4839600

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SEAGRAVES J H	04500			X		

### Sealy ISD

4839630

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SELMAN EL	04501			X		X

### Seguin ISD

4839690

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BRIESEMEISTER MIDDLE	21272			X		X
JEFFERSON AVE ELEMENTARY	04508			X		X
JIM BARNES MIDDLE	21271			X		X
MCQUEENEY ELEMENTARY	04509			X		X
MERCER and BLUMBERG LRN CTR	06964			X		X
PATLAN EL	06474			X		X
SEGUIN HIGH SCHOOL	04512			X		X

### Seminole Independent School

4839750

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Seminole Independent School

4839750

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SEMINOLE PRI	04517			X		X

### Sendero Academy dba SAN ANTONIO PREPARATORY ACADEM

4800245

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SAN ANTONIO PREPARATORY ACADEMY	09570			X		X
SENDERO ACADEMY	12244			X		X

### Shamrock ISD

4839900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SHAMROCK MIDDLE	07750			X		X

### Sharyland ISD

4839930

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SHARYLAND H S	04529			X		X

### SHEKINAH LEARNING INSTITUTE dba SHEKINAH RADIANCE

4800082

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SHEKINAH RADIANCE ACADEMY (DALLAS CENTER)	12163			X		X
SHEKINAH RADIANCE ACADEMY ABUNDANT LIFE	11124			X		
SHEKINAH WALZEM	08437			X		X
WEST COLUMBIA CHARTER SCH	11834			X		X

### Sheldon ISD

4839990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
C E KING H S	04534			X		

## Texas Eligibility List

### Sheldon ISD

4839990

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
H M CARROLL EL	11827			X		X
L E MONAHAN EL	05811			X		X

### Shepherd ISD

4840020

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SHEPHERD INT	08013			X		X
SHEPHERD MIDDLE	04542			X		X

### Sherman ISD

4840080

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PERRIN LEARNING CTR	06911		X		X	
WAKEFIELD EL	04551			X		X

### Sierra Blanca ISD

4840200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SIERRA BLANCA SCHOOL	04558			X		X

### Sinton ISD

4840350

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SINTON ELEMENTARY	09525			X		X

### Skidmore-Tynan ISD

4840410

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SKIDMORE-TYNAN H S	04576			X		X

### Slaton ISD

4840440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Slaton ISD

4840440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AUSTIN EL	04578			X		X

### Smithville ISD

4840550

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SMITHVILLE J H	04591			X		X

### Smyer ISD

4840590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SMYER EL	04592			X		X

### Snyder ISD

4840650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOBBS ALTER ED CO-OP	06913			X		X
SNYDER EL	11325			X		X

### Socorro Independent School District

4840710

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
AMERICAS H S	07276			X		X
EL DORADO HIGH SCHOOL	09547			X		X
HORIZON HEIGHTS EL	05922			X		X
SUN RIDGE MIDDLE	08551			X		X

### Somerset Academy Inc dba Brooks Academy of Science

4800268

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROOKS ACADEMY OF SCIENCE AND ENGINEERING	11128			X		X

## Texas Eligibility List

### Somerset ISD

4840740

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOMERSET HIGH SCHOOL	04623			X		
SOMERSET JUNIOR HIGH	04624			X		X

### Somerville ISD

4840770

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOMERVILLE EL	04625			X		X
SOMERVILLE J H	04627			X		X

### Sonora ISD

4840800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SONORA EL	04628			X		X

### South Plains Academy

4800142

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOUTH PLAINS ACADEMY	08326	X			X	

### South San Antonio ISD

4840680

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ALAN B SHEPARD MIDDLE	04605			X		
ATHENS EL	04607			X		X

### Southland ISD

4840890

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOUTHLAND SCHOOL	04650			X		X

### Southside ISD

4840920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Southside ISD

4840920

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOUTHSIDE H S	04652			X		

### Southwest High School

4800125

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOUTHWEST EL	11235			X		X
SOUTHWEST SCHOOLS - TREATMENT CENTER	08252			X		X

### SOUTHWEST ISD

4840950

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HIDDEN COVE EL	06327			X		X
INDIAN CREEK EL	04659			X		X

### Southwest Winners Foundation, Inc.

4800063

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SOUTHWEST PREPARATORY SCHOOL	07795	X			X	
SOUTHWEST PREPARATORY SCHOOL-NORTHWEST	09118	X			X	
SOUTHWEST PREPARATORY SOUTHEAST CAMPUS	08433	X			X	

### Splendora ISD

4841070

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PEACH CREEK EL	04668			X		X
SPLENDORA J H	04667			X		X

### Spring Branch ISD

4841100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Spring Branch ISD

4841100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BUFFALO CREEK EL	07647			X		X
LANDRUM MIDDLE	04677			X		X
NORTHBROOK H S	04682			X		X
RIDGECREST EL	04686			X		X
SPRING BRANCH SCHOOL OF CHOICE	07954	X			X	
SPRING OAKS MIDDLE	04694			X		X
SPRING WOODS H S	04696			X		X

### Spring ISD

4841220

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BAMMEL EL	04710			X		X
BAMMEL MIDDLE SCHOOL	09633			X		X
CLARK INTERMEDIATE SCHOOL	09663			X		X
DONNA LEWIS ELEMENTARY	10792			X		X
EDWIN M WELLS MIDDLE	04712			X		X
HIGHPOINT NORTH	07646		X		X	
MEYER EL	04714			X		X
MILTON COOPER E S	10789			X		X
RICKY C BAILEY M S	10787			X		X
WESTFIELD H S	04721			X		X

### Springlake - Earth ISD

4841250

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SPRINGLAKE-EARTH HS	04724			X		X

### Springtown ISD

4841280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SPRINGTOWN INTERMEDIATE SCHOOL	08893			X		X

## Texas Eligibility List

### Spur ISD

4800002

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SPUR SCHOOL	04732			X		X

### Spurger ISD

4841340

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SPURGER H S	04734			X		X

### Stockdale ISD

4841610

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
STOCKDALE H S	04753			X		X

### SUMMIT INTERNATIONAL PREPARATORY

4801401

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PRIMARY CAMPUS	12231			X		X

### Sundown ISD

4841850

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
PEP ALTER SCHOOL	08300			X		X

### Sunray ISD

4841910

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SUNRAY EL	04776			X		X
SUNRAY MIDDLE	08885			X		X

### Sweetwater ISD

4842030

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EAST RIDGE EL	04784			X		X
SWEETWATER H S	04788			X		X

## Texas Eligibility List

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### Taft ISD 4842060

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EAST EL	04789			X		X
TAFT H S	04791		X			

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### Tarkington ISD 4842210

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TARKINGTON MIDDLE	04803			X		X

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### Tatum ISD 4842240

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TATUM MIDDLE	06046			X		X

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### Taylor ISD 4842280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
T H JOHNSON EL	06048			X		X

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### TEAGUE ISD 4842300

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TEAGUE INT	06176			X		X

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### Technology Education Charter School 4800065

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HORIZON MONTESSORI	10814			X		X

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### Tekoa Charter School, Inc. 4800139

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TEKOA ACADEMY OF ACCELERATED STUDIES	08309			X		

## Texas Eligibility List

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### Temple ISD

4842330

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BONHAM MIDDLE	04816			X		X
HECTOR P GARCIA EL	07789			X		X
MERIDITH-DUNBAR EL	04824			X		X
SCOTT EL	04826			X		X
TEMPLE H S	04827			X		X
THORNTON EL	04828			X		X
TRAVIS MIDDLE	04829			X		X

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### Terrell ISD

4842450

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
J W LONG EL	04842			X		X
TERRELL H S	04841			X		X

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### Texarkana ISD

4842480

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
DUNBAR INTERMEDIATE CENTER	06049			X		X
TEXAS MIDDLE SCHOOL	04852			X		X

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### Texas City ISD

4842510

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
KOHFELDT EL	04862			X		X
TEXAS CITY H S	04865			X		X

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### Texas Language Charter dba SCHOOL OF LIBERAL ARTS

4800100

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
SCHOOL OF LIBERAL ARTS AND SCIENCE	08171			X		X

## Texas Eligibility List

### The Education Center

4800187

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EDUCATION CENTER AT THE COLONY	08528			X		X
THE EDUCATION CENTER AT AUBREY	11999			X		X
THE EDUCATION CENTER IN LEWISVILLE	11537			X		X

### The Zoe Learning Academy

4800193

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ZOE LEARNING ACADEMY	08594			X		X

### Three Rivers ISD

4842690

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
THREE RIVERS H S	04874		X		X	
THREE RIVERS MIDDLE	04875			X		X

### Tidehaven ISD

4842810

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TIDEHAVEN H S	04883			X		X

### Timpson ISD

4842840

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TIMPSON H S	04886			X		X

### Tolar ISD

4842900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TOLAR H S	04889			X		X

### Tomball ISD

4842960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Tomball ISD

4842960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TOMBALL ELEMENTARY	07957			X		X

### Transformative Charter Academy

4800067

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TRANSFORMATIVE CHARTER ACADEMY	07781		X			X

### Trent ISD

4843110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TRENT INDEPENDENT SCHOOL DISTRICT	04900			X		X

### Trenton ISD

4843140

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TRENTON MIDDLE SCHOOL	09560			X		X

### Trinity ISD

4843200

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LANSBERRY EL	04906			X		X
TRINITY H S	04907			X		X
TRINITY INTERMEDIATE	12106			X		X
TRINITY J H	06489			X		X

### Troy ISD

4843260

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
TROY H S	04913			X		X

### Turkey-Quitaque ISD

4843400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### Turkey-Quitaque ISD

4843400

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
VALLEY SCHOOL	04926			X		X

### Tyler ISD

4843470

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BONNER ELEMENTARY	04929			X		X
BOULTER MIDDLE SCHOOL	04930			X		
CLARKSTON ELEMENTARY	04931			X		X
DIXIE ELEMENTARY	04932			X		X
DOGAN MIDDLE SCHOOL	04933			X		
JOHN TYLER HIGH SCHOOL	04939			X		
JONES ELEMENTARY	04940			X		X
ORR ELEMENTARY	04943			X		X
PEETE ELEMENTARY	04944			X		X
RAMEY ELEMENTARY	04945			X		X
ST LOUIS SP ED EL	04947		X		X	
STEWART MIDDLE SCHOOL	04948			X		
T J AUSTIN ELEMENTARY	04949			X		X

### Union Hill I S D

4843560

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
UNION HILL H S	04955			X		X

### United ISD

4843650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANTONIO GONZALEZ MIDDLE SCHOOL	09420			X		
CLARK MIDDLE	07147			X		X
FINLEY EL	06492			X		X
JOHN B ALEXANDER H S	07094			X		
LAMAR BRUNI VERGARA MIDDLE SCHOOL	11082			X		X

## Texas Eligibility List

### United ISD

4843650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
LOS OBISPOS MIDDLE	07477			X		
LYNDON B JOHNSON	09091			X		
NEWMAN EL	05608			X		X
PRADA EL	07096			X		X
RATCLIFF & SUE KILLAM ELEMENTARY SCHOOL	11087			X		X
SALINAS EL	04961			X		X
SALVADOR GARCIA MIDDLE	07145			X		
UNITED H S	04962			X		
UNITED SOUTH H S	06922			X		

### University Charter School

4800071

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANNUNCIATION MATERNITY HOME	09074		X		X	
DEPELCHIN-RICHMOND	11351		X			
HELPING HANDS	12104		X			
MERIDELL	08385		X		X	
METHODIST CHILDREN'S HOME	09513		X			
PATHFINDER CAMP	08932			X		X
PATHWAYS 3H CAMPUS	09407			X		X
PEGASUS CAMPUS	09404		X		X	
SAN MARCOS TREATMENT CENTER	11054			X		X
SETTLEMENT HOME	08383		X		X	
THE OAKS TREATMENT CENTER	11053		X			
TNC CAMPUS (TEXAS NEUROREHABILITATION CENTER)	09408		X		X	

### Uvalde CISD

4843720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANTHON EL	04966			X		X

## Texas Eligibility List

### Uvalde CISD

4843720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BATESVILLE SCHOOL	11429			X		X
EXCEL ACADEMY	02540			X		X
FLORES EL	02570			X		X
UVALDE H S	04971			X		
UVALDE J H	21533			X		

### Valley Mills ISD

4843760

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
VALLEY MILLS H S	04977			X		X

### Valley View ISD

4843800

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
VALLEY VIEW HIGH SCHOOL	21360			X		
VALLEY VIEW SIXTH GRADE CAMPUS	12094			X		X

### Venus ISD

4844010

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
VENUS H S	04993			X		X
VENUS MIDDLE	07015			X		

### Vernon ISD

4844110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
VERNON MIDDLE SCHOOL	04999			X		X

### Victoria ISD

4844150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HOWELL MIDDLE	05007			X		X

## Texas Eligibility List

### Victoria ISD

4844150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
JUAN LINN MATH AND SCIENCE MAGNET SCHOOL	05008			X		X
PATTI WELDER MAGNET MIDDLE	05020			X		X
PROFIT MAGNET H S	05579		X		X	

### Vidor ISD

4844160

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
OAK FOREST EL	05022			X		X

### Waco ISD

4844280

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BRAZOS MIDDLE	08332			X		
CARVER ACAD	06341			X		X
CESAR CHAVEZ MIDDLE SCHOOL	09345			X		
UNIVERSITY H S	05059			X		
WACO H S	05054			X		

### Waller ISD

4844430

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WALLER J H	05074			X		X

### Walnut Springs ISD

4844520

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WALNUT SPRINGS SCHOOL	12079			X		X

### Warren ISD

4844580

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WARREN EL	05083			X		X

## Texas Eligibility List

### Waskom ISD

4844670

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WASKOM EL	05086			X		X

### Waxahachie Faith Family Academy

4800105

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WAXAHACHIE FAITH FAMILY ACADEMY	08205			X		X
WAXAHACHIE FAMILY FAITH ACADEMY	12095			X		X

### Waxahachie ISD

4844730

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WAXAHACHIE H S	05095			X		X

### Weimar ISD

4844820

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WEIMAR H S	05106			X		X

### Weslaco ISD

4844960

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ARMANDO CUELLAR MIDDLE SCHOOL	21356			X		
BEATRIZ G GARZA MIDDLE SCHOOL	09307			X		X

### West Hardin County Consolidated ISD

4845000

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WEST HARDIN ELEMENTARY	05126			X		X
WEST HARDIN H S	05127			X		X

### West ISD

4845040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### West ISD

4845040

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BROOKHAVEN YOUTH RANCH	01742		X		X	

### West Orange Cove Cons. ISD

4845090

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ANDERSON EL	05134			X		X
WEST ORANGE-STARK H S	05143			X		X

### West Oso Independent School Distric

4845120

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WEST OSO ELEMENTARY SCHOOL	08890			X		X
WEST OSO H S	05147			X		
WEST OSO JUNIOR HIGH SCHOOL	05148			X		

### West Rusk ISD

4845150

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WEST RUSK ELEMENTARY	05150			X		X
WEST RUSK H S	05151			X		X

### West Sabine ISD

4845180

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WEST SABINE EL	05153			X		X
WEST SABINE H S	05154			X		X

### Wharton ISD

4845380

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WHARTON EL	12197			X		X
WHARTON H S	05165			X		

## Texas Eligibility List

### White Settlement ISD

4845540

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
BREWER H S	05175			X		X
BREWER MIDDLE	05176			X		X
MESA HIGH SCHOOL	08377		X			

### Whiteface ISD

4845570

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WHITEFACE EL	05180			X		X

### Whitesboro ISD

4845630

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WHITESBORO H S	05187			X		X

### Whitney ISD

4845720

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WHITNEY INT	07658			X		X

### Wichita Falls ISD

4845780

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
HARRELL ACCELERATED LEARNING CENTER	00736		X		X	
KIRBY MIDDLE SCHOOL	05215			X		X
LAMAR EL	05216			X		X
SCOTLAND PARK EL	11915			X		X
WICHITA FALLS H S	05223			X		
WICHITA FALLS SP ED CTR	06630		X		X	

### WILLIS ISD

4845900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
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## Texas Eligibility List

### WILLIS ISD

4845900

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
C C HARDY ELEMENTARY	05934			X		X

### Wills Point ISD

4845950

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
EARNEST O WOODS INTERMEDIATE	06632			X		X
WILLS POINT H S	05231			X		X
WILLS POINT J H	08070			X		
WILLS POINT MIDDLE	05232			X		X

### Winfield ISD

4846110

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WINFIELD EL	05266			X		X

### WINK-LOVING ISD

4846170

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WINK EL	05268			X		X

### Winona ISD

4846230

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WINONA EL	05273			X		X
WINONA INT	11423			X		X

### Winters ISD

4846260

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WINTERS EL	05275			X		X
WINTERS J H	21472			X		X

## Texas Eligibility List

### WOODVILLE ISD

4846440

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
WOODVILLE H S	05286			X		X

### Yantis ISD

4846590

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
YANTIS ELEMENTARY SCHOOL	09578			X		X

### Yoakum ISD

4846620

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
YOAKUM INTERMEDIATE	05300			X		X

### Yorktown ISD

4846650

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
YORKTOWN H S	05303			X		X

### Ysleta ISD

4846680

Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
ASCARATE ES	05306			X		X
CAPISTRANO ES	05310			X		X
CONSTANCE HULBERT ES	09449			X		X
J M HANKS HS	05323			X		
NORTH LOOP ES	05328			X		X
PARKLAND HS	05330			X		X
PARKLAND MS	05331			X		
PLATO ACADEMY	08548		X		X	
RAMONA ES	05334			X		X
RIVERSIDE HS	05337			X		X
RIVERSIDE MS	05338			X		
SOUTH LOOP ES	05341			X		X

## Texas Eligibility List

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### Ysleta ISD

**4846680**

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Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
YSLETA HS	05347			X		

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### Zapata County ISD

**4846710**

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Campus Name	NCES ID	Tier I	Tier II	Tier III	Graduation Rate	Newly Eligible
FIDEL AND ANDREA R VILLARREAL ELEMENTARY SCHOOL	09448			X		X
ZAPATA H S	05351			X		
ZAPATA MIDDLE SCHOOL	05352			X		

## Attachment 4: Definition and Methodology for Identifying Eligible Campuses

**TEA Definition and Methodology for Identification of Eligible Campuses  
Texas Title I Priority Schools Grant**

**“Persistently Lowest-Achieving” Campuses**

“Persistently lowest-achieving” (PLA) campuses as defined by the USDE Final Regulations, December 3, 2009, were determined by the agency as:

Tier I Campuses

Any Title I campus in improvement, corrective action, or restructuring (based on the 2009-10 final state list of campuses identified in Title I School Improvement status) that —

1. Is among the lowest-achieving five percent of Title I campuses in improvement, corrective action, or restructuring (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2008 and 2007) or average graduation rate less than 60% for 2008 and 2007.

Tier II Campuses

Any secondary campus (where the highest grade offered is greater than or equal to 7th grade, i.e., 6-8, K-12, 9-12) that is eligible for, but does not receive, Title I funds (based on the 2009-10 Title I application for funding list of campuses) that —

1. Is among the lowest-achieving five percent of secondary campuses (based on the combined performance of reading/language arts and mathematics); or
2. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2008 and 2007) or average graduation rate less than 60% for 2008 and 2007.

To identify the persistently lowest-achieving 5% of campuses in the state, the agency prioritized—

1. First, the academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics based on absolute performance (not including the Texas Projection Measure); and
2. Second, the school’s lack of progress on those assessments from the prior year in the “all students” group. Lack of progress is defined as a campus having gains on the state’s assessments in reading/language arts and mathematics in the “all students” category that are less than the average gains of campuses in the state on those assessments in the “all students” group.

**Newly Eligible Campuses under 2010 USDE Appropriations Act**

In addition to the PLA campuses identified in Tier I and Tier II, the agency has identified additional newly eligible campuses as allowed in the 2010 USDE Appropriations Act.

## TEA Definition and Methodology for Identification of Eligible Campuses Texas Title I Priority Schools Grant

### Tier I Campuses

A Tier I newly eligible campus is a Title I eligible\* elementary school (where highest grade offered is less than or equal to 6th grade, i.e., 6-8, 1-5, K-2) that —

1. Is among the lowest-achieving twenty percent that is not higher than the highest achieving PLA campus previously identified in Tier I; or
2. Is a campus not making AYP for two consecutive years (2008 and 2009) and not higher than the highest achieving PLA campus previously identified in Tier I.

### Tier II Campuses

A Tier II newly eligible campus\* is a Title I eligible secondary school (where highest grade offered is greater than or equal to 7th grade, i.e., 6-8, K-12, 9-12) that —

1. Is among the lowest-achieving twenty percent that is not higher than the highest achieving PLA campus previously identified in Tier II; or
2. Is a campus not making AYP for two consecutive years (2008 and 2009) and not higher than the highest achieving PLA campus previously identified in Tier II; or
3. Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2008 and 2007) or average graduation rate less than 60% for 2008 and 2007.

### **Tier III Campuses**

A Tier III school is any other Title I campus identified in improvement, corrective action, or restructuring that is not previously identified in Tier I.

In addition, the agency has identified additional newly eligible campuses as allowed in the 2010 USDE Appropriations Act.

A Tier III newly eligible campus is a Title I eligible\* campus that is not identified above as a Tier I or Tier II eligible campus and that —

1. Is among the lowest-achieving twenty percent; or
2. Is a campus not making AYP for two consecutive years (2008 and 2009).

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\* 2009-2010 Title I status as submitted by the LEA in the NCLB Consolidated Application for Federal Funding; campuses identified as Title I Eligible, Schoolwide; Title I Eligible, Targeted Assistance; or Not Served, Title I Eligible.

Attachment 5: Scoring Rubric for Peer Review Committee

## Scoring Rubric for Peer Review Committee

### Criteria for: Texas Title I Priority Schools Grant (TTIPS) School Improvement Grant

Each competitive application is reviewed to determine the capability of the applicant to implement its proposed program, and affect positive results for the campus.

In reviewing the information submitted and in recommending competitive applications for funding, the review committee and TEA staff will consider the following criteria and award up to the following maximum points for each criterion. Reviewers rate each indicator as Clearly Outstanding, Exceeds Expectations, Meets Standard, Needs Improvement, or Not Addressed.

#### Need for the Proposed Project (10 Points Possible)

- The magnitude or severity of the problem to be addressed by the proposed project is significant in nature and based on school ranking by percentile. (6 points )

[P. 17, Schedule 4A, Part 1 Grant Eligibility and Part 2, Grant Program Summary]

Does the grant program summary address the local program goals and objectives that align with the RFA purpose and goals?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Local program goals exist and are somewhat aligned with RFA goals	Clear alignment between local program goals and RFA goals	Interdependent alignment between local program goals and RFA goals	Interdependent alignment between local program goals and RFA goals  Root cause(s) identified and addressed

- Specific gaps, barriers, or weaknesses related to the severity of the problem have been identified.  
(4 points)

[P. 17, Schedule 4A, Part 2, Grant Program Summary]

Does the grant program summary describe how specific gaps, barriers, or weaknesses have contributed to the lack of student achievement at the campus?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Only TAKS data provided Only campus leadership involved	Multiple data sources provided Campus leadership and LEA staff involved	Multiple data sources provided Multiple grade levels and LEA data addressed LEA/campus staff involved	Multiple sources of data used in planning and decision making Feeder campuses and LEA data addressed LEA/campus staff involved

Quality of the Project Design (25 Points Possible)

- The proposed project is appropriate, and will specifically address low performing academic areas. (6 points)

[P. 18, Schedule 4B, Parts 1-4, Comprehensive Needs Assessment, P. 22, Schedule 4B, Part 2, Model Selection Process]

Does the program description address in detail the process that the LEA and the campus will follow to identify the needs of the campus?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	<p>Only TAKS data provided. Limited data sources are used and the plan is based on assumptions</p> <p>Survey data only includes campus staff</p> <p>Only campus leadership involved</p>	<p>Multiple data sources provided</p> <p>Multiple grade levels and LEA data addressed</p> <p>Surveying includes staff, students and parents</p> <p>Majority (50-75%) of campus staff involved</p> <p>LEA staff involved</p>	<p>Multiple sources of data used in planning and decision making</p> <p>Feeder campuses and LEA data addressed</p> <p>Surveying includes staff, students, parents and community</p> <p>Over 75% of campus staff involved</p>	<p>Multiple sources of data used in planning and decision making</p> <p>Feeder campuses and LEA data addressed</p> <p>Surveying includes staff, students, parents and community</p> <p>Over 75% of campus staff involved</p> <p>LEA staff involved and empowered with decision-making opportunities</p>

- The program activities and interventions relate directly to the program goals, local objectives, and strategies, as well as to the program description and project requirements. (4 points)

[P. 23, Schedule 4B, Part 2, Other Improvement Activities]

Does the program description address the school improvement activities that will be incorporated into the intervention model selected?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Improvement activities, rationale and supporting research are not aligned	Improvement activities, rationale and supporting research are explained	Improvement activities, rationale and supporting research are interconnected	Improvement activities, rationale and supporting research are interconnected and can be tied to successful case studies

- The objectives, strategies, activities, and desired results of the project are clearly specified and are measurable. (5 points)

[P. 26, Schedule 4C, Part 1, Performance Assessments and Evaluation]

Does the LEA describe the process for providing on-going monitoring of grant activities to ensure continuous improvement, including formative evaluation and data collection methods?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Monitoring methods of grant activities do not match project interventions	On-going monitoring methods are clearly described to ensure continuous improvement	On-going monitoring methods are clearly described to ensure continuous improvement and contain formative evaluation as well as qualitative and quantitative data collection methods	On-going monitoring methods are embedded within grant activities to ensure continuous improvement  Strong components of formative evaluation exist as well as qualitative and quantitative data collection methods

- Does the LEA describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement; process for formative evaluation and data collection, including how they will be used to improve instruction? The design of the proposed project reflects up-to-date knowledge from proven research and effective best practices. (5 points)

[P. 15, Schedule 4A, Part 2, Grant Summary, P. 26, Schedule 4C-Performance Assessment and Evaluation]

What monitoring processes have been utilized by the LEA/campus to ensure continuous student growth? Does the project design reflect current knowledge from proven research and effective best practices?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Limited description of evaluative tools and how such tools are to be utilized	On-going monitoring, formative evaluation and data collection methods are described thoroughly	On-going monitoring, formative evaluation and data collection methods are described as well as how such information will be utilized to improve	On-going monitoring, formative evaluation and data collection methods ensure continuous improvement

- The design of the proposed project reflects appropriate application of research based best practices. (5 points)

[P. 23, Schedule 4B, Part 2, Other Improvement Activities]

Did the LEA's description reflect appropriate application of research based best practices?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Description of research based best practices is limited or does not address identified needs	Description of research based best practices are applicable to proposed project design	Description of research based best practices are utilized support to proposed project design	Description of research based best practices are seamlessly utilized throughout the proposed project design

Quality of Project Services (15 Points Possible)

- Strategies and activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. (5 points)

[P. 16, Schedule 4B, Part 1, Campus Grade Levels, P. 32-35, Schedule 4D, Equitable Access and Participation]

Did the LEA address all grade levels on the campus that will be served with this grant?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Few grade levels excluded from grant activities	All applicable grade levels chosen for grant activities	All grade levels chosen for grant activities	All appropriate grade levels and student populations will be served with grant activities

- Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the project. (10 points)

[P. 23, Schedule 4B, Part 2, Other Improvement Activities]

Did the LEA describe all other school improvement activities that will be incorporated into the model selected, including providing the underlying rationale and proven research for each additional intervention activity?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Description of other school improvement activities lack rationale and supporting research	Description of all other school improvement activities include rationale with supporting research	Description of all other school improvement activities include rationale and are embedded with solid research	Description of all other school improvement activities include rationale and are embedded with solid research  Activities ensure accomplishment of the goals and objectives of project

### Quality of Management Plan (25 Points Possible)

- Qualifications, experience, and certifications of project personnel and external providers are of sufficient quality to ensure successful implementation. (5 points)

[P. 21, Schedule 4B, Part 1, Project Management]

Did the LEA describe its capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model? Did the LEA describe its process to recruit, screen and select external providers of high quality?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	<p>Leadership/teacher training is briefly described</p> <p>Application of funds are not fully aligned with project requests</p> <p>Partial capacity to provide related services to implement project</p> <p>No mention of how external providers will be selected</p>	<p>Leadership/teacher training and mentoring is described in detail and performed on a frequent basis</p> <p>Selection of leaders, teacher leaders and external providers is performed by leadership staff, teachers, and support staff</p> <p>A partial site based team is involved in the planning and application of the project</p> <p>Formative and summative evaluations of the project are performed</p> <p>External providers are selected and hired if indicated by the needs assessment</p>	<p>Selection of leadership, teacher leaders, and external providers is performed by a partial site based team</p> <p>Leadership training and mentoring is established and performed on a frequent basis using multiple sources</p> <p>Justification of funds are aligned with the project</p> <p>LEA, campus leadership, and teacher leaders are involved in the planning and application of project</p> <p>Formative and summative evaluations of the project are on-going</p> <p>Assures that relative and</p>	<p>Selection of leadership, teacher leaders, and external providers are performed by a full site based team</p> <p>Leadership and teacher training/mentoring is continuous and job embedded using multiple sources</p> <p>Application of funds are in alignment with project requests</p> <p>All stakeholders are involved in the planning and application of the project</p> <p>External providers are solicited and obtained if indicated by the needs assessment</p> <p>Process of determining site visits to other campuses that have successfully implemented the</p>

			<p>support services are in place to implement the project</p> <p>Process to recruit, select and hire external providers described if indicated by the needs assessment</p>	<p>intervention model is evident, along with expected outcomes</p> <p>Based on student performance, leadership will adjust program within the parameters of the guidelines</p> <p>Provides capacity to assure related services to fully implement the project</p> <p>Process to recruit, select and hire external providers of high quality described if indicated by the needs assessment</p>
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- The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines and milestones for accomplishing project tasks. (5 points)

[P. 24, Schedule 4B, Part 3, Other Improvement Activities, P. 28-30, Schedule 4C, Part 3, Annual Performance Goals]

Did the LEA describe the timeline delineating the steps the campus will take to implement the process for selecting the intervention model and implementation of the additional improvement activities?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	The model and improvement activities are briefly described.	The model and improvement activities are described and a timeline for implementation is discussed.	The model and improvement activities are described in detail with obtainable implementation timelines. The budget supports the model and activities that are clearly stated.	Clearly states the model, improvement activities, and timeline in a step by step format of the Critical Success Factors to obtain student growth. This plan and timeline has a strategy for revision should student achievement goals dictate the need. The planned budget clearly supports all aspects of the project.

- The procedures ensure feedback and continuous improvement in the operation of the proposed project through ongoing monitoring and adjustments as needed. (6 points)

[P. 27 Schedule 4C, Part I, Performance, Assessment, and Evaluation, P. 27-31, Schedule 4C, Part 1/2/3, Performance Assessment and Evaluation]

Did the LEA describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement, the process for formative evaluation, qualitative and quantitative data collection, and the use of this information to improve instruction?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimum performance measures and target areas are identified with minimum processes	Performance measures, target areas and goals are sufficient, with adequate processes and inclusive of campus needs	Performance measures, target areas and goals are abundant, realistic, and reviewable with rich processes that can be reasonably transferred into revised action plans	Performance measures, target areas and goals are abundant, realistic, reviewable, and clear with rich processes that can be plainly transferred into revised action plans  Formative evaluation processes are clearly written  Qualitative and quantitative data collection methods are outlined  Process for developing performance goals is clearly explained  Annual performance goals are addressed in each Critical Success Factor area

- The proposed project 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. (4 points)

[P. 21, Schedule 4B, Part 1, Program Description: Project Management; Resource Management]

Did the LEA describe its capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model including how the LEA/campus will align other resources with the school improvement intervention?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	LEA's capacity to provide resources and related services/support to implement the project lack clarity and purpose	LEA's capacity to provide adequate resources and related services/support to implement the project are clearly described	LEA's capacity to provide adequate resources and related services/support to effectively implement the project are clearly described  Other resources which support the project are mentioned	LEA's capacity to provide sufficient resources and related services/support to effectively implement the project are clearly described  Other resources support the project and are clearly described  Detailed explanation of why the LEA lacks capacity to serve all eligible schools is evident (if applicable)

- 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. (3 points)

[ P. 20, Schedule 4B, Project Management; LEA Capacity]

Does the LEA demonstrate capacity and commitment to ensure successful implementation of grant goals, objectives and activities within the following categories?

- LEA personnel dedicated to supporting the project
- Purposeful and effective instructional arrangements to support the project
- Budgeting procedures/practices adjusted to respond efficiently and effectively to the project
- Customized supplementary support and resources provided to project, over and beyond other campuses
- Precedence given to the project in HR practices of recruiting, selecting, hiring, supporting, and retaining turnaround principals and teachers
- Other indicators of LEA commitment (Board awareness and support of turnaround initiatives, direct communication between Superintendent and TTIPS project staff, policy changes and procedural exceptions that provide freedom and flexibility needed for TTIPS, etc.)

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Description contains only some of the six major categories of capacity and commitment (listed above)	Description contains all six major categories of capacity and commitment	Description contains all six major categories of capacity and commitment to additional management capacity criteria as needed for individual campus	Description contains detailed commitment to all six capacity criteria with flexibility to adjust for student/staff needs based upon on-going assessments

- The LEA describes how the LEA/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model as well as how it will implement reform efforts to support the campus' school improvement efforts. (2 points)

[P. 20, Schedule 4B, Part 4, Groups of Participants, P. 21, Schedule 4B, Part 1, Partnership/Involvement, P. 23, Schedule 4B, Part 1, Groups of Participants]

Did the LEA describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model and how it will organize and implement reform efforts to support the campus' school improvement efforts?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Description indicates a lack of processes utilized for collaboration with stakeholders	Description of processes utilized for consultation with stakeholders indicates a clear, effective process  An effective process for consultation among stakeholders regarding implementation of reform efforts is evident	Description of processes utilized for consultation with stakeholders indicates a clear, effective process  An effective process for consultation among stakeholders regarding implementation of reform efforts and other school improvement efforts is evident	Clear description of processes utilized for consultation with all relevant stakeholders regarding project  Clear description of processes utilized for consultation with all relevant stakeholders regarding organization and implementation of school improvement efforts

Quality of Project Evaluation (10 Points Possible)

- The formative evaluation processes outlined in the application provides for the identification and correction of problems throughout the duration of the grant project. (4 points)

[P. 27, Schedule 4C, Part 1, Formative Evaluation]

Did the LEA describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Lacks evidence of monitoring techniques, formative evaluation and data collection methods	Evidence of monitoring techniques, formative evaluation and data collection methods  Processes to identify and address problems throughout the project are described	Monitoring techniques, formative evaluation and data collection methods are described  Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities	Descriptions for on-going monitoring, formative evaluation and data collection methods are clearly described  Processes to identify and address problems throughout the project are described, including strategies to modify improvement activities

- The methods of evaluation provide for examining the effectiveness of project strategies. (2 points)

[P. 27, Schedule 4C, Part 1, Performance Assessment, On-Going Monitoring, Continuous Improvement, and Formative Evaluation]

Does the LEA describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement; process for formative evaluation and data collection, including how they will be used to improve instruction?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimum description of assessment tools to be utilized	Detailed description of assessment tools, with processes for utilization of information and inclusive of campus needs	Multiple assessment tools, with rich utilization processes that can be reasonably transferred into revised action plans and inclusive of campus needs	Multiple assessment tools that are understandable with rich utilization processes that can be clearly transferred into revised action plans and inclusive of campus needs

- 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. (2 points)

[P. 27, Schedule 4C, Part 1, Qualitative and Quantitative Data Collection]

Did the LEA describe the data collection methods to be implemented by the LEA/campus and how the data will be disaggregated and used to improve instruction and obtain continuous improvement results?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimum use of assessment tools; lack strategies for progress monitoring	Acceptable use of assessment tools, with adequate processes and inclusive of campus needs  Progress monitoring strategies evident	Multiple assessment tools used, with processes that can be transferred into information to revise action plans which are inclusive of campus needs  Progress monitoring strategies are an integral part of evaluation	Multiple assessment tools used, with processes that are embedded within action plans which are inclusive of campus needs  Progress monitoring strategies are an integral part of evaluation

- The evaluation design includes program-level data (i.e., program activities, number of students served, etc.) and student-level academic data (i.e., achievement results, attendance data, etc.) to determine progress on annual goals. (2 points)

[P. 18, Schedule 4B, Part 2, Data Sources Reviewed, P. 18, Schedule 4B, Part 1, Campus Grade Levels, and P. 28-30, Schedule 4C, Part 2, Process for Development of Performance Goals]

Did the LEA collect appropriate data to review the annual goals for student achievement on the State's assessments and other measures identified within the needs assessment to which the LEA is holding the campus accountable?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Minimal use of assessment tools to determine progress for meeting goals	Multiple assessment tools, and specific processes described for determining progress for meeting goals which are aligned to campus needs	Multiple assessment tools, and specific processes described for determining progress for meeting goals which are aligned to campus needs  Processes can be transferred into revised action plans which are inclusive of campus needs	Multiple assessment tools, and detailed processes described for determining progress for meeting goals which are aligned to campus needs  Extensive progress goals aligned to campus needs  Processes can be transferred into revised action plans which are inclusive of campus needs

Appropriateness of Budget (10 Points Possible)

- The cost per student (total grant request divided by the total number of students served) is appropriate for the results expected. (2 points)

[P. 38-44, Schedule 5, 5B, 5C, 5D, 5E, 5G Budget Summary]

Are the total funds requested aligned with the number of students served and the operations to support the project?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Budget is prepared based on needs assessment and project	Budget is clearly written to justify expected costs associated with the project and supports the student outcomes	Budget explains in detail all associated costs with the project  A cost analysis has been performed to meet expected student goals  Budget clearly supports expected student outcomes	Budget explains in detail all associated costs with the project  A cost analysis has been performed to meet expected student goals  Budget clearly supports expected student outcomes  Project costs and scope of grant are aligned

- The budget, including personnel, materials, maintenance and operations (M&O), related services, and other identified expenses, adequately supports the activities outlined in the proposed project. (6 points)

[P. 38-44, Schedule 5, Part A, B,C,D, E, and G]

Did the LEA provide a detailed description of the budget based on the activities outlined in the proposed project and is it facilitative of student academic growth? Does the proposed budget include all personnel (including, hiring training, and retaining), use of facilities, related/support services, and all other possible expenditures?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Budget is prepared based on needs assessment	Budget is clearly written based on comprehensive needs assessment and justifies expected costs associated with the project  Budget facilitates student academic growth	Budget is clearly written based on comprehensive needs assessment and justifies expected costs associated with the project  Budget facilitates student academic growth	Detailed description of budget activities facilitates student academic growth  Budget includes all personnel, use of facilities, related/support services  Contingency funds are addressed

- Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (2 points)

[Page 38-44, Schedule 5, 5B, 5C, 5D, 5E, 5G; P. 21, Schedule 4B, Part 1, Resource Management; Program Continuation and Sustainability]

Did the LEA show proof of the proposed budget working in concert with other federal, state and local funds available? Did the LEA describe actions to sustain progress once the funding has ended?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Budget is prepared based on needs assessment	<p>Budget is clearly written to justify expected costs associated with the project and supports student outcomes</p> <p>Budget works in concert with other federal, state, and local funds</p> <p>Multiple resources are aligned with LEA/campus project goals and objectives</p>	<p>Budget is clearly written to justify expected costs associated with the project and supports student outcomes</p> <p>Budget works in concert with other federal, state, and local funds</p> <p>Multiple resources are aligned with LEA/campus project goals and objectives</p> <p>Budget projections made for end of project funding</p>	<p>Funds from federal, state, and local sources are clearly coordinated to support the school improvement process</p> <p>A cost analysis has been performed to meet student outcomes</p> <p>Detailed plans evident for continuing processes after the funding period ends</p>

Overall Application (5 Points Possible)

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

Does the overall application describe components which align with the needs identified in the comprehensive needs assessment? Does it support all activities/strategies geared toward the achievement of student outcomes and is it inclusive of all critical success factors? Are all federal requirements fully addressed?

Not Addressed	Needs Improvement	Meets Standard	Exceeds Expectation	Clearly Outstanding
Response does not address question	Application is prepared based on needs assessment, but lacks clarity and organization	Application is prepared based on needs assessment and intervention model chosen  Application components are organized and align with critical success factors supporting student outcomes  Federal requirements are addressed within the application	Application is clearly written based on needs assessment and justifies expected costs associated with intervention model chosen  Application components are organized and align with critical success factors supporting student outcomes  Federal requirements are addressed within the application	Application is clearly written based on needs assessment and justifies expected costs associated with intervention model chosen  Application components are organized and align with critical success factors supporting student outcomes  Federal requirements are addressed within the application  Overall application is clearly written with few questions unanswered

Total Points Possible 100

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<b>LEA:</b>		<b>Quarterly Implementation Report (QIR)</b> <b>School Years 2010-2013</b>  <b>Texas Title I Priority Schools (TTIPS) Grant</b>	<b>Campus Name:</b>	
<b>Co/District #:</b>			<b>Submittal Date:</b>	
<b>ESC Region #:</b>			<b>Reporting Contact:</b>	

The LEA must conduct monitoring to determine the progress of implementing the grant activities in support of the Critical Success identified for the grant program. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation of activities on a quarterly basis.

Using the Critical Success Factors/Milestones codes in the chart below, enter the appropriate code(s) for each activity implemented during the quarter. Provide appropriate evidence of implementation, evaluation of implementation and evaluate the timeline of the implementation.

<ul style="list-style-type: none"> <li>1 -- Improve Academic Performance <ul style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ul> </li> <li>2 -- Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> <li>A. Data Disaggregation /Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul> </li> <li>3 -- Increase Leadership Effectiveness <ul style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ul> </li> <li>4 -- Increase Learning Time <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>5 -- Increase Parent/Community Involvement <ul style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul> </li> <li>6 -- Improve School Climate <ul style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ul> </li> <li>7 -- Increase Teacher Quality <ul style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ul> </li> </ul>
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	<b>Critical Success Factors/ Milestones Code</b>	<b>Intervention Activity</b> <i>P23 / Schedule 4B / Part Intervention Program</i>	<b>Evidence of Implementation.</b>	<b>Evaluation of Implementation</b> <i>Monitoring Sources / Person(s) Responsible / Effectiveness of Activity</i>	<b>Evaluation of Timeline</b> <i>Initial (Enter Start Date) Ongoing (Enter % complete) and Final (Enter summative data)</i>
1					
2					
3					
4					
5					
Add additional lines/pages as needed					

**Follow-Up Activities**

*With the ongoing monitoring and evaluation of activities and timelines, what will the LEA/campus do if the initial plan isn't working?*

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Attachment 7: Approval Rubric for Model Selection and Description Report

# TTIPS Review and Negotiation Criteria for Model Selection and Description Report

TTIPS Staff:

LEA Name :	CD #:
Campus Name:	Campus Number:

**Directions:**

1. Please review each Campus application using the provided rubric.
2. Ensure the LEA/campus submits the CNA section and the appropriate Model section.
3. In order to be able to approve the report and release the remainder of the LEA/campus' first year grant award, the applicant must score a "3" or above on 33% of the review indicators with no less than a rating of "2" on any indicator. If this score is not met, the TEA staff must contact the LEA/campus to negotiate the report.

**Program Information -- Please complete the following regarding the campus application for TTIPS funds .**

**A. Persistently Lowest Achieving School**

- Tier I                       Tier II                       Tier III

**OR**

**Additional Schools Identified**

- Tier I                       Tier II                       Tier III

**B. Student Population**

1. Indicate grade levels that the campus serves.

- K   1   2   3   4   5   6   7   8   9   10   11   12

**C. Number of Students Served \_\_\_\_\_**

**D. Intervention Model Selected**

- Turnaround     Restart             Closure             Transformation             Tier III Transformation

<b>Part I: Comprehensive Needs Assessment (CNA) To be submitted by all grantees.</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<ul style="list-style-type: none"> <li>● Multiple sources of data reviewed in planning and decision-making</li> <li>● Data are analyzed over time</li> <li>● Feeder campus and LEA data addressed</li> <li>● All grade levels addressed</li> </ul>					
<ul style="list-style-type: none"> <li>● Significant time devoted to the CNA and the plan allows time to set                             <ul style="list-style-type: none"> <li>○ Priorities</li> <li>○ Provide focus</li> <li>○ Goals</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Deliberate questioning to encourage extensive dialogue</li> <li>● Almost 100% staff participation</li> <li>● Surveys include                             <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Students</li> <li>○ Parents</li> <li>○ Community</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Models selected matches needs identified in CAN</li> </ul>					

**Part II: Turnaround Model Selected:** To be submitted by all grantees selecting to implement the Turnaround Model.

	0	1	2	3	4
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<p><b>Part I: Teachers and Leaders</b></p> <ul style="list-style-type: none"> <li>● Replace Principal</li> <li>● Operational flexibility for new principal                             <ul style="list-style-type: none"> <li>○ Staffing</li> <li>○ Calendars</li> <li>○ Time</li> <li>○ Budget</li> </ul> </li> <li>● Adopt a new governance structure                             <ul style="list-style-type: none"> <li>○ Turnaround Leader</li> <li>○ Turnaround Office</li> <li>○ Multi-year contract for added flexibility/greater accountability</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Use locally adopted "turnaround" competencies to measure staff effectiveness</li> <li>● Screen and rehire no more than 50% of existing staff</li> <li>● Select new staff</li> </ul>					
<ul style="list-style-type: none"> <li>● Implement strategies to recruit, place and retain staff                             <ul style="list-style-type: none"> <li>○ Financial incentives</li> <li>○ Opportunity for promotion</li> <li>○ Career growth</li> <li>○ Flexible work conditions</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Provide staff job-embedded professional development                             <ul style="list-style-type: none"> <li>○ On-going</li> <li>○ High Quality</li> <li>○ Aligned with instructional program</li> <li>○ Facilitate effective teaching and learning</li> <li>○ Implement school reform strategies</li> </ul> </li> </ul>					

Turnaround Continued	0	1	2	3	4
<p><b>General Ratings</b></p>	<p>No Response</p>	<p>Response lacks clarity and does not explain any connections</p>	<p>Response is brief, provides little detailed information, limited explanation surrounding connections</p>	<p>Response is clearly written, includes some detailed information, includes some explanation surrounding connections</p>	<p>Response is clear and extensive, includes detailed information, explains connections thoroughly</p>
<p><b><u>Part II: Instructional and Support Strategies</u></b></p> <ul style="list-style-type: none"> <li>● Use data to select and implement an instructional model that is:                             <ul style="list-style-type: none"> <li>○ Based on student needs,</li> <li>○ Vertically and horizontally aligned</li> <li>○ Research based</li> </ul> </li> <li>○ Aligned with State Academic Standards</li> </ul>					
<ul style="list-style-type: none"> <li>● Ensure continuous use of data                             <ul style="list-style-type: none"> <li>○ Formative</li> <li>○ Interim</li> <li>○ Summative</li> </ul> </li> <li>● To inform and differentiate instruction</li> </ul>					
<p><b><u>Part III: Time and Support</u></b></p> <ul style="list-style-type: none"> <li>● Establish schedules and implement strategies that provide <i>increased learning time for</i>:                             <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Students</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Provide                             <ul style="list-style-type: none"> <li>○ Social-emotional supports</li> <li>○ Community oriented services</li> </ul> </li> </ul>					

**Part II: Restart Model Selected:** To be submitted by all grantees selecting to implement the Restart Model.

	0	1	2	3	4
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<p><b>Part I: EMO/CMO</b>                      Convert or close and reopen the school under an EMO/CMO.  <u>EMO</u></p> <ul style="list-style-type: none"> <li>● For profit or non-profit organization                             <ul style="list-style-type: none"> <li>○ Identified partners</li> </ul> </li> </ul> <p>Proven ability to restart campus  <u>CMO</u></p> <ul style="list-style-type: none"> <li>● Non-profit organization                             <ul style="list-style-type: none"> <li>○ Centralized functions</li> <li>○ Shared functions</li> <li>○ Centralized resources</li> <li>○ Shared resources</li> </ul> </li> </ul>					
<p><b>Part II: Enrollment</b></p> <ul style="list-style-type: none"> <li>● A restart model must enroll                             <ul style="list-style-type: none"> <li>○ Former students who wish to attend the school</li> <li>○ New students who would be able to enroll in the school</li> <li>○ Students within the grade levels served</li> </ul> </li> </ul>					
<p><b>Part III: Review Process</b></p> <ul style="list-style-type: none"> <li>● A rigorous review process could take such things into consideration as                             <ul style="list-style-type: none"> <li>○ Applicants team</li> <li>○ Evidence of success</li> <li>○ Instructional program</li> <li>○ Model's theory of action</li> <li>○ Sustainability</li> </ul> </li> </ul>					

<b>Part II: School Closure Selected: To be submitted by all grantees selecting to implement school closure.</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<b><u>Proximity</u></b> <ul style="list-style-type: none"> <li>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.</li> </ul>					

**Part II: Transformation Model Selected: To be submitted by all grantees selecting to implement the Transformation Model.**

	0	1	2	3	4
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<p><b>Part I: Teachers and Leaders</b></p> <ul style="list-style-type: none"> <li>● Replace principal unless he/she has been on campus for less than two years and school is involved in various reform activities</li> <li>● Provide embedded PD for new Principal if on campus less than two years prior to funding and document growth</li> </ul>					
<ul style="list-style-type: none"> <li>● Implement new evaluation system developed with Staff</li> <li>● Follow up procedures for evaluation system should be clear and detailed</li> <li>● Uses student growth as a significant factor                             <ul style="list-style-type: none"> <li>○ Instructional achievement/student growth</li> <li>○ Cohort graduation rate</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Provide staff ongoing, high-quality, job-embedded professional development equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies                             <ul style="list-style-type: none"> <li>○ External consultants</li> <li>○ Internal consultants</li> <li>○ Professional Learning Communities                                     <ul style="list-style-type: none"> <li>○ Subject content</li> <li>○ Grade level</li> <li>○ Interdisciplinary teams</li> </ul> </li> </ul> </li> <li>● Teachers/Leaders are required to observe other teacher/leaders</li> </ul>					

Transformation Continued	0	1	2	3	4
<p><b>General Ratings</b></p>	<p>No Response</p>	<p>Response lacks clarity and does not explain any connections</p>	<p>Response is brief, provides little detailed information, limited explanation surrounding connections</p>	<p>Response is clearly written, includes some detailed information, includes some explanation surrounding connections</p>	<p>Response is clear and extensive, includes detailed information, explains connections thoroughly</p>
<ul style="list-style-type: none"> <li>● Identify and reward staff who are increasing student outcomes                             <ul style="list-style-type: none"> <li>○ Compensation</li> <li>○ Flexible Scheduling</li> </ul> </li> <li>● Other rewards allowable by law</li> <li>● Remove staff who are negatively affecting student outcomes</li> <li>● Implement strategies to recruit, place and retain staff                             <ul style="list-style-type: none"> <li>○ Additional compensation</li> <li>○ No school is required to accept a teacher without mutual consent of the teacher and principal, regardless of teacher's seniority</li> </ul> </li> </ul>					
<p><b><u>Part II: Instructional and Support Strategy</u></b></p> <ul style="list-style-type: none"> <li>● Use data to select and implement an instructional model that is:                             <ul style="list-style-type: none"> <li>○ Research based</li> <li>○ Vertically and horizontally aligned</li> <li>○ Based on student needs</li> </ul> </li> <li>● Ensure continuous use of data to inform and differentiate instruction</li> <li>● Assessments used                             <ul style="list-style-type: none"> <li>○ Formative</li> <li>○ Interim</li> <li>○ Summative</li> </ul> </li> <li>● Built-in Response-to-Intervention plans will be implemented</li> </ul>					

Transformation Continued	0	1	2	3	4
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<b>Part III: Time and Support</b> <ul style="list-style-type: none"> <li>● Provide <i>increased learning time</i> for                             <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Students</li> </ul> </li> <li>● Establish class schedules and strategies that increase learning time</li> <li>● Provide ongoing mechanism for community and family engagement                             <ul style="list-style-type: none"> <li>○ Parent/teacher meetings</li> <li>○ Parent/Teacher Organizations</li> <li>○ LEA/Campus Advisory Committees</li> <li>○ Site-based committees</li> <li>○ Higher Education Partners</li> <li>○ Public meetings to discuss and review school performance</li> <li>○ Parent education classes, etc,</li> </ul> </li> </ul>					
<ul style="list-style-type: none"> <li>● Partner to provide social-emotional and community oriented services and support systems to meet student/family needs</li> </ul>					
<b>Part IV: Governance</b> <ul style="list-style-type: none"> <li>● Provide sufficient operating flexibility to implement reform</li> <li>● Ensure ongoing technical assistance</li> </ul>					

**Part II: Tier III Transformation Model Selected: To be submitted by all grantees selecting to implement the Tier III Transformation Model.**

	0	1	2	3	4
<b>General Ratings</b>	No Response	Response lacks clarity and does not explain any connections	Response is brief, provides little detailed information, limited explanation surrounding connections	Response is clearly written, includes some detailed information, includes some explanation surrounding connections	Response is clear and extensive, includes detailed information, explains connections thoroughly
<b>Part I: Teachers and Leaders</b>					
<ul style="list-style-type: none"> <li>● Evaluate effectiveness of principal and determine whether the principal should be replaced or remain or provided professional development</li> <li>● Provide embedded PD for new principal if on campus less than two years prior to funding and document growth</li> </ul>					
<ul style="list-style-type: none"> <li>● Provide staff ongoing, high-quality, job-embedded professional development equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies                             <ul style="list-style-type: none"> <li>○ External consultants</li> <li>○ Internal consultants</li> <li>○ Professional Learning Communities                                     <ul style="list-style-type: none"> <li>○ Subject content</li> <li>○ Grade level</li> <li>○ Interdisciplinary teams</li> </ul> </li> </ul> </li> <li>● Teachers/Leaders are required to observe other teacher/leaders</li> </ul>					

Transformation Continued	0	1	2	3	4
<p><b>General Ratings</b></p>	<p>No Response</p>	<p>Response lacks clarity and does not explain any connections</p>	<p>Response is brief, provides little detailed information, limited explanation surrounding connections</p>	<p>Response is clearly written, includes some detailed information, includes some explanation surrounding connections</p>	<p>Response is clear and extensive, includes detailed information, explains connections thoroughly</p>
<ul style="list-style-type: none"> <li>● Identify and reward staff who are increasing student outcomes                             <ul style="list-style-type: none"> <li>○ Based on a new evaluation system developed with staff that includes student performance</li> <li>○ Compensation</li> <li>○ Flexible Scheduling</li> <li>○ Other rewards allowable by law</li> </ul> </li> <li>● New teacher evaluation system includes student growth as a significant factor                             <ul style="list-style-type: none"> <li>○ Instructional achievement/student growth</li> <li>○ Cohort graduation rate</li> </ul> </li> <li>● Follow up procedures for evaluation system should be clear and detailed</li> </ul>					
<ul style="list-style-type: none"> <li>● Remove staff who are negatively affecting student outcomes</li> <li>● Implement strategies to recruit, place and retain staff                             <ul style="list-style-type: none"> <li>○ Additional compensation</li> <li>○ No school is required to accept a teacher without mutual consent of the teacher and principal, regardless of teacher's seniority</li> </ul> </li> </ul>					

Transformation Continued	0	1	2	3	4
<p><b>General Ratings</b></p>	<p>No Response</p>	<p>Response lacks clarity and does not explain any connections</p>	<p>Response is brief, provides little detailed information, limited explanation surrounding connections</p>	<p>Response is clearly written, includes some detailed information, includes some explanation surrounding connections</p>	<p>Response is clear and extensive, includes detailed information, explains connections thoroughly</p>
<p><b><u>Part II: Instructional and Support Strategy</u></b></p> <ul style="list-style-type: none"> <li>● Use data to select and implement an instructional model that is:                             <ul style="list-style-type: none"> <li>○ Research based</li> <li>○ Vertically and horizontally aligned</li> <li>○ Based on student needs</li> </ul> </li> <li>● Ensure continuous use of data to inform and differentiate instruction</li> <li>● Assessments used                             <ul style="list-style-type: none"> <li>○ Formative</li> <li>○ Interim</li> <li>○ Summative</li> </ul> </li> <li>● Built-in Response-to-Intervention plans will be implemented</li> </ul>					
<p><b><u>Part III: Time and Support</u></b></p> <ul style="list-style-type: none"> <li>● Provide <i>increased learning time</i> for                             <ul style="list-style-type: none"> <li>○ Staff</li> <li>○ Students</li> </ul> </li> <li>● Establish class schedules and strategies that increase learning time</li> </ul>					

Transformation Continued	0	1	2	3	4
<p><b>General Ratings</b></p>	<p>No Response</p>	<p>Response lacks clarity and does not explain any connections</p>	<p>Response is brief, provides little detailed information, limited explanation surrounding connections</p>	<p>Response is clearly written, includes some detailed information, includes some explanation surrounding connections</p>	<p>Response is clear and extensive, includes detailed information, explains connections thoroughly</p>
<ul style="list-style-type: none"> <li>● Provide ongoing mechanism for community and family engagement                             <ul style="list-style-type: none"> <li>○ Parent/teacher meetings</li> <li>○ Parent/Teacher Organizations</li> <li>○ LEA/Campus Advisory Committees</li> <li>○ Site-based committees</li> <li>○ Higher Education Partners</li> <li>○ Public meetings to discuss and review school performance</li> <li>○ Parent education classes, etc,</li> </ul> </li> <li>● Partner to provide social-emotional and community oriented services and support systems to meet student/family needs</li> </ul>					
<p><b>Part IV: Governance</b></p> <ul style="list-style-type: none"> <li>● Provide sufficient operating flexibility to implement reform</li> <li>● Ensure ongoing technical assistance</li> </ul>					

Attachment 8: Division of Discretionary Grants Competitive Review Process

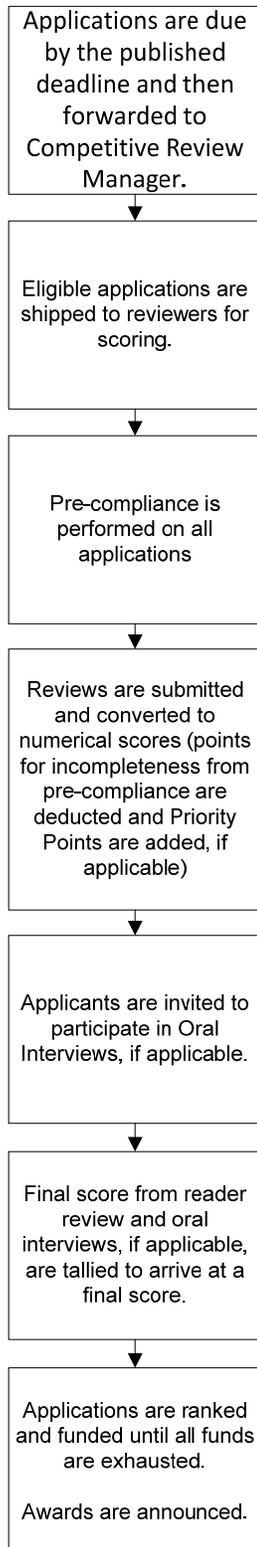
# The Competitive Review Process

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Division of Discretionary Grants

December 2009

## Overview



1. Submission deadline: The Document Control Center (DCC) accepts applications up until 5:00 PM on the day that applications are due to TEA.

2. Applications submitted by published deadline are forwarded to the Competitive Review Manager. Eligibility of each applicant is confirmed and all eligible applicants are forwarded to reviewers for scoring (see “Reviewer Assignments” and “Review and Scoring”).

3. While all the applications are with reviewers, the Competitive Review Manager performs pre-compliance and checks for incompleteness on all applications (see “Pre-Compliance”). Confirms results with Grant Manager.

4. Reviews are submitted and collected by the Competitive Review Manager and with the results from the Pre-Compliance, tallies scores to arrive at a ranked list of eligible applications.

5. If applicable, a number (that is determined by the Program Manager) of the highest ranking applications are invited to participate in Oral Interviews here at TEA (see “Oral Interviews”).

6. The final score from the reader review and oral interviews are added together to arrive at a final score. Applications are then ranked from highest-to-lowest.

7. Applications are funded down the list until all funds are exhausted or based on the minimum score specified in the RFA.

8. The Recommendation List is prepared by the Competitive Review Manager and sent for approval.

9. Announce grant awards: legislative, preliminary selection, non-selection and non-eligible letters, and web posting (see “Award Announcements”)

## Reviewer Assignments

1. Applicants are required to submit the names of three individuals to be potential reviewers for each competitive program. Program Manager may choose to not solicit reviewers from applicants and identify reviewers themselves.
2. The information is collected by the Competitive Review Manager, who confirms the availability and contact information of each reviewer.
3. Two days before applications are due to be submitted, a list of confirmed reviewers is forwarded to the Program Manager who is asked to select the needed number of reviewers and to identify additional reviewers for alternates. They may add or delete reviewers as long as they provide the required number.
4. The Program Manager is also solicited to submit any additional information to include in the Reviewer's Scoring and Program Guidelines that is included in the scoring packets (see "Review and Scoring" #2).
5. The Competitive Review Manager receives the selected reviewers and assigns applications to reviewers based on the following criteria to prevent any conflicts of interest or lack of inter-rater reliability:
  - An application is to be reviewed by a reviewer:
    - Not from its originating district or region (I take it one step farther and attempt to not assign applications from neighboring regions, as well);
    - From a similar type of institution, e.g. an application from an ISD to a reviewer from an ISD, an application from a charter school to a reviewer from a charter school, etc.
    - From a same-sized institution, e.g. an application from a large district to a reviewer from a large district, etc.

## Review and Scoring

1. If a grant program has the potential for an awards to be \$500,000 or above, all eligible applications for that grant program will be read by a total of 5 reviewers. Otherwise, all eligible application will be read by a total of 3 reviewers.
2. After applications are assigned to reviewers, reviewer packets are prepared for shipment that contain the following:
  - A complete Request for Application (RFA)
  - A Non-disclosure/Conflict of Interest Statement
  - A Reviewer's Scoring and Program Guidelines, which contains:
    - instructions for access the online survey for paper grants (if an eGrant, the online interface)
    - the purpose and background of the program, along with the requirements and assurances
    - the scoring criteria
  - The assigned applications.
  - A shipping label to ship applications back to TEA after completing reviews.
3. An online scoring survey is created to accept the reviews based on the criteria listed in Part 1 in the RFA, as well as any additional specific review criteria that may be listed in Part 2 (this would also include Priority Points).
4. Reviews are submitted and collected by the Competitive Review Manager and converted to numerical scores. If the review has three scores, the scores are simply averaged for a final score. If the review has five scores, the highest and lowest scores are dropped, and the three remaining scores are averaged for a final score.
5. Once the final score is obtained from the reader review, points for incomplete schedules (derived from Pre-Compliance up to a max of 10 points – see "Pre-Compliance") are then deducted. At this point, only applications that have obtained 70%, or a percentage as determined by Program staff, of the available points from the reader review are eligible to move forward to receive Priority Points, if available/applicable.
6. Priority Points (if applicable) are added to the applications that are eligible. Once complete, the applications are ranked by highest-to-lowest scores.
7. The points from oral interviews (if applicable) are added to the final score from the reader review and a final score is tallied for each application and then ranked from highest-to-lowest.

## Pre-Compliance

1. Refer to RFA to ascertain if any program-related attachments are required to be attached upon submission, and if so, ensure that all applications comply. If not, the application is deemed ineligible unless otherwise stated in the RFA.
2. Check each application for fiscal-related attachments: charter schools are required to attach proof of non-profit status (if operated by a non-profit); non-profits are required to attach proof of non-profit status and indicators of financial stability; for-profits are required to attach indicators of financial stability. If any of the above is not attached, the application is deemed ineligible.
3. The Competitive Review Manager reviews each application and checks for missing or incomplete schedules. If any required schedule is completely missing or completely blank, that application is deemed ineligible.
4. If any program schedule has required fields that are blank, 1 point is deducted for each field up to a total of 10 points maximum, unless it is a statutory requirement which would render the application ineligible.

## Oral Interviews

1. The Program Manager selects a panel (usually four individuals which includes themselves) to perform the oral interviews. These individuals must not work for, or be connected to, any of the applicants in any way to prevent conflicts of interest.
2. The Program Manager develops questions to be asked of each invited applicant that are based on information asked for in the application. No questions can be asked of information that was not originally asked for in the application published for the program.
3. The Competitive Review Manager schedules the interviews with the applicants and reserves a meeting space.
4. Each interview is exactly the same length of time (usually one hour) and each invited applicant is asked the exact same set of questions.
4. Each panelist scores their questions (Clearly Outstanding, Exceeds Expectations, Meets Standards, Needs Improvement, Not Addressed) and the Competitive Review Manager collects each set of scores. All of the panelists' scores are averaged together to arrive at a single score.
5. Only applicants that obtained at least 70%, or a percentage as determined by Program staff, of the available points from their oral interview are eligible to be considered for funding.

## Award Announcements

1. Award announcement letters are sent in the following order:

-Day 1 (day of full approval of the Recommendation Memo): letters are sent to each legislator in the Texas House and Senate (via Governmental Relations) who represents each grantee. The letter includes a brief description of the program, the district/organization selected to receive an award, and the award amount.

-Day 2: Preliminary selection letters are mailed directly (via USPS) to each grantee, addressed to the Superintendent, Executive Director, etc.

-Day 3: The list of selected grantees is posted to the "Competitive Grant Selection Lists" on the Grant Opportunities page of the TEA web site.

2. Non-selection letters are mailed to applicants who either did not obtain enough points from the review (and/or interview) to be eligible for funding or simply were not ranked high enough before funds were exhausted. These letters are mailed out on Day 2.

3. Ineligible letters are mailed to applicants who submitted an application that did not pass Pre-Compliance. These letters are approved by the Director of Discretionary Grants and the Associate Commissioner of OPGE. They are mailed no earlier than Day 2 or the day they are approved, whichever is later.

Attachment 9: November 10, 2009 Committee of Practitioner Minutes

See highlighted section beginning on page 2.

Texas Education Agency  
Division of NCLB Program Coordination

Title I Committee of Practitioners  
SEDL First Floor Conference Room  
4700 Mueller Blvd.  
Austin, Texas  
Wednesday, November 10, 2009  
9:00 AM - 3:00 PM

**MINUTES**

**Members Present:** Martha Anderson, Mark Beaty, Pete Bega, Shirley Coleman, Eileen Lytle, Richard Mik, Margaret Parks Conner, Mary Thomas, and Michael Turner

**Members Absent:** Tori Austin, Ronald Cavazos, Barbara Martin, Margaret McGettrick, Belinda Rojas, Terri Stafford, Jayne Tavenner, and Richard Vasquez

**TEA Staff Present:** Cory Green, Didi Garcia, Scott Lewis, Becca Marsh, Heather Mauzé, Vivian Smyrl, Christina Villarreal, Shannon Housson, and Esther Regalado

**SIRC Staff Present:** Sally Partridge

**Welcome**

The meeting was called to order by Cory Green. Mr. Green welcomed the COP members present and informed them of the alteration to the order of the agenda.

**AYP Update** –Ester Regalado and Shannon Housson, TEA Division of Performance Reporting

Mr. Housson and Ms. Regalado discussed the following issues with the COP members:

1. An internal handout on Federal Accountability Update;
2. The state's definition of graduation rate;
3. The description of the state's reporting plans;
4. The state's goal and targets;
5. Possible use of the extended year graduation rate; and
6. A summary of 2010 AYP Workbook requirements and the decisions to be made.

No changes were made to federal caps. TEA is adding TAK M for growth measure for 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup>. USDE did change the requirement for submitting workbooks for peer review. In 2012, all student groups will be added to graduation calculations. Policy decisions to be made by senior management and for internal discussion only. Look for posting on the website in the future.

Ms. Regalado opened the floor for questions and comments.

**Reading and Review of September 23, 2009, Minutes**

Mr. Green requested the COP members to read and review the minutes from the September meeting.

A motion was made by Shirley Coleman to accept the minutes as read. The motion was seconded by Mary Thomas. The motion carried.

**Migrant Education Program Update** – Christina Villarreal, State Program Director for Migrant Education, TEA Division of NCLB Program Coordination

Ms. Villarreal distributed two handouts for her presentation.

1. Interim Evaluation Report summarizing how we are doing in Texas
2. Migrant Student Information Exchange (MSIX)
3. Online demonstration of MSIX
  - a. Texas is the 18<sup>th</sup> state to join
  - b. Nightly update provided for interstate coordination
  - c. NGS will continue to be the system used by LEAs
  - d. Will be training and setting up accounts for users
4. New Non-Regulatory Guidance

Ms. Villarreal discussed the review process implemented. The revised indicators have been reviewed by TEA.

Tentative dates for future visits:

March 8-12

May 10-14

Ms. Villarreal asked if there were any questions. There were none.

**SIP Update** – Becca Marsh, TEA Division of NCLB Program Coordination

Mrs. Marsh provided the following SIP Updates:

1. Anita Villarreal and Rita Ghazal are presenting at cluster meetings on SES implementations. We have record numbers of students signing up for services this year.
2. SIP Academy roll only application available. Many LEAs and campuses have 100% roll forward because of a waiver to include stage 1 campuses.
3. SIP Academy funds for 09-10 have been reallocated to SIG.
4. SIP Campus Compliance Reports that were due August 3 originally, were pulled for technical issues. New due date is November 16.
5. State Distinguished Schools should be posted on website by the end of December. Letter will be sent to ESC Directors and LEA Superintendents.

Mrs. Marsh opened the floor to questions and comments.

In response to a question related to complaints and investigations regarding SES providers, Mr. Green noted that TEA cannot investigate without an official or formal complaint filed.

A Member commented about the complaint process for parents, stating the need to have a one pager to hand to parents when they come in so that all they have to do is write it up and fax or mail it in.

There were no further questions or comments.

**SIG Update** – Cory Green, Senior Director, TEA Division of NCLB Program Coordination

Mr. Green provided the following SIG updates in a SIG Overview PowerPoint Handout:

1. The School Improvement Grant from USDE replaces what had been referred to as SIP Academy Grant. Everything done under SIP Academy can be done under SIP and SIP ARRA 1003(a). 1003(g) was funded for the first time two years ago. This discretionary grant will fund no less than \$50,000 and no more than \$500,000, with priority given to the schools in greatest need. The ARRA funding (\$53 million), originally to be allocated to 1003(g), will now be combined funding. The School Improvement funds became the School Improvement Grant. Final requirements/regulations to be released at the end of November. TEA plans to have the state application turned in before the deadline in February. The intent is to have applications available to campuses with a probable start date during the next school year.
2. We will have a COP Meeting by webinar tentatively December 8, to determine what will be in the state application, so the TEA can move forward with this. Our goal is to submit the application one week before the due date.

3. TEA to determine the bottom 5% of state in terms of student achievement. Tier 1 - 5% of 358 equals 18 schools (lowest achieving schools in School Improvement). Tier 2 – Title I Eligible but NOT participating or receiving funds – approximately 35 or 40 campuses. Tier 3 – any campuses in School Improvement.
4. Four Options available:
  - a. Turnaround;
  - b. School Closure;
  - c. Restart; or
  - d. Transformation.

If the LEA has 9 or more campuses in grant program, it can only implement the same choice for 50% of its campuses. Each campus may get \$50,000; the LEAs with multiple campuses have some flexibility in how much each campus receives.
5. Reporting is expected to be stringent.
6. Discussed the differences between discretionary and formula grants and the paper/narrative application versus an electronic application.

Mr. Green asked if there were any questions, there were none.

Mr. Green then asked the committee to look at Tier 3, because the state defines the program. Discussion centered around the following issues:

- Amount of funding to be reserved at the LEA level;
- Training requirements;
- Teacher training;
- Opportunities for enrichment and extended learning;
- Possible waiver to recoup the 180 ADA to 200;
- LEA self assessment, possible piece of application;
- Campus leadership;
- Campus narratives that include where my school is, where I want us to be, how am I going to get there, and check points along the way;
- Outside evaluation, could be systemic; and
- Community buy in and what that looks like.

Mr. Green reminded committee members of the webinar and told them they would receive an electronic reminder as well.

**HQ Equity Distribution Process Update** – Didi Garcia, TEA Division of NCLB Program Coordination

Mrs. Garcia provided the following updates and a handout on the process flowcharts:

1. Changes are reflected in the beginning of the process: comparing elementary schools and secondary schools.
2. Clustering elementary in one group with 6<sup>th</sup> grade as the top grade and secondary as any campus with grade 7 and above.
3. Won't be looking at whether a LEA had to do comparability or not, just looking at duplicate grade spans.
4. How USDE wants data results effects 100 LEAs in state.

Mrs. Garcia fielded one question regarding grade level distinctions.

**Highly Qualified Updates-** Cory Green, Senior Director, TEA Division of NCLB Program Coordination

Mr. Green provided the following updates to HQ:

1. Letter went out to LEAs informing them of the change in HQ.

2. Letter sent to USDE to appeal findings (4) asking to have them removed and requesting a different implementation timeline.
3. Title II funds to provide assistance to affected teachers through test prep and/or assisting with cost of test to meet the new interpretation.
4. Response to other findings expected Monday addressing 2141 interventions. LEAs missing AYP for 4 consecutive years (14 LEAs will receive letter) will complete plan. New piece to be addressed in corrective action. Also need to address the monitoring process and look at a way to verify LEAs are not hiring non-HQ faculty.

Mr. Green then answered questions from members regarding the implications to the changes.

**Application Updates** - Scott Lewis, State Program Director Ed-Flex, HQT, TEA Division of NCLB Program Coordination

Mr. Lewis provided the following ARRA information:

1. 1,200 NCLB Consolidated applications have been NOGA'd, 17 waiting.
2. 987 Title I, Part A-ARRA applications have been NOGA'd.
3. 104 ARRA amendments have been received.

**American Recovery and Reinvestment Act (ARRA) Update -- Waivers** – Cory Green, Senior Director, TEA Division of NCLB Program Coordination

Mr. Green provided the following updates:

1. Only 5 comments received on ARRA waivers:
  - a. 2 comments on SES waiver citing significant progress rather than a specific percentage; and
  - b. 2 comments supporting the homeless reservation
  - c. 1 comment commending TEA on applying for the waivers waiver
2. USDE reviewing invited and uninvited waivers. The Invited waivers have been fast-tracked. Have not received a timeline for the uninvited waivers.
3. LEAs have the option of applying on their own.

Mr. Green asked if there were questions or comments. There were none.

**Title I Part D** – Vivian Smyrl, State Program Director, Title I, Part D, TEA Division of NCLB Program Coordination

Ms. Smyrl provided the following Title I, Part D updates and handouts:

1. USDE encouraging statewide needs assessment (hand-out 1).
2. USDE coming to monitor one week in May.
3. Consolidated State Performance Report (CSPR) data split between LEA adult/juvenile facilities.
4. Complete data show the state has some issues (communication).
5. Compliance report has a section that deals with program impact: information can be gleaned and a scale created.

Ms. Smyrl asked committee members for input on a statewide needs assessment. The following topics were discussed.

- Data collection
- Surveying the field, including CPS/juvenile justice
- Getting records from last LEA
- Transition issues - survey to include info from facility (criminal/neglected)
- Tracking issue - knowing where to send information

- International issues where country does not share information
- Discussion needed to prevent barriers, perhaps through committee forums, TETNs
- Interagency coordination
- Need to involve individuals higher up
- Individual needs assessment
- Long-term, student-centered approach, need data from staff who work with students
- Security concerns regarding interface of data

Ms. Smyrl stated that she is in the process of developing the needs assessment. She asked committee members to email her any additional thoughts or questions. She asked if there were any additional questions. There were none.

Meeting Adjourned at 3:00 PM.

Attachment 10: January 27, 2010 Committee of Practitioners Minutes

See highlighted section beginning on page 5.

Texas Education Agency  
Division of NCLB Program Coordination

Title I Committee of Practitioners  
SEDL First Floor Conference Room  
4700 Mueller Blvd.  
Austin, Texas  
Wednesday, January 27 & 28, 2010  
9:00 AM - 3:00 PM

**DRAFT MINUTES**

**Members Present:** Martha Anderson, Tori Austin, Mark Beaty, Pete Bega, Shirley Coleman, Eileen Lytle, Margaret Parks Conner, Belinda Rojas, Terri Stafford, Jayne Tavenner, Mary Thomas, and Michael Turner

**Members Absent:** Ronald Cavazos, Margaret McGettrick, Richard Mik, and Richard Vasquez

**TEA Staff Present:** Cory Green, Anita Villarreal, Ken Cogdell, Erica Coppic, Rita Ghazal, Shannon Housson, Scott Lewis, Becca Marsh, Heather Mauzé, Vivian Smyrl, Christina Villarreal, Esther Regalado, and Randy Willis

**SIRC Staff Present:** Gwen Davis, Leticia Govea, and Michael Greenwalt

**Welcome**

The meeting was called to order by Terri Stafford. Ms. Stafford welcomed the COP members present and informed them of upcoming events that may be of interest to them: USDE Parent Forum in Galveston January 29, 2010, and the Management Institute in Austin June 2-4, 2010. Jamie Yount at Doubletree has offered \$99.00 rooms (free parking and internet) to COP members when in Austin for meetings..

**Reading and Review of September 23, 2009, Minutes**

Ms. Stafford requested the COP members to read and review the minutes from the November meeting.

A motion was made by Shirley Coleman to accept the minutes as read. The motion was seconded by Mark Beaty. The motion carried.

**AYP Update** – Shannon Housson, Director of Accountability Unit, and Ester Regalado, TEA Division of Performance Reporting

Mr. Housson and Ms. Regalado discussed the following issues with the COP members regarding the Final Decisions on the Proposed Amendments to the 2010 Texas AYP Workbook;

1. Graduation rates;
2. Use in AYP;
3. Long-term statewide Goal;
4. Calculations for 4 year and 5 year rates;
5. Targets for 2011; and
6. Student Group Definition changes

Requested Graduation Rate Changes to the Texas Consolidated State Application Accountability Workbook - The Texas information template submitted to the United States Department of Education (USDE) for peer review contains the proposed changes in the Adequate Yearly Progress (AYP) graduation rate calculations, as required under final regulations issued by the USDE on October 29, 2008. The website highlighting this was shown to members-[http://ritter.tea.state.tx.us/ayp/grad\\_temp.pdf](http://ritter.tea.state.tx.us/ayp/grad_temp.pdf). There are no significant changes anticipated. USDE is currently

conducting a peer review and we are awaiting approval. Ms. Regalado reviewed the Proposed Amendments explaining the 4 step calculation (refer to handout) and the change in definition for LEP students.

Ms. Regalado opened the floor for questions and comments.

**Comprehensive Needs Assessment (CNA) Validations** – Scott Lewis, State Program Director Ed-Flex, HQT, TEA Division of NCLB Program Coordination, provided the following updates to CNA validations:

This year we are examining 40 randomly chosen LEAs requesting information on their Campus Needs Assessment and their District Needs Assessment. The findings indicate:

1. Title of Meeting is not on all documents (specific meeting titles should be on forms);
2. Minutes lack references to a review of the previous meeting(s). Ideally individuals should identify the needs evaluation tool and how that impacts the current CNA;
3. LEAs often lump all documentation together when asked for CNA. TEA would like to see just the material requested and possibly information regarding influences that impact the CNA; and
4. The connection between the needs and what the LEA/campus has been identified for lack of follow up documentation in the minutes.

Mr. Lewis informed members that LEAs have a document of CNA available through the CD mailed out to districts and a version of the document available through ESC 20 website. This will be used in the annual training to improve the statewide system.

Mr. Lewis opened the floor for questions and comments. There were none.

**Highly Qualified Updates-** Scott Lewis provided the following updates to HQ:

1. Letter went out to LEAs January 22, 2010 informing them of the USDE Ruling on the New Interpretation;
2. New Interpretation was granted in terms of applicability of the requirements to elementary school teachers new to the profession;
3. Waiver granted to new elementary teachers who teach only classes in areas outside the general elementary curriculum (art, music, foreign languages); and
4. A webinar is scheduled for February 1, 2010, at 9:30. Information went out on the Listserv as well as in the Letter to the Administrator Addressed. Final regulations have been issued.

Mr. Lewis opened the floor for questions and comments. There were none.

**U.S. Department of Education (USDE) Monitoring Updates** – Vivian Smyrl, State Program Director, Title I, Part D, TEA Division of NCLB Program Coordination, provided the following updates on monitoring:

1. Currently clearing findings from 2006 monitoring report
2. USDE to return in May
3. Program review checklist (handout) to LEAs that receive Migrant funding
4. Funds are not consolidated in Schoolwide Programs
5. All MEP funds were supplemental
6. Canvassed all Migrant programs to determine compliance
7. Will conduct a random sample of each component through a checklist format of our data collection.

Ms. Smyrl opened the floor for questions and comments. There were none.

**Initial Compliance Review (ICR) Indicators-** Vivian Smyrl provided the following information regarding the ICRs:

1. Review of the Indicators for Initial Compliance with proposed changes in red;
2. Major additions were reviewed:
  - a. Indicator 25 was divided into two indicators (25 & 98) regarding SES PNL
  - b. Number 81 which was read only will be real this year

- c. Number 84 will remain report only for one more year
  - d. Number 95 and on are new; and
3. The ICR draft will be made available for public comment in February on the NCLB website. Responses will be brought before the committee in March.

Ms. Smyrl opened the floor for questions and comments.

A member asked what data is used to determine roll forward. Final Expenditure Report (ER) in September is used to calculate.

There were no further questions or comments.

**NCLB Report Card Updates-** Vivian Smyrl provided the following information regarding the NLCB Report Card:

1. Posting of the NCLB Report Card will be going live Friday;
2. Website entry points give access to state, district, and campus reports;
3. Sample Parent Notification Letter (PNL) is posted (English and Spanish) in addition to a glossary of terms; and
4. LEAs must post and send notification by March 1, 2010

Ms. Smyrl opened the floor for questions and comments. There were none.

**Title I Part D –** Vivian Smyrl provided the following Title I, Part D updates and handouts:

1. Draft of longitudinal data study provided and reviewed;
2. Reviewed Program Review Checklist Title I, Part D, Subpart 1 directed to SEA;
3. Reviewed Program Review Checklist Title I, Part D Subpart 2 directed to LEA;
4. Discussed overall program impact , noting a more cumulative impact on subpart 2;
5. Noted implications for LEAs in using checklist as a tool for their CNA; and
6. Currently surveying needs for Title I, Part D.

Ms. Smyrl opened the floor for questions and comments. There were none.

**Migrant Education Program Update** – Christina Villarreal, State Program Director for Migrant Education, TEA Division of NCLB Program Coordination, provided the following Migrant Education Updates:

1. Updates on the Statewide Evaluation for Migrant were delivered;
2. The February/March deadline has been delayed;
3. Perceptual survey is asking for input from Migrant Programs relating to local projects, services, and programs;
4. Survey was made available on-line last week. The 45 minute survey captures perceptual data only;
5. Final dates for the 2 week monitoring visit in May (May 10-14 for LEA site visits and May 17-21 for TEA);
6. Title I monitoring visit is May 3, 2010. Attempting to incorporate some pieces of the Title I, Part C visit (e.g., assessments, monitoring, application process) into Title I, Part A visit the week prior;
7. New Guidance coming out – Final Non-Regulatory Guidance to be released sometime in March; and
8. No additional work for LEAs is anticipated as a result.

Ms. Villarreal opened the floor for questions and comments. There were none.

**Website Update** – Heather Mauzé, State Coordinator Title II, Part A, TEA Division of NCLB Program Coordination, provided the following COP Website Updates:

1. The COP website will be live following the COP meeting pending approval of contact information;
2. Passed around contact sheet and updated appropriately;
3. Reviewed the website showing links to a general information page, an agenda/minutes page, a COP membership page, and a rules of governance page; and

4. Members will be able to access documents pertinent to meetings via the website

Ms. Mauzé opened the floor for questions and comments. There were none.

**Supplemental Educational Services (SES)** – Rita Ghazal, State Coordinator of SES and School Choice, TEA Division of NCLB Program Coordination.

Mr. Green began the discussion of SES noting the National platform does not have the focus on SES that previous administrations have had. Nonetheless, the statute requires we meet the guidelines until changes are ratified in reauthorization.

Ms. Ghazal provided the following updates and handouts on SES:

1. Reviewed current numbers being served in comparison with last year. Noting the increase in first semester's 09-10 data comparable to the full year snapshot last year.
2. Noted this is the first time that 1 out of 4 LEAs in Texas has met their 20% set aside;
3. Number of students requesting services has increased
4. Number of students participating has increased
5. LEAs have brought management issues (EZSES) forth and both TEA and SIRC have listened to and responded to the issues
6. TEA released new program guidance
7. Draft of PPA FAQ is available

Ms. Ghazal opened the floor for questions and comments. A member asked what is to attribute for the marked increase. Mr. Green responded attributing the successes of the program to Ms. Ghazal's efforts, further noting that TEA has dedicated a full time person to the program. There were no further comments or questions.

**Formula Funding Update** – Cory Green, Senior Director, TEA Division of NCLB Program Coordination, presented the following discussion and action items on behalf of the Division of Formula Funding:

1. Should we redistribute current year ARRA/Stimulus Non-Participant allocations for T1PA, T1PD Sub 2 and T2PD to current year participants?

E. Lytle moved to keep the same processes in place when addressing the funds. T. Austin seconded. Discussion indicated that monies should be reallocated by normal process. The motion carried.

2. SIP Academy Roll Only grant funds

Some campuses chose not to apply for the 1003(g) funding. For the funds that have previously been referred to as the SIP Academy grant we will have to consult with USDE if that money can be rolled into new funding source. It is not our intent to let funds lapse.

3. Retention of the 2008-2009 COP approved T1PA and T1-SIP Reallocation formulas for 2009-2010

T. Austin moved that the reallocation formulas remain the same. M. Parks-Connor seconded. Discussion ensued regarding the 10% reallocation. The motion carried.

4. Reallocation of TI-SIP funds at Campus level for 2009-2010?

M. Beaty moved to keep the allocation formulas. T. Austin seconded. Discussion ensued reflecting the desire to maintain the formulas that have been previously used. The motion carried.

Mr. Green opened the floor for further questions and comments. There were none.

**Texas Title I Priority Schools (TTIPS) Application** – Cory Green provided the following updates on the new SIG grant:

1. Lists of Top Priority Schools are posted on the NCLB website referenced as Persistently Low Achieving(PLA);
2. Thursday an additional set of regulations were released from USDE;
3. Congress passed the 2010 Appropriation giving more flexibility to states in regards to the new eligibility criteria, for Texas it does not align;
4. A PowerPoint presentation reviewed the present set of regulations and guidance concerning Tier I, Tier II, and Tier III schools and the 4 SIG Intervention Models (Turnaround, Restart, Closure, and Transformation)
5. Funding cap was change from \$500,000 to 2 million dollars; thereby reducing the number of grant awards;
6. SIRC will provide technical assistance to help LEAs build capacity;
7. Funding timeline reflects a three year timeline, funds will not roll forward past 2013;
8. If the LEA or campus ISD not meeting the requirements of the grant funds will be pulled;
9. Timeline for implementation presents some challenges and concerns. TEA is proposing an alternate timeline to address planning/implementation of model. Although the three year timeline is non-negotiable the alternate timeline would allow some flexibility in implementation of model; and
10. Only provision effecting the Supplement/Not Supplant is the schoolwide provision banning the reduction of state or local funding;
11. Currently taking comments on waivers, there has been no opposition to the pursuing of the waivers
12. Looking for input from COP in regards to the Tier III criteria. The state writes the model for T3. Committee members asked that "may" be added to replace principal, add 'principal to "identify and reward staff,"" add "outside" technical assistance
13. Plans for the state application were discussed.

Mr. Green suspended the standing rules of the committee to allow TEA to receive comments from the visitors in attendance. One comment regarding whether preaward costs could be allowed was received.

T. Austin motioned that we move forward with a flexible timeline within the constraints of the three year timeline. M. Parks-Conner seconded. The motion passed.

E. Lytle moved that the state make the grant available to the largest group of schools possible. M. Turner seconded. Discussion ensued. Tier I and Tier II schools will automatically receive priority points. New eligibility criteria for all Tier schools on eligibility list. The motion passed by majority, with one vote in opposition to the motion.

Mr. Green asked if there were questions or comments. There were none.

The COP Business Meeting adjourned to allow the committee members to review and score SES Provider applications.

The meeting officially adjourned on January 28 at 11:30am when all SES Provider Application reviews were completed by the membership..

Attachment 11: January 27, 2010 Midwinter Administrator's Conference Public Meeting Agenda

## Agenda

### Texas Title I Priority Schools Grant Program 1003(g) School Improvement Grants

#### Public Meetings

#### Overview of Grant Program Requirements (maximum 20 minutes)

#### Questions for input:

1. USDE's timeline is for schools to complete their comprehensive needs assessment and select the appropriate model for the school between March and May, be awarded the grant, and fully implement the model (including all staffing changes) when school opens in August 2010. Is this timeline feasible? If not, what timeline do you suggest?
2. The state has the option to add additional schools to the eligibility list. Should TEA add these schools and make the grant available to the largest group of schools possible?
3. The state is currently taking comments on the three waivers that we plan to request for this program from USDE. Any comments on these three waiver?
  - Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the State and all of its eligible LEAs to September 30, 2013.  
*This waiver would extend the "life" of the funds for two additional years. This will allow the state to fund the initial grant award and two years of continuation grants to the LEAs on behalf of their eligible campuses.*
  - Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.  
*Under this waiver, LEAs with eligible campuses implementing the turnaround model or restart model would have their AYP and School Improvement status reset to Meets AYP and other school improvement interventions, such as school choice and SES. This waiver gives the campus two years to effectively implement the chosen model of reform without additional school improvement interventions.*
  - 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 school that does not meet the poverty threshold.  
*This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.*
4. The Tier III model has some flexibility; however, the state wants to ensure the Tier III program is still rigorous and has the potential to greatly improve schools. The state is considering making the Tier III program an abbreviated version of the Transformation model. What elements of the transformation model should be required for the Tier III program.

Attachment 12: February 2, 2010 Webinar Public Meeting Comments

# Attendee Report

GoToWebinar

## Generated

Feb 04, 2010 09:23 AM PST

## General Information

### Webinar Name

### Webinar ID

Texas Title I Priority Schools  
(TTIPS)

752503731

### Actual Start Date/Time

### Actual Duration (minutes)

Feb 02, 2010 01:39 PM CST

86

### Clicked Registration Link

### Opened Invitation

67

11

### Total Attended

30 sites

Is TEA's proposed timeline a better option?	Should TEA add these schools and make the grant available to the largest group of schools possible?	What elements of the transformation model should be required for the Tier III program?	What other flexibility do you see that might be available?	Other Questions or Comments Submitted by Attendee
Yes	Yes	I am still confused when the guidance says the campus will create a new evaluation system...how will that work with the changes in the state assessment process?	I agree with the others that it should not be a requirement for the principal to be replaced...addressing that on an individual campus basis would be one of the flexibility options I would like to see.	<p>Q: If a school has been through the SPA process, I think they would be able to meet the feds timeline...otherwise I think the state program is more "do-able."</p> <p>Q: Are you going to post this also?</p> <p>Q: Is there any guidance on what this new evaluation system must include? Are they looking at evaluation of ALL staff? When it says that staff would be removed if they are not increasing outcomes...would this be using some form of student growth per student or per class performance?</p> <p>Q: Since it is a competitive process, I don't know why you wouldn't include every campus that is eligible</p> <p>Q: Yes to all three</p> <p>Q: Are these grants competitive?</p>
Yes	Yes	-	-	
No	No	-	-	

Yes	No	All elements EXCEPT: Replace principal Provide increased learning time Partner to provide social-emotional and community-oriented services and supports	Perhaps allow Tier III schools to adopt a new governance structure. Perhaps allow schools to partner with an EMO for a period of time rather than turning the school over to them.	
-	-	-	-	
Yes	No	All of the other elements with the flexibility of keeping/supporting the principal sound good.	Keeping a principal who is making changes, everyone can use support though especially with significant at risk student populations, so I think support and training for the principal and staff would be helpful	
Yes	Yes	I like the elements of the transformation model with the condition that if the principal is new (1-2 years) they could continue to stay.	-	

Yes	Yes	All elements of the Transformation model should be required. If a campus is eligible for the Tier III program, then that campus is obviously not performing to acceptable standards. If not all elements, then the Leaders/Teachers and Instructional Support Strategies should be required.	A comprehensive needs assessment of the campus may reveal some unique situations and circumstances that would need to be addressed with different strategies than prescribed in the models. A school's clientele, culture, community, rural or suburban nature or history may require a "tweaking" of any or all suggested models. As long as a campus can justify and validate the need for flexibility in implementation, the suggested changes should be considered.	Q: Would it be feasible for the district to hire the new principal the first year (2010-11) to help planning aspects and begin the rest of the model's implementation in August 2011?
-	-	-	-	
Yes	Yes	Flexibility for the principal. Principal needs oversight over the teacher evaluation process.	Reduce the increased learning time for students from 300 hours to a lesser amount of time.  Question: Will the grant be a paper application or available on eGrants?	Q: Is this going to be a paper application or will it be on eGrants?  Q: Allow flexibility for principal.
Yes	Yes	-	-	
-	-	-	-	Q: We agree with the waivers.
-	-	-	-	

Yes	No	In my opinion, all elements should be required with the exception of replacing the principal. However, I believe that an entity other than the LEA should establish a procedure for determining whether or not the principal remains in place.	-	
-	-	-	-	
Yes	Yes	-	-	Q: Make open to all eligible schools
Yes	No	-	Keep the Principal of tier 1 and 2 schools via a rigorous eval like what is proposed for tier 3 schools	Q: can we get the PowerPoint presented? Q: is this changing the model or changing what is allowable for tier 3 schools Q: so tier 1 schools would also be allowed to keep the principal if we define a new model?  Q: yes to all three also  Q: TEA timeline is much better
Yes	No	-	Allow campus principals to stay on at a campus. Evaluate all teachers with the grant evaluation tool before the implementation of the grant and develop professional development plans designed to improve instruction in classrooms.	Q: Would TEA design the goals of student growth or the LEA?

No	No	-	-	Q: If we have a campus that is at-risk of closing, and we submit a SIG grant, which is approved by end of this school year, will that campus still receive a SIG grant and remain open? Q: To verify: if we have a low performing school that will close at end of this school year, will it be an eligible school for SIG?
Yes	No	Everything but removing the principal....there does need to be strict guidelines for principal performance.	?	Q: Region 4 supports these waivers Q: Donna and Liselotte at Region 4 like the TEA suggested extended timeline
Yes	Yes	Consider keeping the Principal, If at the campus for less than 2 yrs.	-	Q: Consider keeping the principal if at campus less than 2 yrs Q: Yes..All Three
Yes	No	Social-emotional supports/partnerships	Might TIER 3 also be able to have turnaround autonomy with resources and curricula?	Q: May we have a copy of the power point? Q: The USDA timeline is NOT feasible. Q: Should be able to keep the principal Q: Follow-up to Susan: Has the Commissioner indicated whether or not implementing SIG turnaround would deter him from a closure decision?
Yes	Yes	-	-	

Yes	Yes	I think having the option of keeping the principal is good. I'm thinking of an example of a school where the ineffective principal left and a new energetic principal came on board. With another year, the school had the opportunity to turn around but it took more than just the initial year.	-	Q: I agree with having the option to keep the principal because it may be a principal that has just come on board that year and is working to effectively change the school. Q: Research on school improvement supports the TEA model rather than the USDE model unless as you said the LEA/campus has already started and is well into the change process.
-	-	-	-	
Yes	Yes	-	-	
-	-	-	-	
Yes	Yes	Continuous monitored Data Conferencing and onsite professional development by expert turnaround consultants	teacher release time for peer observations and feedback under the direction of an expert.	Q: Yes to all three
-	-	-	-	
-	Yes	-	-	

Attachment 13: January 22, 2010 Notification to LEAs of Waiver Applications

**From:** To the Administrator Addressed on behalf of WebAdmin 1  
**Sent:** Fri 1/22/2010 3:16 PM  
**To:** TAA@LIST.TETN.NET  
**Subject:** New TEA Correspondence  
New TEA Correspondence has been posted at <http://www.tea.state.tx.us/taa>

Date: 01/22/2010  
Subject: Request for Waivers from USDE Regarding Texas Title I Priority Schools Grant Program - School Improvement Grant Funds Under the American Recovery and Reinvestment Act (ARRA)  
From: Standards and Programs

Date: 01/22/2010  
Subject: Presidential Awards for Excellence in Mathematics and Science Teaching  
From: Standards and Programs

If you wish to unsubscribe from this list, please visit <http://www.tea.state.tx.us/list>, fill in your email address, select To The Administrator Addressed Correspondence from the drop-down list and click the button labeled "Leave a List".

January 22, 2010

Waiver Availability

TO THE ADMINISTRATOR ADDRESSED:

SUBJECT: Request for Waivers from USDE Regarding Texas Title I Priority Schools Grant Program School Improvement Grant Funds Under the American Recovery and Reinvestment Act (ARRA)

The U.S. Department of Education (USDE) has released guidance on the opportunity for the state to request waivers applicable to the 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) eligible for the Title I Priority Schools competitive grant program for the 2009-2010 cycle of grants.

#### Background

The Title I Priority Schools 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 (TEA) 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 in the *Federal Register* in December 2009, these funds are to be focused on the State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring ("Tier I schools") and, at an LEA's option, persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds ("Tier II schools"). The lists of "persistently lowest-achieving" schools, identified and posted to the web site as required by the USDE final regulations under ARRA, and the definition methodology are available at [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798).

The schools listed, along with other schools to be identified in the future, will be eligible to apply for the Texas Title I Priority Schools grant to be released to LEAs later this Spring. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools ("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.

#### Waivers

These waivers would allow any eligible LEA that receives a Title I Priority Schools 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 following waivers will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and 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 or Tier II schools and to carry out school improvement activities in its Tier III schools.

1. Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the State and all of its eligible LEAs to September 30, 2013.  
*This waiver would extend the "life" of the funds for two additional years. This will allow the state to fund the initial grant award and two years of continuation grants to the LEAs on behalf of their eligible campuses.*
2. Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.  
*Under this waiver, LEAs with eligible campuses implementing the turnaround model or restart model would have their AYP and School Improvement status reset to Meets AYP and other school improvement interventions, such as school choice and SES. This waiver gives the campus two years to effectively implement the chosen model of reform without additional school improvement interventions.*
3. 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 school that does not meet the poverty threshold.  
*This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.*

#### 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 from January 22--February 2, 2010, by electronic mail to [NCLBissues@tea.state.tx.us](mailto:NCLBissues@tea.state.tx.us) or by postal mail to:

Division of NCLB Program Coordination  
ATTN: TTIPS Waivers  
1701 N. Congress Ave.  
Austin, TX 78701-1494

To The Administrator Addressed  
January 22, 2010  
Page 3

Once the agency reviews any comments received and makes any appropriate modifications, the waiver applications will be submitted to USDE for approval as part of the state's application to receive the school improvement funds. If 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 Erica Coppic in the Division of NCLB Program Coordination at (512) 463-9374.

Sincerely,

Cory Green, Senior Director  
Division of NCLB Program Coordination

Attachment 14: Comments Received on Waiver Applications

**From:** Susan Calvin [mailto:scalvin@esc18.net]  
**Sent:** Monday, January 25, 2010 3:46 PM  
**To:** NCLB Issues  
**Subject:** Waivers

ATTN: TTIPS Waiver:

With regard to waiver # 2. Will the AYP status include the TPM model?

With regard to waiver #3. Does the campus have to have a planning time?  
Do they just become a Schoolwide campus? What technical assistance is  
provided.

Thank you for your time.

Susan Calvin  
Region 18 Education Service Center  
432-567-3246

**From:** Jackson, Mary [mailto:Mary.Jackson@fortbend.k12.tx.us]

**Sent:** Monday, January 25, 2010 3:07 PM

**To:** NCLB Issues

**Subject:** Request for Waivers Regarding Texas Title 1 Priority Schools Grant Program - School Improvement Funds under ARRA

We support the waivers as described in the January 22, 2010 TEA correspondence to administrators. We agree that the approval of these waivers will increase the quality of instruction for students and improve their achievement through a more effective use of the funds and a more efficient system in which to implement school improvement activities.