Cycle 2 -- Module 1 Presentation Script

Slide 1:

On behalf of the Texas Education Agency and the School Improvement Resource Center, welcome to the Cycle 2 Texas Title I Priority Schools Grant Overview Session "Bold Choices for a Bright Future".  You are about to view Module 1 Introductions and Grant Overview.


Slide 2:

This session is being presented to you by TEA's Division of No Child Left Behind and the School Improvement Resource Center, a Texas Initiative at Region XIII Education Service Center which offers technical assistance to schools in improvement.


Slide 3:

The Cycle 2 TTIPS overview session is made up of 4 modules

Module 1

Introductions and Grant Overview

Module 2

Closure and Restart

Module 3

Turnaround and Transformation – This module also includes the Tier III TEA Alternative Models

Module 4

Final Steps


Slide 4:

You are currently viewing Module 1 of a 4 part series.

This module is titled "Introductions and TTIPS Grant Overview"

In this module we will be covering Introductions, a general overview of the TTIPS grants, and requirements for ALL models.

Slide 5:

Before we go any further, if you have not printed the handouts for this module, please do so now.

In order to pause the presentation at any time, press the up arrow. To resume play, simply press the down arrow to start again.

Slide 6:

Before we go any further we would like to introduce the presenters for this module.

With you today from the Texas Education Agency (TEA) we have Randy Willis TTIPS Team.

Hi, I'm Randy Willis of the Division of NCLB Program Coordination.  In addition to the information I'll provide in this module, throughout the duration of the grant cycle, TEA will be providing up front and ongoing assistance with the Application Process, Approval Process including district applications and state-approved external providers, and Funding and Compliance.

My name is Cody Huie.  I am Project Coordinator on the TTIPS Teams at SIRC.

Once grant awards have been announced in July, I, along with our colleagues at SIRC, will be providing: Technical Assistance with the 4 intervention models, associated Training and Resources, and overseeing the implementation of the State's Design for each TTIPS Option

Before we go any further, I would like you to pause for a second and answer the following question for yourself.  "Why have I chosen a career in education?"

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I will assume children were some part of your answer.

In our challenging jobs, I think it's always important to keep refocusing and remembering that "….successful organizational improvement …takes a strong unbending will and a compass set determinedly on children's learning"

Throughout these sessions I'd ask that you keep your students at the forefront of the amazing possibilities offered through the TTIPS grant.  We have a bright opportunity before us to take broad and courageous steps for the future of education.

Slide 8:

The Secretary of Education puts forth this challenge…

"The extreme inequity in the quality of public education is profoundly un-American. Education is the civil rights issue of our generation and equality of opportunity is at the heart of America's social compact. This is our most solemn obligation to our children and we all share the burden of meeting it."


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Arne Duncan goes on to say…

"The large investment in school improvement funds made possible by the Recovery Act presents is a historic opportunity to attack education's most intractable challenge -- turning around or closing down chronically low-achieving schools.  Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates and increasing the number of students who graduate prepared for success in college and the workplace."


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When it comes to turning around our lower-performing schools, I'm reminded of two key questions asked in the book, The Influencer, about changing behavior: First…"Is it worth it?" and then "Can I do it?" It comes down to Motivation and ability.

Is it worth it? I would argue that you are listening in today because you know the answer to that question – yes, our kids are worth it.

We also know, from the work of New Leaders for New Schools, of the economic cost to our community, our state, our nation, if we don't do something. And most importantly, the cost to the student who is not well-served by our schools/his or her schooling

The April 2009 report, The Economic Impact of the Achievement Gap in America's Schools, put a 700 billion dollar price tag on the difference between the performances of high- and low- income K-12 students.

So, for our kids, for our nation as a whole, we know it's worth it.

Can it be done?


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The good news is yes it can.  The less than good news is the examples of successful turn-arounds are still limited, especially with regard to secondary schools.

Plus, turning around a school is hard work. If we think about the performance of our schools along a continuum, we've gotten pretty good at school improvement.  Our stats on the improvement of campuses in the initial years of not making AYP are encouraging.  But for our campuses in the upper stages of School Improvement, it grows progressively harder to turn them around and less likely that they'll be turned around with each successive year

The good news is there are inspiring examples of campuses who are turning the corner and a growing body of research on the lessons learned from these schools.  And so while yes, it can be done…. It may not necessarily be the way we've done it in the past.  The call is for courageousness.


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The language of our president and our secretary of education focuses on words like innovation, courage, and boldness.

In a discussion regarding his tenure, The Chancellor of the NYC public schools was asked by someone in the audience "What would you do differently if you were starting over?

After a long pause, he said, "I'd be bolder for kids- I wish we were bolder for kids."


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The TTIPS grant offers an opportunity for us to come together and try a bolder approach for our chronically underperforming schools.

With that said, let's talk about our desired outcomes for our time with you.


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Our first goal for the 4 Module Series is to Introduce the TTIPS Grant, Texas' version of the School Improvement Grant, its requirements, and the bold opportunities it provides.

Secondly, it is to: Provide recommendations and resources to help districts make informed, data-based decisions concerning the TTIPS Grant and effectively match schools with intervention models.

-ensuring the most dramatic improvement

-ensuring student success

And finally, to Provide information on the TTIPS application process.

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As we talk about the school improvement grant, or as we call it in Texas the Title 1 Priority Schools grant, we want to talk about the broad overview of the requirements of the grant program and some of the requirements that apply to all of the grantees regardless of the model selection.

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SIG Background

Section 1003(g) of the Elementary Secondary Education Act authorizes the Secretary of Education to award school improvement grants to the states. The states are then required to award the grants to LEAs on a competitive basis in order to assist Title 1 schools identified for improvement, corrective action, and restructuring and other Title 1 eligible schools who have met the various federal eligibility criteria to turn around and assist their most struggling schools. The State must give priority to those LEAs with the lowest achieving schools who demonstrate the greatest need for the funds along with the strongest commitment to use the funds to substantially raise academic performance.

Slide 17:

Grant Purpose USDE

In conjunction with Title I funds for school improvement reserved under section 1003(a) of the ESEA, School Improvement Grants under section 1003(g) of the ESEA are used to improve student achievement in Title I schools identified for improvement, corrective action, or restructuring so as to enable those schools to make adequate yearly progress (AYP) and exit improvement status.

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Grant Purpose TEA

With the TTIPS Grant, TEA is committed to assisting LEAs to turn around our persistently low-achieving schools and to improve the academic performance of all campuses who are eligible for Title 1 funding. This program is very specific and has a lot of requirements that are determined by federal regulation. The purpose of the grant is truly to assist the most struggling lowest achieving schools across the state,

and for the first time, the grant will allow use of  funds for campuses who are eligibility but do not receive Title 1 allocations.

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Grant Split Funded

The TTIPS grant is split funded this year between the American Recovery and Reinvestment Act or the ARRA Stimulus Funds and the No Child Left Behind Act.  Section 1003(g) School Improvement Grants is authorized under No Child Left Behind for the past eight years but only started receiving funding three years ago.  This year with the stimulus money, USDE made a decision to change the grant program and to combine the two funds into one larger, very prescriptive grant program.  For the first two years, 1003(g) funds in Texas have funded the SIP Academy Grant Program. That program was also intended to be a three year grant program, but with the availability of the stimulus funding, the US Department of Education chose to end that grant program at the end of two years and consolidate both fund sources into one larger program that brought approximately three hundred million dollars to the state of Texas over the past two years to serve the most struggling schools.

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NCLB - School Improvement Unit

It's important to note that the regular formula School Improvement Grant Program, SIP still exists.  The School Improvement Program is for all Title 1 schools that are identified as needing improvement.  The SIP schools will still receive the formula grant allocation just as they have always done.  The TTIPS Grant is an additional competitive grant program with very prescriptive rules and regulations and is eligible to approximately 460 campuses who have met the federal definition for eligibility.

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Grant Eligibility

In the grant eligibility definition campuses are eligible for the grant if they are identified by the federal definition of being persistently lowest achieving or if they have met other eligibility criteria that are defined in the federal guidelines.  Methodology for identifying eligibility campuses can be found on the NCLB-TTIPS-SIG web page

Slide 22:

Eligible Campuses and Tiers

When we look at the eligible schools, by federal regulations, Tier I is the priority followed by Tier II and then the third priority being the Tier III schools. There are prioritization requirements of how the state must fund the awards among the three tiers that will be discussed later in the webinar.

Slide 23:

Tier I and Tier II Schools Model Selections

Schools on the eligibility list who are identified as Tier I and Tier II schools are required to implement a very prescriptive grant program. They are required to implement one of the four models that are identified and defined in federal regulations: turnaround, transformation, restart, or closure. And you will learn more about the requirements and the allowable activities used under the four models later in the webinar series. While Tier I and Tier II schools are required to implement one of these four models, the LEAs do still retain some flexibility to spend TTIPS funding, should the campus be awarded, on other intervention activities you have identified at the local level that meet the identified needs of that campus. Within that parameter, the Tier I and Tier I schools have a very prescriptive set of requirements that must be followed.

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Tier III Schools Model Selections

Schools that have been identified as a Tier III school may select one of the four federal models or may select intervention model from one of the Additional TEA Design Models. Tier III schools have more flexibility in the grant program that they apply for. They have the option of any one of the four models or a Tier III transformation program. The Tier III transformation program basically takes the regular transformation model and provides flexibility as how it relates to the campus leadership. The Tier III transformation is more flexible in that the effectiveness of the principal must be reviewed, and then based on that review, the LEA and the campus determine whether the principal should be replaced, retained or provided additional training. So it is a slightly more flexible model of transformation for Tier III. Tier III campuses may also choose from Early College, T-STEM, or College for All models.

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Changes from Cycle I

The option to select an intervention model from additional TEA Design Models is a change for Cycle two, Tier III eligible schools.  The additional models are Early College High School, T-STEM, and College for All.

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Grant Flexibility

There is flexibility in the grant program that we need to discuss early on in this training.  TEA submitted to USDE in the state application and was approved by USDE to implement the flexibility for any Tier I, Tier II or Tier III funded grantee.  The flexibility allows the Grantee campus that has implemented, in whole or part, either the Turnaround, Restart, or Transformation model since the 2008-2009 school year will be allowed to continue or complete the intervention model with TTIPS grant funds.  Additional flexibility, if the grantee campus has replaced the principal within the last two years (2008/2009 - 2009/2010), the LEA/campus will not be required to hire another principal.

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Cycle 2 Timelines

We want to spend a little bit of time and talk about the timeline for the TTIPS grant.  TEA submitted the state's application to the US Department of Education on December 3, 2010 and received approval and the grant award on April 1, 2011.  On April 22nd, TEA released the request for application to the eligible LEAs.

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| Publication for Request for Application: | Friday, April 22, 2011 |
|---|---|
| Availability of webinar: | Friday, April 29, 2011 |
| Due date for Notice of Intent to Apply: | Wednesday,  June 1, 2011 |
| Due date for Reviewer Information Form: | Wednesday, June 1, 2011 |
| Last date to submit FAQs to TEA contact persons: | Tuesday, June 7, 2011 |
| Final version of FAQs posted on Grant Opportunities website: | Tuesday June14, 2011 |

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Cycle 2 TTIPS Timelines

| Due date for application in the TEA Document Control Center, 500 PM, Central Time: | Tuesday June 21, 2011 |
|---|---|
| Beginning date of project: | Monday, August 1, 2011 |
| Ending date of project: | Monday, June 30, 2014 |
| Due date of final expenditure to TEA: | Thursday, July 31, 2014 |
| Due date of final evaluation report to TEA: | Friday, August 15, 2014 |

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Model Implementation Options

There are two model implementations options available for LEAs to choose when selecting their model to implement on an eligible campus.  TEA has worked with the School Improvement Resource Center and has designed a model program within each of the four reform models which will come with specific technical assistance from the School Improvement Resource Center and specifically required professional development activities.  The TEA designed model does meet all the federal requirements for that model option and comes with preset technical assistance and support.  At the same time, the LEA has the option to choose to design its own intervention model keeping in mind that the LEA design must also meet all the grant program requirements that are in federal regulation for that model.

Slide 31:

Technical Assistance and Support

The technical assistance that is available from the School Improvement Resource Center, housed at the Region XIII Education Service Center here in Austin, is available to all campuses and districts in the TTIPS program.  SIRC is TEA's Title 1 funded technical assistance center and will continue to provide basic technical assistance to all school improvement campuses in addition to the work they will be providing to the TTIPS campuses.  In general, SIRC provides many types of support and technical assistance to guide all LEAs and schools.

All these types of technical assistance and support are available to all the grantees and this is provided through the funding, it is provided to SIRC from the Texas Education Agency.  If the grantee campus chooses the TEA Designed Model there will be additional technical assistance professional development and support that is required as a campus implements the TEA design.  Some of those activities will be at a cost to the campus which would be paid out of the grant funds.

Slide 32:

Supplement NOT Supplant

Anytime you are working with federal education programs, you have to be aware of the supplement not supplant provisions. For those of you who work with the Title 1 Part A program very closely you are familiar with the somewhat restricted supplement not supplant provision. However, the TTIPS grant is much more flexible. There is only a basic supplemental not supplant requirement for the TTIPS grant in that the LEA who receives the TTIPS grant must insure that the grantee campus receives the same amount of state and local funding as it would receive had it not received the TTIPS grant.

Slide 33:

Performance Goals and Evaluation

In the application, there are very specific performance goals and evaluation requirements that you will need to pay particular attention to in your review of the application as well during your process for selecting which eligible campuses you will serve and which model to be implemented. All grantees will be held accountable for meeting the LEA's annual performance goals. These performance goals will be submitted in the application process and approved by the agency. The grantee is also held accountable to the Agency's performance assessment and evaluation targets. Regardless of the intervention model selected or the timeline for the implementation, the expected end result of the three year grant program is the same as if the performance goals will be met. TEA will use quarterly implementation reports to check progress throughout the grant program as well as progress toward meeting the performance goals at the end of each year.

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Capacity to Support School Improvement

Throughout the application and throughout the training and technical assistance you can receive on the TTIPS grant program, you will hear a lot of discussion about the LEA or the district's capacity to support school improvement on the eligible campuses. There are questions in the application that deal with both the capacity and the budget related issues to determine if the LEA truly has the capacity to use the grant funds, along with other funds available, to provide adequate resources and related services to support campuses to fully implement and effectively implement the related activities of the school intervention model. When we look at the applications, you will notice a lot of questions and a lot of detail about the district's capacity and commitment to be able to serve and support the campus in implementing their selected model.

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Annual Budget Award Guidelines

Also in the application to USDE, the state submitted these budget guidelines based on the size of the campus. You will notice that the turnaround, transformation, and restart models all have a higher expected budget requested amount than the closure model. The closure model would be a one year grant only where the other three models would be a three year grant program. Also in the closure model the expected budgetary request in the application would be lower because of the limits on how this funding can be used on a campus that is implementing school closure. So for example, a small school with only a hundred students implementing a turnaround model we would expect to see a budget request of fifty thousand to one million dollars per year for each of the three years of the grant program. While in comparison, a high school or a secondary school with fifteen hundred students implementing the same turnaround model we would expect to see a larger budget request of one million seven hundred and fifty thousand dollars up to the maximum two million dollar per campus limit for each year. While these are guidelines and example only, the agency does not determine the amount that the campus can apply for. The LEA must review the campus' needs in the processes it uses to select the model to be implemented and develop the budget request for each of the three years based on the campus needs assessment and the model chosen. In the application the LEA will submit a budget for the entire three year period and then will also designate the amount of funding being requested by the campus for each of the three years.

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Critical Success Factors

In the application, TEA has identified seven critical success factors that we will be tracking and collecting data on the grantee campuses. You can see these seven factors on your screen ranging from Improve Academic Performance, Increase Use of Data Instruction, Increase Leadership Effectiveness, Increase Learning Time, Increase Parent Community Involvement, Improve School Climate, and Increase Teacher Quality

Slide 37:

Critical Success Factors / Milestones

Also in the application you will hear TEA discussion of the critical success factors and milestones. Milestones are the key strategies that establish the foundation for which the critical success factors are built. So while the terminology may be slightly different than what you are accustomed to using within

your LEA, you will be required to measure progress toward each of these critical success factors.  The applicants must develop activities that ensure each of the Critical Success Factor is met.

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Monitoring

As with any grant program, there is basic program monitoring that is required by the US Department of Education.  TEA will use the quarterly implementation reports to monitor the ongoing process and progress of the grantees' implementation of the grant program. With the quarterly implementation reports will come quarterly technical assistance phone calls from the Division of NCLB Program Coordination to monitor the implementation of the grant.  If it is determined that a grantee is not making progress toward the critical success factors, then the LEA will be required to submit supplemental  program improvement plans, and as stated earlier, grantees must agree to onsite visits from TEA, SIRC and its contracted staff.  As we look at the effectiveness of the TTIPS grant program we will be focusing on the critical success factors and milestones and the performance goals identified by the LEA.  This grant program, being a very new type of grant program from the Department of Education, will be watched very closely in national evaluations and national data collections from the grantee program will be expected.

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Assurances

The grantee will assure to use it's School Improvement Grant to implement fully and effectively school reform in each campus the LEA commits to serve.

Establish annual goals for student achievement on the states assessments in both Math and Reading/ELA and measure progress toward the goals.

If using the Restart Model, The LEA will hold the CMO or EMO accountable for complying and report to TEA the school-level data as required by USDE in the final requirements.

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Assurances cont.

Regardless of which model is chosen, the LEA must identify an individual or office who will have the primary responsibility for supporting the school improvement efforts in the selected campuses. This is often referred to as a district turnaround office, but to be flexible for the LEAs, we will allow this to be an individual or an office as long as the primary responsibility for supporting the schools and working with SIRC and the Agency is housed in a certain location. The LEA is also required that the grantee campus provide a team who will participate in the orientation meetings, technical assistance meetings and the Texas School Improvement Conference. Grantees must also allow access to TEA staff, SIRC staff and any of its contractors for onsite visits to the grantee campus. And again with any grant program, the LEA must agree to participate in any required assessments and evaluations of the grant program.

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Waivers

Also as part of the state's application to USDE the state applied for three waivers that the USDE identified as might be necessary for proper implementation of this grant program. While all three waivers were approved for the state level and cover any LEA who chooses to apply for one of the three waivers for their campuses, it is very important to note that in the campus application the LEA must decide which of the three waivers the LEA and campus are choosing to implement. You may apply and indicate in the application for any one or all, and we would recommend you review these waivers thoroughly. The first waiver that was approved actually extends the period of availability of the TTIPS funding. What this waiver does is allows the state to fund your grant over three years and giving you a yearly allocation of grant funds for three years. This waiver must be checked in the campus' application because, as the program is designed in Texas, it is a full three year grant program for all three tiers of grantees. The second waiver allows starting over in the school improvement timeline for any Tier I or Tier II Title 1 campus who implements the turnaround or restart model. This is very specific. This waiver only applies to a Tier I or Tier II campus who is implementing restart or turnaround models. This waiver allows that eligible campus who implements the selected model to basically start over in the school improvement timeline regardless of their AYP status. It basically gives the campus two additional years to implement their new TTIPS grant model and try to improve effectiveness without the concern of the normal regular school improvement intervention requirements. Now the third waiver that was approved in the application from USDE allows a Tier I or Tier II Title 1 school that does not meet the 40 percent poverty eligibility threshold to implement the grant program as a school wide program. While this waiver will not be applicable to many schools in Texas, it is available in the event that you have an eligible campus within your LEA who is operating as a target assistance campus. USDE created this waiver option because it felt that a campus most likely would not be able to implement one of the intervention models currently in a targeted assistance type of Title 1 program.

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Changes/Clarifications from Cycle 1

- New eligibility lists all Tiers

- Additional TEA Design Models for Tier III campuses

- Pre- Implementation vs. Pre-Award

- Rule of Nine

- Two year flexibility

Slide 43:

New Eligibility List of Tier I, Tier II, and Tier III Schools

Texas voluntarily chose to generate new lists of Tier I, Tier II, and Tier III schools.

All states generating new lists must use their most recent achievement and graduation data.

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Changes from Cycle I – Pre-Implementation

LEAs may use the TTIPS, Cycle 2 funds starting when the grantee receives the NOGA prior to the 2011-2012 school year (pre-implementation period).

Examples of how funds may be used include, but are not limited to:

- holding parent and community meetings;

- recruiting and hiring the incoming principal, leadership team, and instructional staff;

- conducting a rigorous review process to select providers

- providing professional development

Slide 45:

Cycle 1 vs. Cycle 2 Rule of Nine

An LEA with nine or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools.  For the purpose of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as such on the State's Cycle 2 eligibility lists. This is very important to understand for those districts that have campus awarded in cycle I.

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Cycle 1 vs. Cycle 2 – Two Year Flexibility

An SEA may award SIG funds to an LEA for a Tier I or Tier II school that has implemented,

in whole or in part, a turnaround model, restart model, or transformation model within the last two years so that the LEA and school can continue or complete the intervention being implemented.

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Cycle 1 vs. Cycle 2 – Two Year Flexibility

For fiscal year 2010, the earliest an LEA could have begun to implement one of the school intervention models, including the replacement of a principal or school staff, is the start of the 2008-2009 school year.

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Cycle 1 vs. Cycle 2 Two Year Flexibility

An LEA or school implementing the turnaround or transformation model in a Tier I or Tier II school in the 2011-2012 school year must replace a principal hired prior to the 2008-2009 school year.

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One Application Per Eligible Campus

As the LEA looks at its eligibility list of campuses, you need to keep in mind that the application process will require the LEA to submit one separate application for each eligible campus that the LEA chooses to apply for.  The LEA is applying on behalf of that eligible campus, and much of the application is LEA level information related to commitment and capacity to serve the campuses.  Because of this, TEA does expect there will be some duplication in the LEA sections of the campus applications, and you need to know that is quite acceptable.


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 Not Business As Usual

For those of you that are accustomed to working federal grant programs with the Division of NCLB Program Coordination at TEA, this competitive grant is not business as usual for us.  Being a competitive grant program, there are different procedures that must be followed, both by the TEA staff and by the LEA in applying for the grant.  TEA staff cannot give any indication of any competitive preference, either to a vendor or to an eligible grantee.  Trainings such as this on the grant program are required to be conducted under very specific guidelines and parameters.  Because of the competitive nature of this grant program, it's very important to remember that if you call the division asking questions related to the grant program, staff members are very limited in their responses.  Staff, by the parameters of the discretionary grant program, may only respond to questions if they can direct you to the answer in the materials that are posted on the website.  If they are unable to assist you by pointing you to the material on the website that contains the answer to your question, we can only require you to submit your question in writing and we will then post your question and the response to that question to the FAQ document on the website.


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TTIPS TEA Contacts

If you have any questions please refer to the NCLB-TTIPs web page or you may contact any of the TTIPS staff.  You may refer to the contact hand out in your materials.

TTIPS - TEA Contacts

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Before we talk about each of the four options, I want to back away a bit and try to provide some clarity around what we're talking about, in general, when we refer to turning around our lowest performing schools, the intent of the TTIPS grant.

I'd like to start by sharing with you two pivotal facts surrounding the need for turnaround that have been pointed out by the Center on Innovation and Improvement:

#1. As I pointed out earlier, there are high costs associated with performance and achievement, exhibited through things such as unfulfilled potential, remediation, incarceration rates, job training, resources devoted to failed school interventions, and lack of productivity

The second brutal fact - adults must change their behavior – we're all guilty of putting tremendous efforts into making the adults on campus comfortable rather than addressing our student's need.

In the lowest performing schools, frequently there is a disconnect between what children need and what we deliver.  If we're going to change what we deliver, adults are going to need to change their behavior.

In reaction to the firing of the teachers in Rhode Island,

Secretary Duncan said, "The status quo needs to change"

And as we all know, change is challenging to say the least.  But in simple yet profound words, nothing changes if nothing changes.  The TTIPS grant is an opportunity for bold change.

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And for clarification, The TTIPS grant, in the inner circle, is Texas' version of what's known at the federal level as the School Improvement Grant, the outer circle.

The TTIPS grant is about turning around our lowest achieving schools.  Please note that the action of turning around a school, though similar, is not the same as the TTIPS grant model turnaround which will be discussed in later modules.  Think with me for the moment, of turnaround at the 10,000 foot level.

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From 10,000 feet we can see that Turning around a school is different from school improvement because turnaround focuses on the most consistently underperforming schools and involves dramatic, transformative change.

Change that, in fact, is often propelled by this imperative: that the school must improve or it will be redefined or closed.

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From 10,000 feet it also becomes clear that just as you would differentiate for each individual student, the same need applies to our schools. The LEA differentiates interventions based on the school and system capacity and performance

The vast majority of schools are performing well – our efforts are focused on supporting and sustaining their efforts

Some schools are performing well but could stand to improve – our efforts with them are focused on making incremental improvements

Then we start talking about our lowest-performing campuses – our efforts are focused on dramatic change efforts, specifically in regards to this grant – the interventions of restart, transformation, or turnaround

Only a small segment of schools solicit the most drastic intervention – Closure

The bottom line for districts is differentiate for each school, while keeping in mind the reform efforts of the district as a whole

There is no magic formula – no silver bullet – which is exactly why so much thought needs to go into the comprehensive needs assessments and the TTIPS decisions of the LEA - Determining best fit must be based on an appraisal of school and district capacity as well as an assessment of the supply of external partners or providers available to lead the effort

When multiple student groups are not meeting multiple standards despite repeated intervention over time, this calls for Dramatic change

Thus the TTIPS grant, which is why we're here today – an opportunity to dramatically change our chronically lowest performing schools

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When we're talking about providing the extra boost for dramatic change for our persistently lowest performing schools this requires the:

Recognition of the challenge.

This is not easy work; in fact it is much more challenging than simple reform. For this reason we seek out those with specialized experience (those having engaged in this type of work before). We seek out training (building one's capacity for success), and seek out support to clear any obstacles to success

Successfully turning around a school requires Dramatic, fundamental change.

Because of the constellation of factors faced by these schools –high poverty, crime, limited English proficiency, lack of resources, etc., business as usual is not an option. Schools must "break the mold" and choose to operate in radically different ways from the norm.

Successfully turning around a school requires Urgency.

Turning around a campus should produce significant achievement gains within two years; at the same time changing the culture and expectations to insure sustainability.

Supportive operating conditions.

Leaders turning around a school must be empowered to make decisions regarding staff, schedules, budget, and programs based on mission, strategy, and data.

Successfully turning around a school requires new district structures.

A strong commitment from district boards of education and superintendents. Successfully turning around a school is characterized by districts that create specialized offices that have the flexible set of operating rules and the resources necessary to carry out their mission.

Finally, Thoughtful Communication – this piece is so important that it gets a slide of its own

Slide 58:

Successfully Turning around a School Demands - Thoughtful Communication

The Center on Innovation and Improvement has a whole webinar dedicated to this critical piece. They talk about communication that is:

Systematic and intentional

Unified at the top

Communication that Confronts the brutal facts

Conveys both need and mission to the community

Builds civic responsibility and pride

And Stays focused throughout on what's best for students


Slide 59:

And speaking of what's best for students and their schools, the TTIPS grant offers four intervention strategies for turning around schools:

- Closure

- Restart

- Transformation

- and Turnaround


Slide 60:

In modules 2 and 3 you will hear more detailed information on each the TTIPS Models.  Our discussions will address the following topics.

First you will have brief overview of the model as whole.  Then we will go into the grant requirements and permissible activities that you may here us refer to must and mays.

From there we will discuss a summary of the Texas design model and support.

Our discussion on each of the models will conclude with consideration that the district should take.


Slide 61:

This concludes Module 1 of the 4 part series for the Texas TTIPS grant Overview session. For more information, please visit TEA's discretionary grants page. We also encourage you to watch all 4 modules before completing your TTIPS Grant Application.

Thank you!