

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	Austin ISD	227901
		Organization Name	County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Reagan High School	006
		Campus Name	Campus Number
		076933746	13
		9-Digit Vendor ID#	ESC Region
		105520017110003	
		NOGA ID# (Assigned by TEA)	Amendment #

**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

Select the appropriate eligibility tier for the campus included in this application:

Tier I Tier II Tier III

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 checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" 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
Nancy		Phillips	Director, State and Federal Accountability
Phone	Fax	Email	Signature (Date Printed Name Title and Department)
512.414.3280	512.414.1791	nancy.phillips@austinisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Thursday, June 3, 2010:**

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.

701-10-112-226

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Texas Title I Priority Schools Grant
Schedule #1—General Information

Part 2: List of Required Fiscal-Related Attachments and Assurances

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 **back** of the application as an appendix.

Proof of Nonprofit Status

1
 N/A
Required for all open-enrollment charter schools sponsored by a nonprofit organization: N/A
Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)

Assurance of Financial Stability

2
Required for all independent school districts, open-enrollment charter schools, and education service centers:
Check box to indicate assurance that audit requirements have been met. 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. TEA reserves the right to ensure that all applicants are 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.

Assurance of Submittal of Reviewer Information Form

3
Required for all applicants:
Check box to indicate assurance that reviewer information form will be submitted.
 All applicants are required to complete the Reviewer Information Form and to submit it online by **Thursday, May 6, 2010**. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013			_____ Amendment No.	
Texas Title I Priority Schools Grant						
Schedule #1—General Information						
Part 3: Applicant Information						
Local Educational Agency (LEA) Information						
LEA Name						
Austin Independent School District (AISD)						
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1111 W. 6 th Street				Austin	TX	78703
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
010		076933746		4BK84		
Campus Name					County-District Campus Number	
Reagan High School					227901006	
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
7104 Berkman Drive				Austin	TX	78752
Applicant Contacts						
Primary Contact						
First Name		Initial	Last Name			Title
Nancy			Phillips			Director, State and Fed
Telephone		Fax		Email		
512.414.3280		512.414.1791		nancy.phillips@austinisd.org		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1111 W. 6 th Street				Austin	TX	78703
Secondary Contact						
First Name		Initial	Last Name			Title
Edmund			Oropez			Director of HS Operations
Telephone		Fax		E-mail		
512.414.9616		512.414.1791		edmund.oropez@austinisd.org		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1111 W. 6 th Street				Austin	TX	78703

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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
<input type="checkbox"/> Schedule #3—Purpose of Amendment
<input type="checkbox"/> Schedule #4—Program Requirements
<input type="checkbox"/> Schedule #4A—Program Abstract
<input type="checkbox"/> Schedule #4B—Program Description
<input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation
<input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary
<input type="checkbox"/> Schedule #5B—Payroll Costs 6100
<input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200
<input type="checkbox"/> Schedule #5D—Supplies and Materials 6300
<input type="checkbox"/> Schedule #5E—Other Operating Costs 6400
<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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Texas Title I Priority Schools Grant		
Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. 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)	
Part 4: Amendment Justification		

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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 and other eligible campuses 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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
1	The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school and selected an intervention for each school.	Comprehensive Needs Assessment
2	The LEA must 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 LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.	Project Management—Capacity Project Management—LEA Support
3	If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.	Project Management—Lack of Capacity
4	The LEA must 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.	Program Abstract Intervention Model
5	The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.	Project Management—External Providers
6	The LEA must describe actions it has taken, or will take, to align other resources with the interventions.	Project Management—Resource Management Program Budget Summary
7	The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.	Project Management—Management of Grant Activities
8	The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.	Project Management—Program Continuation and Sustainability
9	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
10	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.	Performance Assessment and Evaluation—Annual Performance Goals
11	As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus	Comprehensive Needs Assessment—Groups of Participants Project Management—Partnerships/Involvement of Others
12	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.	Program Assurances
13	Applicant provides assurance that it will 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 federal requirements.	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance 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 TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance 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.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services 	Program Assurances

and supports for students.

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). 	Program Assurances
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ol style="list-style-type: none"> a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (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 	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
21	<p>designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(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).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (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 school wide “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; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) 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; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) 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 (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (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; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

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.

Part 3: Statutory Assurances

#	Statutory Assurance Description
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
2	Applicant provides assurance that it will use its TTIPS 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 federal requirements.
3	Applicant provides assurance 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 TEA) to hold accountable its Tier III schools that receive school improvement funds.
4	Applicant provides assurance 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, or education management organization accountable for complying with the final federal requirements.
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

Part 4: TEA Program Assurances

#	TEA Assurance Description
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 (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> a. 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: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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

Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
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	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the 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	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained 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: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

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

Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <p>A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>A. Establish schedules and strategies that provide increased learning time; and</p> <p>B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>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).</p>
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p>(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;</p> <p>(B) Implement a school wide "response-to-intervention" model;</p> <p>(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;</p> <p>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p>(E) In secondary schools--</p> <p>(1) 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;</p> <p>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p>(3) 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</p> <p>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> 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; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
15	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

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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).

Reagan High School in Austin Independent School District (AISD) in Austin, Texas, will implement the Texas Transformation Project (Model) on the rapid implementation timeline with funding from the Texas Title I Priority Schools (SIG) program. Reagan will receive technical assistance from the School Improvement Resource Center (SIRC), as it undergoes a campus-wide transformation. To further support the goals of the TTIPS Transformation Initiative at Reagan, the district will:

1. Implement a school wide Response to Intervention (RtI) model aligned with the Readiness to Teach Framework that is based on the National Center for Response to Intervention's three-tier student intervention framework. At the Tier I level, this will include the following components: A. screening and diagnostic assessments of incoming ninth grade students. B. creation of a ninth grade academy for all entering freshmen, C. development of a comprehensive literacy plan with the assistance of an external consultant. D. development of math plan that creates a focused, rigorous course of instruction. E. double blocks of English and Mathematics for all freshmen students. F. implementation of focused, well-define courses of study to include launching two new Early College Start pathways, strengthening existing programs, and implementing an Early College High School model on campus in three phases. G. providing a comprehensive guidance program to support rigorous courses of study. H. expand AVID offerings at the high school and support AVID implementation at middle school feeder schools through coordination of services. Middle school funding for AVID comes from ARRA Title 1, Part A and local dollars. I. promote college/career opportunities available at Reagan to parents and students throughout the vertical team. At the Tier II level, this will include: A. Saturday tutorials. B. expanding and creating a stronger ninth grade opportunity center for students failing Algebra I and/or Biology. C. a twilight or evening credit recovery program. D. expansion of the DELTA credit recovery program. At the Tier III level, this will include: A. extended year programs. B. a language academy for English Language Learners. C. strengthening the IMPACT team by supporting an enhanced data-driven IMPACT process.
2. Support and expand the capacity of the Family Resource Center by hiring a Director of Family and Student Services who will coordinate student and family support services on campus.
3. Support teacher and leader effectiveness through providing additional professional development opportunities for staff to include Quality Teachers of English Language (QTEL), Kilgo, and Texas Turnaround Leadership Academy programs.
4. Continued support for and possible expansion of AISD's nationally-recognized REACH strategic compensation initiative on campus to recruit and retain high qualified instructors. REACH has not been implemented at Reagan High School in previous school years.

These strategies are designed to address weakness in math and literacy scores among Reagan High School students and to improve college-readiness and post-secondary institution enrollments.

Goals for year one of the TTIPS Transformation initiative at Reagan High School are: 80% of all students will pass the TAKS Reading/ELA assessment, 85% of all students will pass the TAKS Social Studies assessment, 65% of all students will pass the Math TAKS assessment, 60% of all students will pass the Science TAKS assessment, Completion rate for all students will be 75%, attendance rates for all students will be 88%, and 40% of all students will graduate college-ready, as defined by TEA.

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

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											265	161	183	201	816
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	265	161	183	201	816
Total Instructional Staff														89	
Total Support Staff														20	

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

1	TAKS Results 2003 to 2010 for campus disaggregated by sub-populations
2	TAKS Higher Education Readiness Component (HERC) for campus disaggregated by sub-populations
3	Estimated attendance data
4	Students participating in State Recommended High School Program/Distinguished Achievement Program
5	Completion rates and dropout rates
6	SAT/ACT Exam, AP and Dual Enrollment, and Gifted/Talented Participation and Performance data
7	Student Discipline data
8	Special Education enrollments/performance disaggregated by sub-populations
9	LEP student percentages and performance
10	Economically Disadvantaged student percentages and performance

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

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.

State and federal law require schools to complete a Comprehensive Needs Assessment (CNA) as part of the institution's planning, budgeting, and decision making process. The Texas Education Code (TEC) Sections 11.252(a) (1-2) and 11.253 mandated that the campus plans must "include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance. . . . Campus-level committees must assess the academic achievement for each student in the school using the student achievement indicator system."

Likewise, schools receiving Title 1 funds to operate a school wide program, as Reagan High School does, must participate and complete a CNA of the entire school, to include migrant students, and provide information on how all students are fairing on meeting a rigorous and challenging academic content and achievement standards.

The CNA drives the district's use of NCLB funds and enables AISD and Reagan High School to monitor and assess the impact of federally, Title 1 funded programs on campus. Reagan High School has participated in a campus-based CNA and will continue to do so, as campus and AISD staff study the campus to identify needs of students. Based on the most recent CNA of Reagan High School, AISD will implement a Transformation Model under the TTIPS program, if funded.

The CNA Reagan completes is based on the NCLB CNA format, a five step process linking the CNA to the review and development of campus/district improvement plans. Each campus Title 1 point of contact is provided directions for completing the CNA at annual Title 1 Point of Contact meetings, most recently held in April and January of 2010.

The five step process asks campus administration and staff and the Campus Advisory Committee, consisting of staff members, parents, students, non-profit organizations, and community members, to work collaboratively to establish the goals and the purpose of the CNA, to ensure that there will be multiple stakeholders involved, to share the purpose and goals of the CNA with all stakeholders, and to identify short and long-term timelines for completing the CNA. Committees are established to explore specific areas that must be addressed in the CNA, such as collecting student demographics, student achievement information, etc.

The CNA team determines which types of data will be considered and analyzed by the Committee to develop the school profile. When working with campus/District data, participants must identify what data to collect, how to organize it in such a manner that it is useful in their planning work, what data collection tools required, if any, how the committee can ensure data is kept confidential and FERPA is not violated, and must develop a process for ensuring that subcommittees working on the CNA are making data-driven instructional and administrative decisions.

From this data, the CNA committee determines areas of priority and summarizes campus needs, identifying the strengths and weaknesses of the campus/district and its representative groups, what evidence supports the strengths/needs, what are the campus and district priorities, and what is there to learn about the campus and district, making necessary connections between all programs, when possible, to ensure services are aligned, not duplicated.

Finally, the work completed in the CNA process is connected to the Campus Improvement Plan (CIP) development and review process. The findings of the CNA are incorporated into the CIP and are reflected in summary statements. The strengths identified in the CNA are addressed in the CIPs for campus and district, and administrators identify strategies and activities to further build on these strengths. Likewise, any weaknesses identified in the CNA are included in the CIP, as staff work to identify activities and/or strategies to address these issues and improve student outcomes. All priorities and needs identified in the CIP, which are clearly connected to the CNA, must correlate with justifications for NCLB program expenditures. To ensure that strengths, weaknesses, strategies and activities outlined in the CIP are compliant with NCLB program regulations, campus send a copy of their CIP and the work completed during the CNA process to the Director of State and Federal Accountability, who either reviews CIPs herself or identifies appropriate staff to do so.

Reagan High administrators/staff will continue to complete the yearly needs assessment and to develop a CIP based upon a thorough assessment involving as many stakeholders as possible, and will work with technical advisors from the School Improvement Resource Center (SIRC), as needed or required, for conducting an effective needs assessment.

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

Part 1: Comprehensive Needs Assessment Cont.

Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.

1	AISD Central Office staff from the Office of High Schools (Edmund Oropez)
2	Reagan High Principal, Anabel Garza
3	Reagan High Academic Director, Lucy Stubblefield
4	Reagan High Parents
5	Reagan High Professional Staff Members: Oscar Arroyo, Jordan Grams, Joe Underwood, Firkenstein, Elaine McGinty, Van Savage, and Van Kirk Johnson
6	Reagan High Students
7	Reagan High Community Representative: David Ray
8	Reagan High Business Community Representative: Lanine Duro
9	AISD Office of State and Federal Accountability: Dr. Nancy Phillips, Director
10	Reagan High Parent Teacher Association President, Jacqueline Chatham

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

Part 2: Project Management

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).

Capacity -- 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.

Campus principals and instructional staff will oversee the daily implementation of all TTIPS activities with the guidance of a District-level TTIPS Turnaround Director (TEA's required Shepherd position). The District-level Director will regularly monitor the progress of the campus's 90-Day Action Plans, will provide feedback to principals when needed or as requested, will respond promptly for principal requests for assistance, will hold regularly scheduled meetings with principals, and will assist principals in problem solving. He or she will serve as a liaison between the campus, the District, and Texas Transformation Project representatives and will have a direct line of communication to the Chief Schools Officer who reports directly to the Superintendent. These are the roles and responsibilities of the District Director or Shepherd as articulated by TEA.

The Director will work collaboratively with the Associate Superintendent of High Schools and will chair a cross-functional team consisting of representatives from the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the High School and Middle School Offices, the Department of Program Evaluation, the Purchasing Department, and the Department of Curriculum and Instruction to ensure effective implementation of program components. The TTIPS team will meet at regularly-scheduled intervals to review program progress and/or concerns.

The Director will report directly to the Chief Schools Officer at regularly scheduled meetings that will include the Chief Academic Officer, the Chief Performance Officer, and the Associate Superintendents of High, Middle, and Elementary Schools, as appropriate and necessary. The Director and the cross-functional team will meet with and report on program progress to the Superintendent quarterly.

The TTIPS Director will work with District staff and campus administration to ensure effective resource management, including ensuring that all purchases and services support programmatic goals. All resources acquired with TEA funding will be subject to District purchasing and inventorying procedures, as outlined in Section 4.B, Part 2, Section A of this proposal.

All AISD grant budgets, including the TTIPS grant budgets, are supervised by a Grant Compliance Officer in the Office of State and Federal Accountability who has the final responsibility for funds. He or she will ensure the grant is managed according to grant guidelines, District policies and procedures, and applicable laws and regulations. The Compliance Officer will review and approve all activity and expenditures involving the grant and ensure that all applicable requisitions and expenditures are submitted on a timely basis. He or she will review the financial reports to ensure all expenditures are appropriate and necessary, will be responsible for the line-item budget, will be available to answer questions from auditors and grant monitors, and will be responsible for finding funding for disallowed expenditures. The Compliance Officer will meet regularly with the District Director to review compliance issues.

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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).

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.

AISD staff and the current Principal of Reagan High School, Anabel Garza, have consulted with the current Campus Advisory Committee (CAC) regarding the proposed transformation intervention model for the school. The CAC consists of parents, students, professional and classified staff, directors of any special academic programs on campus, community members, and non-profit organizations that participate in the Campus Needs Assessment and in developing Campus Improvement Plans.

In addition to reviewing the possible TTIPS proposal with the CAC, the current principal has met with her staff to review the plans for a transformation initiative. Separate meetings were held for campus-based administrators and District staff was present at these meetings to answer questions. The most recent faculty meeting where staff reviewed planned TTIPS activities was March 25, 2010.

District staff was also available during vertical team planning meetings for Reagan High School and the associated middle and elementary schools to ensure that all activities were not just horizontally aligned, but vertically aligned, so students entering Reagan High School would have a strong academic base when entering high school. Vertical team planning meetings were most recently held on May 4 and May 12, 2010.

Above campus-based and central office meetings, TTIPS options were discussed at East Austin Priorities Meetings. The East Austin School Priorities meetings, held with campus staff and administration, AISD central administration, parents, students, community members, and nonprofit and faith-based organizations east of IH35, are directly tied to the AISD Strategic Plan that establishes a road map for achieving high student performance and fiscal accountability for AISD over the next five years. This work is informed by the new Promise Neighborhood Initiative and by the work the AISD/City of Austin/Travis County Joint Subcommittee on truancy and student mobility.

Of note, the East Austin Priorities meetings highlighted calls from the community for equal access to education programming that doesn't stigmatize East Austin schools or students as only schools of poverty and at-risk students, the need to stop closing schools and moving students to different schools, to close schools and then reopen them later with the enough staff to fully implement any new design and/or programming that will be offered to students, and make a deliberate effort to create "signature" academic programs within every vertical team. The Reagan High School TTIPS proposal is clearly aligned with the desires of the East Austin community, and AISD has and will continue to allocate resources to ensure we meet the expectations of our parents, students, and staff within these schools and of school community members.

Finally, Reagan High School participated in the AISD internal turnaround initiative in which school administration and instructional and support staff collaborated with parents, students, community members, representatives of non-profit organizations that provide services to students and families, and AISD district-level administrators to explore turnaround programming for the school. The work of this committee of stakeholders informs the Reagan TTIPS proposal submitted here.

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

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.

Under the TTIPS program, AISD will implement a new governance structure, having campuses receiving TTIPS funds work collaboratively to problem-solve with a District Director or Shepherd of TTIPS initiatives and with the Associate Superintendent of High Schools.

The Director will chair a cross-functional team consisting of representatives from the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the High School and Middle School Offices, the Department of Program Evaluation, the Purchasing Department, and the Department of Curriculum and Instruction to ensure effective implementation of program components. The TTIPS team will meet at regularly-scheduled intervals to review program progress and/or concerns.

The District Director will report directly to the Chief Schools Officer at regularly scheduled meetings that will include the Chief Academic Officer, the Chief Performance Officer, and the Associate Superintendents of High, Middle, and Elementary Schools, as appropriate and necessary. This will create a streamlined organizational structure, ensuring that the District Director will have access to higher-level AISD administration and that decisions are made and implemented in a timely manner. The Director and the cross-functional team will meet with and report on program progress to the Superintendent quarterly.

Campus principals and instructional staff will oversee the daily implementation of all TTIPS activities with the guidance of the TTIPS Director. He or she will regularly monitor the progress of the campus's 90-Day Action Plans, will provide feedback to principals when needed or as requested, will respond promptly for principal requests for assistance, will hold regularly scheduled meetings with principals, will assist principals in problem solving. He or she will serve as a liaison between the District and the Texas Transformation Project representatives and will provide a direct line of communication to the superintendent. These are the roles and responsibilities of the District Director, as articulated by TEA.

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

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

AISD Staff from the Office of State and Federal Accountability and from the Finance Office will work with campus-based administrators to identify all grant funding being received by the campus and ensure all grant-funded programs are aligned. Through a review of the campus's BTO involving campus staff, the District Director, the High School Associate Superintendent, and representatives from Curriculum and Instruction and the Office of State and Federal Accountability, AISD will ensure TTIPS initiatives are aligned with all other resources available to the campus.

The district has made significant progress in ensuring all programming within a vertical team is aligned during the 2009 to 2010 school year, as campus leadership from all schools within a vertical team worked to together in planning and ensuring activities were aligned.

Reagan's vertical team planning focused on:

1. Educator Quality: recruiting and retaining staff and providing quality professional development to ensure the necessary supports were available for East Austin schools.
2. Creating signature programs (themed), specifically an Early College High School (ECHS), to establish a college-ready culture.
3. Developing and implementing academic supports and interventions for all students in East Austin schools.
4. Developing content literacy and numeracy comprehensive plans to ensure all students are on grade level as they transition from elementary to middle to high school, and ultimately to college.
5. Increase attendance among elementary, middle, and high school students for all groups.

Action steps were identified to support these objectives. For example, to support increases in educator quality, vertical team leaders will conduct a needs assessment of faculty members in order to create and provide a tiered differentiated early college plan for professional development, including instructional leaders, support staff, and teachers. Leadership will provide professional development in critical areas of ELL strategies, relationship building, high yield vocabulary strategies, and technology. Professional development will be job-embedded through content specific coaching strategies. The vertical team will expand and accelerate the leadership and supports for the development of campus-based professional learning communities for teachers to engage in content specific strategies and lesson plan development. The district will attempt to secure funds to provide strategic compensation for all schools within the vertical team, will support participation in the Texas Turnaround Leadership Academy, and will create a full-time, sustainable teacher-mentor program at every Reagan vertical team school. Additionally, the vertical team will work collaboratively to develop a administrative mentor/induction program for new administrators.

To support the development of signature programs, the Reagan vertical team leaders will take the following action steps: improve the content, quality, and use of required formative assessments and reduce the number of assessments required at the classroom, school, cluster, and district level; ensure that the ECHS is research-based, aligned to the district's curriculum and to the needs of students; ensuring fidelity of implementation of the district's common curriculum and the ECHS curriculum and emphasizing rigorous learning; examining the learning needs of every child and ensuring there are timely supports for teachers and students; articulating and communicating clear parameters for the allocation of staff and resources for special education students across the vertical team schools; ensuring that the Reagan English Language Learner program is comprehensive, compliant, and includes a well-developed plan for English transition that is closely monitored and implemented with fidelity; implement the ECHS model at Reagan, providing students the pre-requisite skills and supports at the middle and elementary school level, to include implementing Club AVID with fidelity at the elementary school level; providing students 21st-century technology; and, showcasing high quality examples of project based learning and portfolios annually as a way to promote the ECHS model.

Additional information regarding action steps to support all five Reagan vertical team targets is available in the "East Austin Schools Plan: Reagan Vertical Team" available on the AISD web site.

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

**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.

Dr. Paul Cruz currently serves as the Chief Schools Officer in the Austin Independent School District (AISD) and will serve as the Interim TTIPS Grant Project Manager, or District Shepherd, until this position is filled. In his role as Chief Schools Officer, he oversees the Associate for High Schools who is in charge of 14 schools, the Associate of Middle Schools who is charge of 19 schools, and the three Associates for Elementary Schools who cumulatively are in charge of 78 schools. He will also manage and oversee the Educational Support Services for the district. Previously, he served as the Associate Superintendent for Middle Schools where he oversaw 19 middle schools and one alternative school. Previously he served as the Assistant Superintendent for Educational Services in the AISD, where he focused on college readiness, dropout prevention, guidance and counseling, and student support programs.

Dr. Cruz earned his Ph.D. in educational leadership from the University of Texas at Austin. In his doctoral program, Dr. Cruz was a Fellow in the Cooperative Superintendency Program, which is a program of study designed for future urban school superintendents. He also received a Bachelor of Science degree in Education from the University of Texas at Austin with a specialization in English and a Master of Science in Educational Administration from Corpus Christi State University. He holds Texas teaching certifications for superintendency, mid-management, teacher—grades one through eight, and English—grades one through eighth.

He has over twenty-two years of experience in education as a teacher, assistant principal, principal, school planner, assistant or associate superintendent, superintendent, deputy commissioner for dropout at the state level, and chief schools officer.

In addition, Dr. Cruz is actively engaged in the Austin community, serving on a number of committees and boards: a limited list includes Leadership Austin, Greater Hispanic Chamber of Commerce, Greater Austin Chamber of Commerce Matriculation Task Force, Division lead on AISD ACCESS grant, Austin Voices, Texas Business and Education Coalition, Equity Center on School Finance, and the Texas Association of School Administrators.

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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).

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

Using Texas Title I Priority Schools Grant funds, AISD will hire one .25 full-time equivalent (.25 FTE) District Director. The Director will work collaboratively with the Associate Superintendent of High Schools to ensure all program objectives are met.

The Director will chair a cross-functional team consisting of representatives from the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the High School and Middle School Offices, the Department of Program Evaluation, the Purchasing Department, and the Department of Curriculum and Instruction to ensure effective implementation of program components. The TTIPS team will meet at regularly-scheduled intervals to review program progress and/or concerns.

He or she, with the Associate Superintendent of High Schools, will report directly to the Chief Schools Officer at regularly scheduled meetings that will include the Chief Academic Officer, the Chief Performance Officer, and the Associate Superintendents of Middle and Elementary Schools, as appropriate and necessary. The Director and the cross-functional team will meet with and report on program progress to the Superintendent quarterly.

The TTIPS Director will work with District staff and campus administration to ensure effective resource management, including ensuring that all purchases and services support programmatic goals. He or she will have the support of the AISD Purchasing Department to ensure that all purchases of goods and services for a TTIPS campus are completed in a timely fashion and follow AISD procurement procedures.

He or she will meet regularly with the campus principal and SIRC staff to evaluate 90-Day Action Plans and ensure that all services provided on campus and that all activities currently underway are aligned with the current 90-Day Plan. He or she will have the support of a .215 FTE administrative assistant.

To further support the TTIPS initiative within AISD, a .25 compliance officer and a .25FTE Budget Technician will be provided with other funds. All AISD grant budgets, including the TTIPS grant budget, are supervised by a Grant Compliance Officer in the Office of State and Federal Accountability who has the final responsibility for funds. He or she will ensure the grant is managed according to grant guidelines, District policies and procedures, and applicable laws and regulations. The Compliance Officer will review and approve all activity and expenditures involving the grant and ensure that all applicable requisitions and expenditures are submitted on a timely basis. He or she will review the financial reports to ensure all expenditures are appropriate and necessary, will be responsible for the line-item budget, will be available to answer questions from auditors and grant monitors, and will be responsible for finding funding for disallowed expenditures. The Compliance Officer will meet regularly with the District Director to review compliance issues.

Finally, the TTIPS program will have a .25FTE staff member to conduct program evaluation from the AISD Department of Program Evaluation. Evaluation staff will assist the District Director in determining best strategies for implementing formative evaluation procedures and work with SIRC to develop and complete a summative evaluation of the initiative. As with Compliance staff, the TTIPS evaluator will meet regularly with the District Director to review program progress and address concerns.

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

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.

AISD is committed to ensuring all funding and resources provided through the Texas Title I Priority Schools Grant program within the District translate into continued high-quality programs and professional development to support the success of schools and students within the District.

The District has currently allocated resources to support struggling schools in Austin. Above funds available under the TTIPS program for the 2010 to 2011, 2011 to 2012, and 2012 to 2013 school years, AISD is moving quickly to address the issue of academically unacceptable schools east of IH35 through our internal School Turnaround Initiative and the East Austin Priorities meetings.

For the AISD School Turnaround Initiative, the District has set aside roughly 3.5 million dollars to support strategic intervention in our lowest-performing schools. Individual schools submit a proposal to the District staff for funding either a whole school turnaround model or implementation of strategic programs within schools to address specific needs. These proposals are developed collaboratively with parent, teacher, administrator, central office, and community representatives and included discussion of possible TTIPS funding and the required federally-established four intervention models within the program. The School Turnaround Initiative and internal proposals submitted by individual campuses, especially for those campuses east of IH35, are part of a larger focus on addressing lagging student achievement in schools located in that area. AISD will continue to support struggling schools after TTIPS funding ends.

In following the Texas Transformation Project Extended Implementation timeline, AISD central office staff, the TTIPS District Director, and the Reagan High School Principal and administrators will work with representatives from the AISD Finance Office, from the Office of State and Federal Accountability, and with the TTIPS cross-functional team in year three of the grant to develop an extensive sustainability plan for TTIPS-funded programs at Reagan High School. Developing a long-term sustainability plan is required in year three of the Texas Transformation Project.

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

Selection of external providers, whether for goods or services, will follow AISD purchasing procedures to ensure a fair and effective procurement process.

For purchases of goods and equipment, all purchases of less than \$1,000 require one verbal quote from a vendor. For those between \$1,000 and \$10,000 the campus must obtain at least three quotes from vendors. Each vendor should be furnished with the same written specifications. Purchases of \$10,000 or more cannot be made without formally advertising and issuing a formal solicitation, and purchases of \$50,000 or more must be approved by the Board of Trustees. Formal solicitations may be made by competitive bidding, a request for proposals, or a request for offer used only for technology.

Request for Bids are requested by an electronic requisition. Each request= includes specifications describing what is needed and is most appropriate for the acquisition, the total dollar amount of the procurement and an account number, the date required, and suggested sources of supply. The award criteria for a sealed bid is that bids be awarded to the responsible bidder submitting the lowest bid complying with the conditions of the contract documents, provided the bid is reasonable and in the best interests of the district.

A Request for Offer (RFO) used for technology purchases to AISD vendors is issued by the Purchasing Office. A RFO may be an informal fax to vendors or a formal written request for offer and must be solicited through a competitive process to at least three (3) vendors, unless justification is provided supporting a sole source or restrictive vendor. The award of an RFO is based on "best value."

Items that are generally considered sole source under purchasing guidelines are items for which competition is precluded because of the existence of a patent, copyright, secret process, or monopoly; a film, manuscript, or book only available from one publisher; or a captive replacement part/component for equipment only available from the original equipment manufacturer (OEM). Sole source purchases can only be made after a good faith effort has been conducted and a determination has been made that there is only one source for the required good or service.

A Request for Proposals (RFP) is used where many requirements (price being only one) must be considered in determining and award. It is normally used for major procurements, requires development of a statement of work, proposal format, and evaluation criteria and should be used when purchasing professional services. A committee typically evaluates responses to an RFP. Negotiation may take place prior to award. Purchasing must issue all AISD RFPs. For procurement of external contractors for the Reagan TTIPS initiative, the committee evaluating proposals will consist of the District Shepherd, the campus principal, the Associate Superintendent of High Schools, and other staff, as identified by the Chief Schools Officer.

District-wide contracts have been competitively bid by the Purchasing Office for items that are commonly used throughout AISD. Contracts have been set up for the use of all district campuses and departments.

Alternate procurement sources include state contracts from the State of Texas TBPC (Texas Building and Procurement Commission) and interlocal agreements. Staff from the Purchasing Office will support the District Shepherd, the Associate Superintendents, and campus administrators to ensure efficient and timely procurement of goods and services under the TTIPS program.

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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).

Site Visits – 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.

AISD did not conduct site visits to other districts and/or campuses implementing a Transformation 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).

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.

Austin ISD is applying for all district schools designated as Tier I schools under the TTIPS (SIG) grant program.

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

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

Part 3: 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
 - Supplemental Education Services (SES) incorporated into the intervention model
- 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

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

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

Part 3: Intervention Model

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).
 The first step in determining that Reagan High School would implement the Transformation model with TTIPS funds was to evaluate the most recent Campus Needs Assessment and Campus Improvement Plan to identify the campus's strengths and weaknesses.

State and federal law require schools to complete a Comprehensive Needs Assessment (CNA) as part of the institution's planning, budgeting, and decision making process. The Texas Education Code (TEC) Sections 11.252(a) (1-2) and 11.253 mandated that the campus plans must "include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance. . . . Campus-level committees must assess the academic achievement for each student in the school using the student achievement indicator system." Likewise, schools receiving Title 1 funds to operate a school wide program must participate and complete a CNA of the entire school, providing information on how all students are fairing on meeting state achievement standards.

The CNA Reagan completes is based on the NCLB CNA format, a five step process linking the CNA to the review and development of campus/district improvement plans, and the work completed in the CNA process is connected to the Campus Improvement Plan (CIP) development and review process. The findings of the CNA are incorporated into the CIP and are reflected in summary statements. The strengths identified in the CNA are addressed in the CIPs for campus and district, and administrators identify strategies and activities to further build on these strengths.

These documents were used as resources for completing Appendix B of the "LEA TTIPS Decision-Making Team: Recommendations and Resources for Its Creation and Facilitation," provided to AISD at the TEA conference hosted by the Region 13 Educational Service Center.

The SIRC tools for selecting an appropriate intervention model for low-achieving schools required that AISD explore what current Texas statutes and policies address school transformation, limit it, create barriers to it, or provide support for it and how; what district policies address transformation, limit it, create barriers to it, or provide support for it and how; and what district contractual agreements, including collective bargaining, affect transformation and how. After reviewing these questions, district and campus staff decided that the AISD climate for implementing the Transformation model was positive. In step two of the process of identifying an appropriate model, AISD staff, including staff from the Department of Program Evaluation and the Office of Accountability provided data for developing a profile of the school's context and performance. This report is available both to TEA and to SIRC, as needed and upon request. The profile identified the background and core competencies of current administrators and their years of experience, to include past experience in educational reform. It asked staff to identify which student groups were experiencing the lowest achievement, which groups were experiencing the lowest graduation rates, and in which subjects were students struggling most on campus. It also asks staff to review the characteristics of student demographics that should be taken into account when selecting a model.

Step 3.A asks the decision making team to determine which model was a better fit for Reagan High. After identifying the transformation model as the one most suited to Reagan, staff considered how a new school leader would be selected and what experience that individual should have and how AISD would enable the new leader to make and sustain strategic staff replacements. The district response to making and sustaining strategic staff placements, AISD administrators and campus staff identified the district's current, nationally-recognized strategic compensation program, REACH, which rewards teachers based on student achievement and tenure in low-performing schools, which are often more difficult to staff. Reagan High School has not participated the REACH Strategic Compensation in previous school years. It will be new to the campus and funded through TTIPS.

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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 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to *five pages*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

An additional consideration was how the district would change decision making policies and mechanisms to ensure greater school flexibility in budgeting, staffing, and scheduling. District staff identified the creation of an AISD cross functional team to support TTIPS campuses as a key component in ensuring campus staff have the flexibility required under grant guidelines and to ensuring a more streamlined organizational structure in which the TTIPS District Shepherd and campus staff have more access to AISD central office administrators, particularly at the chief officer and superintendent level, to ensure timely implementation of activities and review of programmatic issues. This new governance structure will support the new campus leadership in determining the changes in operational practice (including classroom instruction) that must accompany the transformation and will support developing a comprehensive sustainability plan for all components implemented with TTIPS funds in year three of the grant program, as required of the Texas Transformation Project Extended Implementation timeline.

TTIPS Decision Team members delayed completing step 3.B of Appendix B—that of identifying groups and external partners, defining their roles, and developing contracts—until a later date.

In addition to the review of Reagan’s most recent CNA, CIP, and Appendix B of the “LEA TTIPS Decision-Making Team: Recommendations and Resources for Its Creation and Facilitation” document, AISD district-level administrators and campus administrators met with a number of stakeholders to discuss the intervention model best suited to the school’s current climate.

Staff has consulted with the current Campus Advisory Committee (CAC) regarding the proposed transformation intervention model for the school. The CAC consists of parents, students, professional and classified staff, directors of any special academic programs on campus, community members, and non-profit organizations that participate in the Campus Needs Assessment and in developing Campus Improvement Plans.

In addition to reviewing the possible TTIPS proposal with the CAC, the current principal has met with her staff to review the plans for a transformation initiative. Separate meetings were held for campus-based administrators and district staff was present at these meetings to answer questions. District staff was also available during vertical team planning meetings for Reagan High School and the associated middle and elementary school principals to ensure that all activities were not just horizontally aligned, but vertically aligned, so students entering Reagan would have a strong academic base when entering high school.

The additional programs that Reagan High will implement under the TTIPS grant, which are not required but allowable, were identified as part of this year’s vertical team planning and in the process of completing and submitting a proposal under the internal AISD turnaround initiative.

In preparing an AISD proposal, school administration and instructional and support staff collaborated with parents, students, community members, representatives of non-profit organizations that provide services to students/families, and AISD district-level administrators to explore turnaround programming for the school. The work of this committee of stakeholders informs the Reagan TTIPS proposal submitted here and makes rapid implementation of the Texas Transformation Project possible. During this planning process, administrators across the vertical team agreed to implement a number of well-designed and developed programs across schools to enhance students’ education experience, which would include the following activities and/or components:

1. School wide alignment with the Readiness to Teach framework, which is based on the National Center for Response to Intervention’s three tier student intervention framework: tier I, the core academic program; tier II, supplemental academic program; and tier III, an intensive academic program.

The tiered intervention begins with screening and diagnostic assessments to determine career interests and academic

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by telephone/e-mail/FAX on <u>8/30/10</u> by <u>mev</u> of TEA.	School Years 2010-2013	

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

Part 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

strengths/weaknesses. Each assessment will include review of the following data: grades, TAKS data, reading levels, math levels, attendance, discipline referrals, family status, and career interests for eighth and ninth grades.

Tier I Core Academic Programming will include the creation of a Ninth Grade Academy to strengthen and prepare all ninth grade students to be on or above grade level before their sophomore year, assuring they remain with their cohort and graduate in four years.

To further support tier I instruction, Reagan staff will work with external service providers to develop a comprehensive literacy plan and math plan that creates focused, rigorous, and engaged instruction aligned throughout the vertical team. To further support Literacy and Math achievement, all ninth graders will have a double block of English and Math coursework.

Tier I instruction will likewise promote well-defined programs of study that significantly enhance the effectiveness of the students' educational experience by strategic alignment of technical instruction and rigorous academic standards. A comprehensive guidance program will support all programs of study.

Creating well-defined and developed programs of study is a process rooted in developing a college and career culture. This proposal calls for a phased-in approach to designing the Reagan programs of study:

Phase I: A. Launch two new programs of study in partnership with local accredited higher education institutions (Early College High School): Arts and A/V Communications and Health Sciences; B. Strengthen and support existing programs in Science, Technology, Engineering, Mathematics (STEM) and Auto Tech/Auto Body; C. Begin planning to implement an Early College High School (ECHS) Model on campus; D. Work with feeder middle and elementary schools to articulate to parents the opportunities available to students at Reagan High School; E. Support middle school implementation of AVID programs. AVID implementation at the elementary schools feeding into Reagan are currently and will be funded through local district dollar and through Title 1, Part A funds from the Department of Education. Reagan will continue to support and expand the AVID program to ensure all students have the ability to participate in the new courses of study.

Phase II: Implement ECHS Model beginning with at least 125 students in ninth grade; Continue to expand the ECHS Model; Fully implement the programs of study Developmental Advisory Boards; and implement a plan to strengthen the ECHS component throughout the vertical team.

Reagan will support tier II students through providing Saturday tutorials, an expanded and more robust Ninth Grade for freshman failing Algebra I and/or Biology, a twilight or evening credit recovery program, and expansion of the DELTA credit recovery program. Tier III interventions will include extended year programs, a language academy for English Language Learners (ELLs), and strengthening the IMPACT team by supporting enhanced data-driven decision making during the IMPACT process.

To further support and enhance school climate, Reagan will implement Positive Behavioral Support school wide and will expand the capacity of the Family Resource Center (FRC) through hiring a Director of Family and Student Services who will coordinate attendance and dropout prevention initiatives, the work of the FRC, Pregnant and Parenting Teen programs, and other support programs for students and families.

Finally, additional professional development offered to teachers will support teacher effectiveness. These include Kilgo, Quality Teachers of English Language (QTEL), and participation in the Texas Turnaround Leadership Academy. Reagan will also support the district's nationally-recognized strategic compensation program, REACH, to attract and retain high-quality teachers. Travis High School has not participated the REACH Strategic Compensation previously. It will be new to the campus and funded through TTIPS.

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

Part 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to *five pages*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

East Austin Priorities meetings. The East Austin School Priorities meetings, held with campus staff and administration, AISD central administration, parents, students, community members, and nonprofit and faith-based organizations east of IH35, are directly tied to the AISD *Strategic Plan* that establishes a road map for achieving high student performance and fiscal accountability for AISD over the next five years. This work is informed by the new Promise Neighborhood Initiative and by the work the AISD/City of Austin/Travis County Joint Subcommittee on truancy and student mobility.

As part of their work, participants identified the priorities they believed should drive AISD's efforts to create strong, vital schools in East Austin. The top five priorities were:

1. To increase teacher quality and continuity of staff and principals.
2. Create signature programs to establish a college-going/college-ready culture
3. Develop and implement academic supports and interventions for all students in East Austin Schools
4. Develop/implement content literacy and numeracy comprehensive plans to ensure all students are on grade level as they transition from elementary to middle school, from middle to high school, and ultimately to college.
5. Increase attendance among all student

Of note, the East Austin Priorities meetings also highlighted calls from the community for equal access to education programming that doesn't stigmatize East Austin schools or students as only schools of poverty and at-risk students, the need to stop closing schools and moving students to different schools, to close schools and then reopen them later with the enough staff to fully implement any new design and/or programming that will be offered to students, and make a deliberate effort to create "signature" academic programs within every vertical team. The Reagan High School TTIPS proposal is clearly aligned with the desires of the East Austin community, and AISD has and will continue to allocate resources to ensure we meet the expectations of our parents, students, and staff within these schools and of school community members.

Reagan High School will follow the timeline established by the Texas Education Agency in the Texas Transformation Project documents for implementation of a transformation model under the rapid implementation timeline. The timeline for additional activities that the school will implement, but are not required components under TTIPS, will be incorporated into this timeline. A list of additional activities is included in Section 4.B, Part 3, Section D of this proposal.

Pre-work:

- Comprehensive Needs Assessment of district and campus
- Replace principal, if applicable
- Replace or retain key staff
- Identify community partners
- Establish LEA designated personnel to foster transformation project
- Identify teacher leaders
- Develop job-embedded professional development plan for year 1
- Attend Summer Seminar, 7.12 to 7.15.2010
- Complete first 90-day action plan

Fall I:

- Complete District Snapshot
- Implement school wide Positive Behavior Support (PBS)
- Begin providing enhanced social service support
- Teacher leaders begin collecting observation data to guide professional development and student interventions
- Develop plan to recruit and retain quality staff
- Review progress toward goals in 90-day action plan

Spring I:

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

Part 3: Intervention Model

Section B: Model Selection Process Cont. Responses are limited to *five pages*, front side only, with a font size no smaller than 9 point (Arial or Verdana).

- Review behavioral data and PEIMS to analyze PBS implementation
- Begin online courses Implement targeted professional development based on classroom observation data and student data
- Write next 90-day action plan.

Summer I:

- Attend summer seminar
- Review and revise professional development plans
- Review and revise needs assessment
- Analyze progress toward goals in previous 90-day action plan
- Develop plan for classroom interventions for PBS
- Write new 90-day action plan
- Attend NSDC summer conference

Fall II:

- Implement revised and updated professional development plan
- Implement classroom level PBS interventions
- Begin action research projects
- Continue online courses
- Write new 90-day action plan

Spring II:

- Continue online learning
- Teacher leaders collect data for action research projects
- Review behavior data to evaluate effectiveness of PBS interventions
- Write new 90-day action plan

Summer II:

- Teacher leaders present initial findings on action research topics
- Conduct intensive data review and process evaluation
- Attend Summer Seminar

Fall III:

- Re-administer Campus Snapshot

Spring III:

- Finalize Action Research Projects
- Conduct data for PBS evaluation

Summer III:

- Present Action Research
- Conduct intense data review and process evaluation
- Create sustainability plan
- Develop Plan to Continue Use of Teacher-Leaders as an Instructional Resource

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

Part 3: 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.

1	Campus Advisory Committee
2	Campus Principal
3	Campus Instructional Staff
4	Community Members
5	Non-Profit Representatives
6	Parents
7	Current and Former Students
8	Central Office Administration, Office of Finance
9	SIRC and/or TEA representatives
10	Campus Non-Instructional Staff

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should 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 Math
 - 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

****Timeline for activities and/or components highlighted are based on the Texas Transformation Project timeline format referenced above on Schedule 4B, Part 3, Section B.**

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1.A, 1.C	Improve Student Achievement in Reading/ELA through implementing a school-wide RtI framework and developing a comprehensive literacy plan.	Implement a school wide RtI model to provide supports to low-achieving students in Reading/ELA.	See National Center for Response to Intervention literature review.	August 2010	February 2013
1.A, 1.C	Improve Student Achievement in Mathematics through implementing a school-wide RtI framework and developing a comprehensive math plan that creates a focused, rigorous course of instruction.	Implement a school wide RtI model to provide supports to low-achieving students in Reading/ELA.	See National Center for Response to Intervention literature review.	August 2010	April 2013
1.A, 1.B	Alignment with Readiness to Teach framework, in which curriculum/instruction is based on the National Center on RtI's three tier student intervention framework	Implement a school wide RtI model to provide supports to low-achieving students.	See National Center for Response to Intervention literature review.	August 2010	July 2013
1.B, 1.C	Create comprehensive literacy plan with assistance of external provider	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013
1.B, 1.C	Create well-defined math plan with assistance of external provider	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013
1.B	Launch two new programs of study in partnership with local Institution of Higher Education: Arts and A/V Communications and	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2011

	Health Sciences				
1.B	Strengthen/support existing programs in STEM and Auto Tech/Auto Body	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013
1.B	Phased-in implementation of an Early College High School Model	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013
1,B	Hire ECHS Director for phased-in implementation of an ECHS model	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013

Add additional pages as needed.

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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
2.A, 2.B	Screening/diagnostic assessments of students to determine career interests, academic strengths/weaknesses	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform differentiated instruction in order to meet the academic needs of individual students.	Bernhardt, V.L. (2004). <i>Data analysis for continuous school improvement</i> (2 nd ed.). Larchmont, NY: Eye on Education [available at www.eyeoneducation.com].; Supovitz, J.A., & Klein, V. (2003). <i>Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement</i> . Philadelphia, PA. [available at www.cpre.org/Publications/AC-08.pdf].; Black, P., & William, D. (1998). <i>Inside the black box: Raising standards through classroom assessment</i> . Phi Delta Kappan, 80(2), 139-148. [available at www.pdkintl.org/kappan/kl9810.htm]	August 2010	July 2013
2.A, 2.B	Support data-driven decision making by the IMPACT team	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform differentiated instruction in order to meet the academic needs of individual students.	Bernhardt, V.L. (2004). <i>Data analysis for continuous school improvement</i> (2 nd ed.). Larchmont, NY: Eye on Education [available at www.eyeoneducation.com].; Supovitz, J.A., & Klein, V. (2003). <i>Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement</i> . Philadelphia, PA. [available at www.cpre.org/Publications	August 2010	July 2013

			/AC-08.pdf .; Black, P., & William, D. (1998). <i>Inside the black box: Raising standards through classroom assessment</i> . Phi Delta Kappan, 80(2), 139-148. [available at www.pdkintl.org/kappan/ka9810.htm]		
2.C	Provide additional time for staff to work collaboratively on analyzing student work.	Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform differentiated instruction in order to meet the academic needs of individual students.	Bernhardt, V.L. (2004). <i>Data analysis for continuous school improvement</i> (2 nd ed.). Larchmont, NY: Eye on Education [available at www.eyeoneducation.com].; Supovitz, J.A., & Klein, V. (2003). <i>Mapping a course for improved student learning: How innovative schools systematically use student performance data to guide improvement</i> . Philadelphia, PA. [available at www.cpre.org/Publications/AC-08.pdf].; Black, P., & William, D. (1998). <i>Inside the black box: Raising standards through classroom assessment</i> . Phi Delta Kappan, 80(2), 139-148. [available at www.pdkintl.org/kappan/ka9810.htm]	October 2010	May 2013
Add additional pages as needed.					

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3.A	Leadership capacity training	Increase leadership effectiveness	See National Governors' Center for Best Practices: http://www.nga.org/portals/site/nga/menuite.m1f41d49be2d3d33eacdcbbeb501010a0/?vnextoid=c96c739a87165110VgnVCM1000001a01010aRCRD	July 2010	July 2013
3.A	SIRC Online Professional Development for Leadership	Increase leadership effectiveness	See National Governors' Center for Best Practices: http://www.nga.org/portals/site/nga/menuite.m1f41d49be2d3d33eacdcbbeb501010a0/?vnextoid=c96c739a87165110VgnVCM1000001a01010aRCRD	July 2010	July 2013
3.A	District Institute participation by LEA staff	Increase leadership effectiveness	See National Governors' Center for Best Practices: http://www.nga.org/portals/site/nga/menuite.m1f41d49be2d3d33eacdcbbeb501010a0/?vnextoid=c96c739a87165110VgnVCM1000001a01010aRCRD	September 2010	December 2012
3.B, 3.C	Attendance at National Staff Development Council (NSDC)	Increase leadership effectiveness	See National Governors' Center for Best Practices: http://www.nga.org/portals/site/nga/menuite.m1f41d49be2d3d33eacdcbbeb501010a0/?vnextoid=c96c739a87165110VgnVCM1000001a01010aRCRD	July 2011	July 2011

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4.A	Create 9 th grade academy to strengthen/prepare all freshmen to be on or above grade level before 10 th grade	Support designed to ensure all students take advantage of advanced programming	Neild, R.C., Stoner-Eby, S., & Frusternberg, F. (2008). Connecting entrance to departure: The transition to ninth grade and high school dropout. <i>Education and Urban Society</i> , 40, 543-569. ; Martin, E.J., Tobin, T.J., & Sugai, G.M. (2003). Current information on dropout prevention: Ideas from practitioners and the literature. <i>Preventing school failure</i> (47(1), 10-17.; Neild, R.C. (2009). Falling off track during the transition to high school: What we know can be done. <i>The Future of Children</i> , 19(1), 53-76.	August 2010	December 2010
4.A	Provide Saturday tutorials	Establishing schedules that provide increased learning time	Aronson, J., Zimmerman, J., & Carlos, L. (1999). <i>Improving achievement by extending school: Is it just a matter of time?</i> San Francisco: WestEd, 21 pgs. [available at http://web.wested.org/onlinepubs/timeandlearning/1intro.html]; Black, S. (2002). Time for learning. <i>American School Board Journal</i> , 189(9), 58, 60, 62.; Brown, C. (2001) Extended learning: What are the states doing? <i>Principal Online</i> 80(3), 12-15.	August 2010	July 2013
4.A	Support a ninth grade opportunity center for students needing to recover Algebra I and Biology Credits (This	Support designed to ensure all students take advantage of advanced programming	Neild, R.C., Stoner-Eby, S., & Frusternberg, F. (2008). Connecting entrance to departure: The transition to ninth	August 2010	July 2013

	program is currently funded through the campus's local budget and other sources. New TTIPS dollars will allow additional support above the local budget and expansion of services to meet the needs of more students).		grade and high school dropout. <i>Education and Urban Society</i> , 40, 543-569. ; Martin, E.J., Tobin, T.J., & Sugai, G.M. (2003). Current information on dropout prevention: Ideas from practitioners and the literature. <i>Preventing school failure</i> (47(1), 10-17.; Neild, R.C. (2009). Falling off track during the transition to high school: What we know can be done. <i>The Future of Children</i> , 19(1), 53-76.		
4.A	Implement an evening "Twilight" credit recover program	Establishing schedules that provide increased learning time	Neil, R.C., & Morrison, W. (2000). Quiero tener un futuro: A report on the Talent Development Twilight School at Edison High School. <i>Philadelphia Education Fund Report</i> . Philadelphia, PA: Philadelphia Education Fund.	July 2010	July 2013
4.A	Expand the DELTA credit recovery program	Support designed to ensure all students take advantage of advanced programming	See North American Council for Online Learning's Using Online Learning for At-Risk Students and Credit Recovery	July 2010	July 2013
4.B	Extended year program provided for freshmen who have not passed TAKS in 8 th grade	Establishing schedules that provide increased learning time	Aronson, J., Zimmerman, J., & Carlos, L. (1999). <i>Improving achievement by extending school: Is it just a matter of time?</i> San Francisco: WestEd, 21 pgs. [available at http://web.wested.org/onlinepubs/timeandlearning/1intro.html]; Black, S. (2002). Time for learning. <i>American School Board Journal</i> , 189(9), 58, 60, 62.; Brown, C. (2001) Extended learning: What are the states doing? <i>Principal Online</i> 80(3), 12-15.	July 2010	July 2013
4.A	Implement a Language Academy to support ELLs at Reagan	Establishing schedules that increase learning time and promote a community-orientated school.	DuFor, R., Eaker, R., & DuFor, R. (Eds.). (2005). <i>On common ground: The power of professional learning communities</i> . Bloomington, IN: National Educational Service. [available online at www.nesoline.com]	July 2010	July 2013

4.C	Support Professional Learning Communities and implement protocols for common planning time.	Establishing schedules that increase learning time and promote a community-orientated school.	DuFor, R., Eaker, R., & DuFor, R. (Eds.). (2005). <i>On common ground: The power of professional learning communities</i> . Bloomington, IN: National Educational Service. [available online at www.nesoline.com]		
4.C	Modify schedule to ensure teachers have common planning time	Establishing schedules that provide increased learning time	Aronson, J., Zimmerman, J., & Carlos, L. (1999). <i>Improving achievement by extending school: Is it just a matter of time?</i> San Francisco: WestEd, 21 pgs. [available at http://web.wested.org/onlinepubs/timeandlearning/1intro.html]; Black, S. (2002). Time for learning. <i>American School Board Journal</i> , 189(9), 58, 60, 62.; Brown, C. (2001) Extended learning: What are the states doing? <i>Principal Online</i> 80(3), 12-15.	July 2010	August 2013
4.C	Provide all freshman a double block of English	Establishing schedules that provide increased learning time	Aronson, J., Zimmerman, J., & Carlos, L. (1999). <i>Improving achievement by extending school: Is it just a matter of time?</i> San Francisco: WestEd, 21 pgs. [available at http://web.wested.org/onlinepubs/timeandlearning/1intro.html]; Black, S. (2002). Time for learning. <i>American School Board Journal</i> , 189(9), 58, 60, 62.; Brown, C. (2001) Extended learning: What are the states doing? <i>Principal Online</i> 80(3), 12-15.	July 2010	August 2013
4.C	Provide all freshman a double block of Math	Establishing schedules that provide increased learning time	Neil, R.C., & Morrison, W. (2000). Quiero tener un future: A report on the Talent Development Twilight School at Edison High School. <i>Philadelphia Education Fund Report</i> . Philadelphia, PA: Philadelphia Education Fund.	July 2010	August 2013
Add additional pages as needed.					

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5.A, 5.B, 5.C	Hire a Director of Family and Student Services to support/coordinate initiatives	Increase access to community services		August 2010	August 2010
5.A, 5.B, 5.C	Expand the Reagan Family Resource Center	Increase access to community services		August 2010	August 2013
5.A., 5.B.	AVID expansion to include college visits/field trips	Support designed to ensure all students take advantage of advanced programming	Cunningham, A., Redmond, C., & Merisotis, J. (2003). <i>Investing early: Intervention programs in selected U.S. states.</i> Montreal: Canada: The Canadian Millennium Foundation.; Gunthrie, L., & Gunthrie, G.P. (2002). <i>The magnificent eight: AVID best practices study, final report.</i> Burlington, CA: Center for Research, Evaluation, and Training in Education. Watt, K., Powell, C., Mendiola, I., & Cossio, G. (2006). Schoolwide impact and AVID: How have selected Texas high schools addressed the new accountability measures? <i>Journal of Education for Students Placed At Risk</i> , 11(1), 57-73.	August 2010	August 2013

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A, 6.B	Support/expand comprehensive guidance program	Support designed to ensure all students take advantage of advanced programming	Alliance for Excellent Education (2009). High school dropouts in America fact sheet. Washington, D.C. [available at www.all4ed.org]	August 2010	August 2013
6.A, 6.B	Strengthen the IMPACT team to address attendance, academic, and discipline concerns earlier	Support designed to ensure all students take advantage of advanced programming	Alliance for Excellent Education (2009). High school dropouts in America fact sheet. Washington, D.C. [available at www.all4ed.org]	August 2010	August 2013
6.C	Expanded Advocacy program	Support designed to ensure all students take advantage of advanced programming	Alliance for Excellent Education (2009). High school dropouts in America fact sheet. Washington, D.C. [available at www.all4ed.org]	August 2010	August 2013
6.C	AVID expansion to include college visits/field trips	Support designed to ensure all students take advantage of advanced programming	Cunningham, A., Redmond, C., & Merisotis, J. (2003). <i>Investing early: Intervention programs in selected U.S. states</i> . Montreal: Canada: The Canadian Millennium Foundation.; Gunthrie, L., & Gunthrie, G.P. (2002). <i>The magnificent eight: AVID best practices study, final report</i> . Burlington, CA: Center for Research, Evaluation, and Training in Education. Watt, K., Powell, C., Mendiola, I., & Cossio, G. (2006). Schoolwide impact and AVID: How have selected Texas high schools addressed the new accountability measures? <i>Journal of Education for Students Placed At Risk</i> ,	August 2010	August 2013

			11(1), 57-73.		
6.B	Implement school wide Positive Behavior Support	Support designed to ensure all students take advantage of advanced programming (to include ECHS).	Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. (2006). School wide application of positive behavior support in an urban high school: A case study. <i>Journal of Positive Behavior Interventions</i> , 8(3), 131-145.; McCurdy, B.L., Kunsch, C., & Reibstein, S. (2007). Secondary prevention in the urban school: Implementing the Behavior Education Program, <i>Preventing School Failure</i> , 12-19.	August 2010	August 2013

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7.C	Implement/Support Project REACH strategic compensation program (new to campus)	Implementing financial strategies designed to recruit, place, and retain staff with the skills necessary to meet the needs of students.	Mohrman, A.M., Jr., & Mohrman, S.A. (1996). Aligning teacher compensation with systematic school reform: Skill-based pay and group-based performance rewards, <i>Education Evaluation and Policy Analysis</i> , 18, 57-71.; Chamberlin, R., Wragg, T., Haynes, G., & Wragg, C. (2002). Performance-related pay and the teaching profession: A review of the literature. <i>Research Papers in Education: Policy and Practice</i> , 17(1), 31-49.; Battelle for Kids (2010). <i>Strategic compensation in education: Exploring practical applications and lessons learned</i> . Houston, TX: Battelle for Kids.	August 2010	July 2013
7.B	Provide Kilgo Training to instructional staff	Improve academic performance, including Reading/ELA; provide supports so more students can participate in rigorous programs	See Clint ISD's Reading <i>Strategies for the Content Areas</i> from August 2007	August 2010	July 2013
7.B	Provide professional development/support for comprehensive literacy plan and math plan	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013
7.B	Continued use and training in Quality Teachers of English Language (QTEL)	Improve academic performance, including Reading/ELA; provide supports so more students can participate in rigorous programs	See "Evaluation of the QTEL Program in 52 California Schools" from http://www.wested.org/cs/tqip/print/docs/qt/studies-about-qtel.html#middle-schools	August 2010	July 2013

7.B	Early College High School Professional Development	Creating well-defined and developed programs to enhance student learning experiences.	See High Schools that Work	August 2010	July 2013
Add additional pages as needed.					

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

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

Part 4: Waiver Requests

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

- X 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 school wide 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 School wide program to do so in order to implement the Tier I reform model selected.

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing ongoing monitoring of grant activities to ensure continuous improvement		
<p>To comply with reporting and evaluation requirements established by TEA and to provide staff with information necessary to support effective program implementation decisions, AISD staff will engage in ongoing monitoring towards continuous improvement. Initially, AISD's Department of Program Evaluation (DPE) staff will provide program staff with baseline data pertaining to articulated program performance indicators for program planning and decision-making purposes. These following baseline data will be provided: a) longitudinal TAKS data, b) preliminary results from the Spring 2010 TAKS tests, c) attendance rates for each 6-week grading period, d) core course passing rates for each 6-week grading period, e) discipline rates for each 6-week grading period in the 2009-2010 school year, and c) results from the district's 2009-2010 Student and Staff Climate Surveys, the Parent Survey, and the High School Exit Survey.</p> <p>To closely monitor student progress, program staff and teachers will receive ongoing training to access and effectively use the district's Instructional Management System (AIMS) that provides online access to Instructional Planning Guides (IPGs) linked to TAKS objectives. AIMS contains longitudinal test information for every AISD student including benchmark tests, TAKS, and primary reading assessments (i.e., DRA, TPRI, Tejas Lee, Dibbels). Finally, AIMS is linked to many other district information systems regarding student discipline, special education, English language learner support, teacher professional development, technology applications, etc.</p> <p>Additionally, the district is supported by Region XIII and the INOVA process. In this process, school and program staff will use INOVA, an extended student learning data analysis tool, increase their understanding of student learning and make decisions using the data. It is expected that the monitoring of student progress will be improved as the staff put together multiple sources of data for district and campus improvement.</p> <p>Each six-week grading period, the Office of Accountability provides district and school administrators with campus-level dashboard reports to assist staff in monitoring student performance outcomes throughout the year. The dashboard reports provide attendance rates core course passing rates, and discipline rates. These reports were developed to monitor leading indicators towards high school graduation. It is expected that these reports will help them to make strategic decisions to support students and teachers as needed, well before the end of the school year.</p> <p>As the data related to identified performance measures are updated in district systems, evaluation and program staff will summarize and communicate the results to district and campus staff. These measures may include course enrollment/passing rates, TAKS/SAT/ACT scores/passing rates, professional development data, classroom observation data, and district/campus survey results.</p> <p>Overall, it is expected that project staff and district decision-makers will use the information and work collaboratively to assess the progress of students, to evaluate the degree to which effective instructional practices are being adopted by teachers, and to make program implementation decisions. DPE staff will analyze data pertaining to articulated performance indicators to create evaluation reports for both TEA and AISD. Evaluation reports produced for this grant by DPE will be distributed to the District's Board of Trustees, superintendent, central office administrators, campus principals, and program staff. The reports also will be posted to the district's website.</p>		

TEXAS EDUCATION AGENCY
Standard Application System (SAS)

227901006
County-District No.

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

School Years 2010-2013

Amendment No.

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

DPE and program staff will engage in a formative evaluation of the program using a participatory process to increase the use of evaluation results. DPE staff will help staff to identify and use high quality data sources and materials related to program goals and objectives to aid program planning and development. These sources include the use of AIMS, INOVA, and district web-based reports regarding "on-track" to graduate status, course failures, student discipline, student leaver reports, etc. DPE staff will help staff to interpret and use district- and campus-level Student and Staff Climate Surveys, the Parent Survey, and the High School Exit Survey for campus improvement purposes. DPE staff also may analyze campus program data as specific requests are made by district and campus staff. For example, how many students who participated in Pre-AP, AP, or AVID classes met HERC standard on the TAKS test or what were the graduation and postsecondary enrollment rates for the AVID students compared with their peers?

DPE staff will regularly participate in program planning and support meetings to provide data for program decision-making and progress monitoring. As the program is implemented, DPE and program staff will document and report the stages of implementation to ensure program fidelity and to make ongoing improvement decisions. DPE staff will assist program staff in the use of district information systems to provide "real time" access to student data (e.g., AIMS, INOVA, campus dashboard reports, etc.) and to encourage ongoing monitoring of student progress. DPE staff also may share program information with other district decision-making groups interested in similar goals and objectives to facilitate the continuing development of a system-wide student support network. All of these efforts will provide program staff with a comprehensive understanding of their own program efforts and enable them to work efficiently and effectively with others in their school and across the district.

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

Texas Title I Priority Schools Grant

Schedule #4C--Performance Assessment and Evaluation

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

DPE will collect and analyze multiple quantitative and qualitative data to comprehensively evaluate the program at each campus. In many cases, district information systems provide readily available web-based reports for district and campus use. In other cases, DPE staff will use district information systems to collect, analyze, and report data pertaining to articulated campus performance measures. These measures may include course enrollment and passing rates, TAKS scale scores and passing rates, SAT/ACT Exam taking and passing, AP and dual credit enrollment, grade level promotion rates, graduation plans (State Recommended High School Program/Distinguished Achievement Program), completion rates, dropout rates, postsecondary enrollment rates, and teacher professional development data.

DPE also collects survey data to support instructional improvement and student learning across the district. Each fall semester, the AISD Staff Climate Survey is administered to AISD campus staff. The survey was developed from the research-based Organizational Climate Inventory (OCI; Hoy et al., 2002.) and measures a variety of school factors that are related to student achievement. The AISD Parent Survey was designed to monitor the relationship between campus staff and parents. The survey results provide campus staff with feedback about how parents feel about their treatment by school staff, the school's educational environment, and their own involvement in the school. The AISD Student Climate Survey is administered to all students in grades 3 through 11 during the spring semester. The survey is designed to measure student perceptions regarding major aspects of the school culture. Since 2003, the AISD High School Exit Survey has been administered online to seniors in every AISD high school during the spring semester. General topics areas include: high school experiences, postsecondary intentions and family support, campus climate, civic engagement, instruction and technology, postsecondary preparation and advising, and open-ended comments. Finally, the district Employee Coordinated Survey is administered each spring and contains department and program specific questions to support program implementation and improvement decisions.

Regardless of the source, the data will be disaggregated in multiple ways to enable district and campus staff to use the results to make campus improvement decisions for increased student outcomes. The data summaries will compare the campus-level results with district performance and the performance of other individual campuses in the district. Where possible, campus-level data may be compared with state and/or national outcomes. Within a campus, the data will be disaggregated by student groups and include ethnicity, gender, English language learning status, economic disadvantage status, and special education status. Teacher data may be disaggregated by teacher experience and participation in professional learning opportunities.

Additional qualitative data may include student, teacher, and parent focus groups scheduled at the end of the year, field notes, and meeting agendas. Within the evaluation, varied data analysis techniques will be used. Descriptive and inferential statistics will describe the characteristics of students and teachers, illustrate levels of program participation, and summarize outcomes in relation to the articulated performance measures. Content analysis techniques will be used to identify important details, themes, and patterns with qualitative data. Results will be triangulated to determine the effectiveness of the project's implementation and outcomes for its participants, to verify the consistency of data, and to clarify results.

As results become available, DPE staff will provide the results to campus principals, the Chief Schools Officer, and other SIG program staff. DPE staff will provide assistance in the interpretation of results for campus- and district-level decision-making. The campus will use the data to identify strategies for continuous improvement in discussions among the Campus Improvement Team, the principal's cabinet, department chairs, and instructional specialists. In addition, the principal will modify teacher and principal growth plans, schedule classroom walk throughs, and conduct learning walks with the instructional team based on data analysis.

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

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).

The process for developing Campus Performance Goals is tied to the completion of a Comprehensive Needs Assessment with the input of a number of community and campus stakeholders and the development of a Campus Improvement Plan that identifies performance goals for the upcoming school year.

State and federal law require schools to complete a Comprehensive Needs Assessment (CNA) as part of the institution's planning, budgeting, and decision making process. The Texas Education Code (TEC) Sections 11.252(a) (1-2) and 11.253 mandated that the campus plans must "include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance. . . Campus-level committees must assess the academic achievement for each student in the school using the student achievement indicator system."

Likewise, schools receiving Title 1 funds to operate a school wide program, as Reagan High School does, must participate and complete a CNA of the entire school, to include migrant students, and provide information on how all students are fairing on meeting a rigorous and challenging academic content and achievement standards.

The CNA drives the district's use of NCLB funds and enables AISD and Reagan High School to monitor and assess the impact of federally, Title 1 funded programs on campus. Reagan High School has participated in a campus-based CNA and will continue to do so, as campus and AISD staff study the campus to identify needs of students. Based on the most recent CNA of Reagan High School, AISD will implement a Transformation Model under the TTIPS program, if funded.

The CNA Reagan completes is based on the NCLB CNA format, a five step process linking the CNA to the review and development of campus/district improvement plans. Each campus Title 1 point of contact is provided directions for completing the CNA at annual Title 1 Point of Contact meetings, the latest ones held in April and January of 2010.

The five step process asks campus administration and staff and the Campus Advisory Committee, consisting of staff members, parents, students, non-profit organizations, and community members, to work collaboratively to establish the goals and the purpose of the CNA, to ensure that there will be multiple stakeholders involved, to share the purpose and goals of the CNA with all stakeholders, and to identify short and long-term timelines for completing the CNA. In the 2009 to 2010 school year, the Reagan CAC consisted of the Principal, the Academic Director, five parents, six professional staff members, two students, one community representative, and one business community representative.

Sub-committees are established to explore specific areas that must be addressed in the CNA, such as collecting student demographics, student achievement information, etc. And data collection and analysis is supported by AISD's Department of Program Evaluation. As described in previous sections of this application, DPE staff will provide formative data reports that will be routinely generated to guide the work of the sub-committees and respond to ad hoc data requests as deemed necessary by this group.

The CNA team determines which types of data will be considered and analyzed by the Committee to develop the school profile. When working with campus/District data, participants must identify what data to collect, how to organize it in such a manner that it is useful in their planning work, what data collection tools required, if any, how the committee can ensure data is kept confidential and FERPA is not violated, and must develop a process for ensuring that subcommittees working on the CNA are making data-driven instructional and administrative decisions.

From this data, the CNA committee determines areas of priority and summarizes campus needs, identifying the strengths and weaknesses of the campus/district and its representative groups, what evidence supports the strengths/needs, what are the campus and district priorities, and what is there to learn about the campus and district, making necessary connections between all programs, when possible, to ensure services are aligned, not duplicated.

The work completed in the CNA process is connected to the Campus Improvement Plan (CIP) development and review process. The findings of the CNA are incorporated into the CIP and are reflected in summary statements. The strengths identified in the CNA are addressed in the CIPs for campus and district, and administrators identify strategies and

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

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).

activities to further build on these strengths. Likewise, any weaknesses identified in the CNA are included in the CIP, as staff work to identify activities and/or strategies to address these issues and improve student outcomes. All priorities and needs identified in the CIP, which are clearly connected to the CNA, must correlate with justifications for NCLB program expenditures. To ensure that strengths, weaknesses, strategies and activities outlined in the CIP are compliant with NCLB program regulations, campus send a copy of their CIP and the work completed during the CNA process to the Director of State and Federal Accountability, who either identifies staff within the Office of State and Federal Accountability to review or assigned appropriate staff to do so.

Performance goals for the campus during the school year are developed based on current performance data provided by the Department of Program Evaluation used in the CNA process and in developing the CIP. Targets for estimated desired progress on each goal are included in the CIP documents.

Reagan High School will continue to work through the yearly required Campus Needs Assessment process and to develop a Campus Improvement Plan based upon a thorough needs assessment involving as many stakeholders as possible.

Ultimately, the performance goals established by each campus within the district are aligned with the goals established in the AISD *Strategic Plan, 2010 to 2015* that establishes a road map for achieving high student performance and fiscal accountability for AISD over the next five years. On December 14, 2009 the AISD Board of Trustees adopted the *Strategic Plan* to guide the district through 2015. It was the product of months of work by the community and the educators of AISD. It provides direction for our instruction, curriculum, budgeting, staffing, and partnerships for the next five years and focuses on the goals and strategies that will best prepare all AISD students for college, career, and life in a globally competitive environment. The plan identifies district goals and measureable outcomes and targets associated with each. These are summarized below.

Goal One: All students will perform at or above grade level, as measured by passing TAKS. Targets for 2015 for goal one are: increasing reading, writing, and social studies achievement for all students who have been in AISD for at least three consecutive years to a passing rate of 98%; Increase reading, writing, and social studies for students who have been within the district for less than three years to 90%; For students who have attended three or more years within the district, increase math and science achievement to a passing rate of 90%; For those who have attended AISD schools less than three years, increase math rates to 86% and science rates to 85%.

Goal Two: Eliminate achievement gaps among groups of students. Targets for 2015 are: Eliminate reading, writing and social studies achievement gap for students having attended an AISD school for at least three years; Dramatically reduce mathematics and science achievement gaps to no more than ten points for these students; Reduce reading, writing, and social studies achievement gaps for students who have not attended an AISD school for three years to no more than eight points; Reduce math and science achievement gaps for these students to no more than ten points.

Goal Three: All students will graduate ready for college, career, and life in a globally competitive economy. Six measures will be monitored to assess progress toward this goal: graduation rates, college readiness, TAKS writing scores, enrollment in Advanced Placement courses, and performance in Advanced Placement courses. For each of these measures, the 2015 targets are set at the level of the highest group. For example, White students had the highest graduation rate (90%), so the target for all groups is to meet or exceed that rate. Proposed targets for college readiness and postsecondary enrollments are set in the same manner.

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

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 (aligned with TEA assurances)	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase percentage of students meeting passing standard in Reading/ELA	AEIS: TAKS Met Standard: Sum of All Grades Tested, includes TAKS Accommodate)	74% (2008-2009)	80%	85%	90%
2	Increase percentage of students meeting passing standard in Mathematics	AEIS: TAKS Met Standard: Sum of All Grades Tested, includes TAKS Accommodated)	38% (2008-2009)	60%	65%	70%
3	Increase percentage of College Ready graduates: ELA	AEIS: College Ready Graduates	50% (Class of 2008)	55%	60%	65%
4	Increase percentage of College Ready graduates: Mathematics	AEIS: College Ready Graduates	39% (Class of 2008)	45%	50%	55%
5	Increase percentage of students completing advanced coursework	AEIS: Advanced Course/Dual Enrollment Completion	11.3% (2007-2008)	15%	25%	30%
6	Increase percentage of students graduating from high school	AEIS	47.2% (Class of 2008)	55%	60%	70%
7	Decrease percentage of students dropping out of school	AEIS: Annual Dropout Rate (Gr 9-12)	28% (Class of 2008)	20%	10%	5%
8	Increase percentage of students enrolling in a postsecondary institution after high school completion	District Postsecondary Enrollment Report	39% (Class of 2008)	45%	50%	60%

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	Improved "Data Use" subscale rating on District Staff Climate Survey (Rating scale 1-4. Scores over 3.0 considered desirable)	District Staff Climate Survey	2.8 (2009-2010)	3.0	3.2	3.4
2	Increased number of teachers reporting "use of data" in their PLCs for instructional planning purposes	Employee Coordinated Survey, 2010-2011	Not Available	50%	60%	70%

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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	Increase Student Attendance Rate	Attendance Rate	84%	88%	90%	92%
2	Increase Campus State Accountability Rating	TEA Accountability	Academically Unacceptable	Academically Acceptable	Academically Acceptable	Recognized
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	Teachers will participate in Professional Learning Communities training and planning.	Attendance Records	90% of School Faculty/Staff	93% of school faculty/s taff	96% of school faculty/s taff	100% of school faculty/s taff
2	Student participation in evening Twilight school for academic support and intervention	Attendance Records/TEAM S Student Data System/	2011 is first year of program	50% of enrolled students	60% of enrolled students	70% of enrolled students
3	Student participation in Saturday school for academic support and intervention	Attendance Records/TEAM S student data	50% of students required to attend	60% of students required to attend	70% of students required to attend	80% of students required to attend
4	Eligible Students participation in Supplemental Educational Services	Enrollment reports from TEA EZSES system	41% of Eligible Students	50% of Eligible Students	60% of Eligible Students	70% of Eligible Students
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	Increased rating of parent survey subscale "Respectful School Community"	District Parent Survey	3.03 (2008-2009)	3.2	3.4	3.4
2	Increased rating of parent survey subscale "Support for Parent Involvement"	District Parent Survey	3.04 (2008-2009)	3.2	3.4	3.4
3	Increased rating of parent survey subscale "Academic Planning Information"	District Parent Survey	2.92 (2008-2009)	3.2	3.4	3.4
4	Increased rating of parent survey subscale "Communication about Student Progress and Expectations"	District Parent Survey	3.08 (2008-2009)	3.2	3.4	3.4

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	Increased rating of climate survey subscale "Collegial Leadership"	District Staff Climate Survey	2.8 (2009-2010)	3.0	3.2	3.4
2	Increased rating of climate survey subscale "Achievement Press "	District Staff Climate Survey	2.1 (2009-2010)	2.8	3.0	3.2
3	Increased rating of climate survey subscale "General Climate"	District Staff Climate Survey	2.6 (2009-2010)	3.0	3.2	3.4
4	Increase the school attendance rate	AEIS: Attendance	83.9% (2007-2008)	85%	87%	90%
5	Decrease in percentage of students disciplined	District High School Dashboard Report	3.8% (5th 6 wks, Spring 2010)	3.5%	3.2%	3%
6	Increased rating of climate survey subscale "Behavior Management" by teachers	District Staff Climate Survey	2.3 (2009-2010)	2.8	3.0	3.2
7	Increased rating of climate survey subscale "Behavioral Environment" by students	District Student Climate Survey	2.93 (2008-2009)	3.2	3.2	3.4

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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	Increased teacher participation in "identified" professional development opportunities	District Information Systems	Not Available	50%	75%	100%
2	Increased rating of climate survey subscale "Professional Teacher Behavior" by teachers	District Staff Climate Survey	2.7 (2009-2010)	3.0	3.2	3.4
3	Teachers will participate in Professional Learning Communities training and planning.	Attendance Records	90% of School Faculty/Staff	93% of school faculty/s taff	96% of school faculty/s taff	100% of school faculty/s taff
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						

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

Texas Title I Priority Schools Grant

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

Barrier: Drug-Related Activities (cont.)

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"/>

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

#	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"/>

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide 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"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & 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"/>

Barrier: Lack of Transportation to Program Activities

#	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"/>

Barrier: Other Barrier

#	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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Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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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	\$ 3,818,154	\$ 194,066*	\$ 342,442	\$ 4,354,662
Professional and Contracted Services	5C	6200	313,204			313,204
Supplies and Materials	5D	6300	316,000			316,000
Other Operating Costs	5E	6400	117,700		30,000	147,700
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	000			000
Total Direct Costs			4,565,058	194,066	372,442	5,131,566
3.035% Indirect Costs				65,934 <i>68,434</i>		68,434

Grand Total						
Total Budgeted Costs:			\$ 4,565,058	\$ 260,000 <i>260,000</i>	\$ 372,442	\$ 5,200,000

Administrative Cost Calculation	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	5,200,000
Multiply by (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 260,000

*This amount includes salaries and benefits associated with positions requested as part of pre-award costs. Benefits requested as part of pre-award costs are calculated using district percentages for FICA, Worker's Compensation, and TRS retirement associated with one FTE.

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$1733,333.00

Year 2: SY 2011-2012 \$1733,333.00 *

Year 3: SY 2012-2013 \$1733,334.00 *

* 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.

Provide any necessary explanation or clarification of budgeted costs

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70

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Texas Title I Priority Schools Grant
Schedule #5B—Payroll Costs (6100)

Budgeted Costs

	Employee Position Titles	Justification by Critical Success Factors on page 36 of app.	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	Director of TTIPS initiative	0	.25	23634	70903
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Support Director of TTIPS		.25	13765	41295
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist	Evaluation of TTIPS initiative		.25	14999	44996
Auxiliary						
12	Counselor					
13	Social Worker	Expanded student social serv	1		17550	52650
14	Child Care Provider	Increase attendance	1		24025	72076
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: ECHS Director/CSF 1.B, 1.C		1		89100	267300
23	Title: Direct of Family Services/CSF 5.C		1		35100	105300
24	Title: AVID Teachers/CSF 1.A, 4.A, 6.C		3			208202
25	Title: Volunteer Coord/CSF 5.C		1		48600	145800
26	Subtotal Employee Costs				\$ 266773	\$1,008,522
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay for Professional Development			\$	\$25000
28	6119	Professional Staff Extra-Duty Pay (tutoring, attend PD \$519,025) and Strategic Compensation based on meeting teacher and principal SLOs (\$1,835,039) see pgs. 31, 33. See pg. 6 of Model Selection and Description Report.			19,210	2,354,244
29	6121	Support Staff Extra-Duty Pay (extra duty attendance clerk, twilight school security, etc.)				5000
30	6140	Employee Benefits			56,459	961,896
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 75,669	\$3,346,140
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 342,442	\$4,354,662

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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 nonprofit charter schools) Specify purpose: _____		
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____		

Subtotal		
6200 - Professional and Contracted Services Cost Requiring Specific Approval		

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.				

Subtotal		
Professional and Consulting Services Less than \$10,000	\$ 0	\$ 0

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

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

Quality Teachers of English Language (QTEL) Training, Year Three for ELL support to increase numbers of students participating in new signature ECHS

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: QTEL	1	\$ 125,000	\$	\$ 125000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (_____%)				
Total Payment:		\$ 125,000	\$	\$ 125000

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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):

School Improvement Resource Center (SIRC)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 90,000	\$	\$ 90,000
Title: Texas Transform Project Professional Development				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 90,000	\$	\$ 90,000

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 (____%)				
Total Payment:		\$	\$	\$

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 (____%)				
Total Payment:		\$	\$	\$

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

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$	\$	\$
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:	215,000		215,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:	98,204		98,204
Grand Total:	313,204		313,204

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS)		227901006 County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.				School Years 2010-2013		_____ Amendment No.
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$	\$
	#	Type	Purpose	Quantity		
	1					
	2					
	3					
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				0	0	
Remaining 6300- Supplies and Materials that do not require specific approval:				0	316,000	
Grand Total				\$ 0	\$ 316,000	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Nancy Phillips</i> by telephone/e-mail/FAX on <i>9/10/10</i> by <i>me</i> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>227901006</u> County-District No. _____ Amendment No.
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Texas Title I Priority Schools Grant

Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: National Staff Development Conference, other out-of state conferences	\$ 30,000	\$ 90,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) 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:		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:		30,000	90,000
Remaining 6400 - Other Operating Costs that do not require specific approval:			57,700*
Grand Total		\$ 30,000	\$ 147,700

* To include travel to the Texas Transformation Project Professional Development/Conference

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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
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	XXXXXXXXXXXXXXXXXXXXXXXXXXXX				000
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29				0	0000
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

- 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 and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. 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. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A - cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

227901006
County-District No.

Texas Title I Priority Schools Grant

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and 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 (FAR) 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. Unless otherwise specified, 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, or as specified in the applicable Program Guidelines.
- 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6A - cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

227901006
County-District No.

Texas Title I Priority Schools Grant

- 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;

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

227901006
County-District No.

Texas Title I Priority Schools Grant

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.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

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)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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.

JJ. Social Security Numbers: Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.

KK. Student-identifying Information: Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

Pursuant to the provisions in 34 CFR 80.43 and 74.62, if a grantee materially fails to comply with any term of an award, whether stated in a federal statute or regulation, an assurance, in a grant application, or elsewhere, TEA may take one or more of the following enforcement actions as appropriate in the circumstances: temporarily withhold cash payments pending correction of the deficiency or more severe enforcement action; disallow all or part of the cost of an activity or action not in compliance; wholly or partly suspend or terminate the current award; withhold further awards for the program; or take other remedies that may be legally available. If an enforcement action is imposed, the grantee will be notified in writing by TEA of the actions imposed and the process for remedying the noncompliance or removing the enforcement actions.

TEA reserves the right to not award a discretionary grant to a high-risk grantee or to a grantee that is materially non-compliant with the terms and conditions of another award.

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6B

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions

TEXAS EDUCATION AGENCY

Standard Application System

School Years 2010-2013

Required for all federal grants regardless of the dollar amount

227901006

County-District No.

Texas Title I Priority Schools Grant

- 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.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6D -

Disclosure of Lobbying Activities

**TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013**

227901006
County-District No.

Texas Title I Priority Schools Grant

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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.	Signature:		
	Name:		
	Title:		
	Telephone#:		Date:

Federal Use Only:

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	<p style="text-align: center;">227901006</p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">227901006 County-District No.</p>
Texas Title I Priority Schools Grant		

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 37.006(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].

SCHEDULE #6E – cont.

NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Years 2010-2013

227901006

County-District No.

Texas Title I Priority Schools Grant

- 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).

SCHEDULE #6E - cont.

NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Years 2010-2013

227901006

County-District No.

Texas Title I Priority Schools Grant

- 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 to 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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.

Texas Title I Priority Schools Grant

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;

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 <u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

- (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.

SCHEDULE #6F

PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2010-2013

227901006

County-District No.

Texas Title I Priority Schools Grant

Federal Statutory Requirements

- 1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school.
- 2) The LEA must 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 LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.
- 3) If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.
- 4) The LEA must 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.
- 5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.
- 6) The LEA must describe actions it has taken, or will take, to align other resources with the interventions.
- 7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.
- 8) The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.
- 9) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.
- 10) 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.
- 11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.
- 12) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 13) Applicant provides assurance that it will 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 federal requirements.
- 14) Applicant provides assurance 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 TEA) to hold accountable its Tier III schools that receive grant funds.
- 15) Applicant provides assurance 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.
- 16) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 17) If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
 - a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 1. Screen all existing staff and rehire no more than 50 percent; and
 2. Select new staff.
 - c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 - d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 - e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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;

- f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
 - h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
 - i. Provide appropriate social-emotional and community-oriented services and supports for students.
- 18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.
- 1. Any of the required and permissible activities under the transformation model; or
 - 2. A new school model (e.g., themed, dual language academy).
- 19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.
- a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
 - b. A grant for school closure is a one-year grant without the possibility of continued funding.
- 20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.
- a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
 - b. Enroll, within the grades it serves, any former student who wishes to attend the school.
- 21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
- 1. 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--
 - (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (2) Are designed and developed with teacher and principal involvement;
 - (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.
 - 2. 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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

- individual students.
3. Increasing learning time and creating community-oriented schools.
 - (A) Establish schedules and strategies that provide increased learning time; and
 - (B) Provide ongoing mechanisms for family and community engagement.
 4. Providing 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; and
 - (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).
- 22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
- (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; or
 - (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.
- 23) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- (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; and
 - (E) In secondary schools--
 - (1) 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;
 - (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - (3) 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
 - (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**227901006

County-District No.

Texas Title I Priority Schools Grant

- (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; or
- (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 25) The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--
- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
- (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.

Statutory Program Assurances

- 1) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.
- 2) Applicant provides assurance that it will 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 federal requirements.
- 3) Applicant provides assurance 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 TEA) to hold accountable its Tier III schools that receive school improvement funds.
- 4) Applicant provides assurance 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, or education management organization accountable for complying with the final federal requirements.
- 5) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
- 6) Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

TEA 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. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. 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:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. 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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**227901006

County-District No.

Texas Title I Priority Schools Grant

- 4) For LEAs selecting the TEA Designed Model, 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 or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the 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) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. 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 retained 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:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. 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.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing 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; and
 - 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).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - 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; or
 - 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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**227901006

County-District No.

Texas Title I Priority Schools Grant

- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- 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 school wide "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; and
 - E. In secondary schools--
 - 1) 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;
 - 2) Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 3) 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
 - 4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- 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; or
 - D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - B. Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- a. Number of minutes within the school year.
 - b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - d. College enrollment rates. (High Schools Only)
 - e. Teacher Attendance Rate
 - f. Student Completion Rate
 - g. Student Drop-Out Rate
 - h. Locally developed competencies created to identify teacher strengths/weaknesses
 - i. Types of support offered to teachers
 - j. Types of on-going, job-embedded professional development for teachers
 - k. Types of on-going, job-embedded professional development for administrators
 - l. Strategies to increase parent/community involvement
 - m. Strategies which increase student learning time

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

By submitting the application for American Recovery and Reinvestment Act (ARRA) funds (P.L. 111-5), the applicant agrees to comply with the following provisions and assurances for all programs authorized in Division A of the ARRA, Title I School Improvement Grant (SIG). 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).

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 June 30, 2013. 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:

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>227901006</u> County-District No.
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Texas Title I Priority Schools Grant

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.**

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) has issued 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, are provided in separate 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. Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. 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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**227901006

County-District No.

Texas Title I Priority Schools Grant

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 adopted by OMB contains the following data elements: 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 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. (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:

- 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)

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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 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 website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>227901006</u> County-District No.
Texas Title I Priority Schools Grant		

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.** ARRA funds are permitted to be used on a Title I Part A 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 reporting. 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 website established by the Recovery Accountability and Transparency Board (Section 1554).

SCHEDULE #6F

PROGRAM-SPECIFIC PROVISIONS
& ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2010-2013

227901006

County-District No.

Texas Title I Priority Schools Grant

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 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.

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Nancy Phillips</i> by telephone/e-mail/FAX on <u>8/31/10</u> by  of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Austin ISD 227901
		LEA Name Reagan HS Campus Name 9-Digit Vendor ID# NOGA ID# (Assigned by TEA)

Texas Title I Priority Schools Grant

Tier I and Tier II Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - 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

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

Milestones	A	In the 2009 to 2010 school year 80% of all Reagan students passed the Reading/ELA TAKS assessment, and 61% of all students passed the Math TAKS; however, subgroups did not perform as well: only 66% of LEP students and 60% of SpEd students passed Reading/ELA TAKS; 47% of LEP students and 43% of SpEd passed Math TAKS. TTIPS will be used to align with the Readiness to Teach framework, in which curriculum/instruction is based on the National Center on RTI's three tier student intervention framework.

B	In 2008 to 2009, 16.6% of ninth grade students were retained, suggesting a need to align curriculum from middle school feeder campus and Travis High School, to include supporting AVID with TTIPS dollars (matched with non-TTIPS funds at the middle schools). Create comprehensive literacy and math plans with assistance of external provider; Launch two new programs in partnership with local IHES: Arts and A/V Communications and Health Sciences; Strengthen STEM and Auto Body programs; Implement ECHS.
C	In 2009 to 2010, only 28% of students graduated college-ready, suggesting a need for continuous monitoring of instruction to ensure academic rigor and prepare students for post-secondary work. TTIPS will be used to develop comprehensive literacy and math plans that include ongoing monitoring of implementation.

2. Increase the Use of Quality Data to Drive Instruction

Milestones	A	In the 2009 to 2010 school year 80% of all Reagan students passed the Reading/ELA TAKS assessment, and 61% of all students passed the Math TAKS; however, subgroups did not perform as well: only 66% of LEP students and 60% of SpEd students passed Reading/ELA TAKS; 47% of LEP students and 43% of SpEd passed Math TAKS. TTIPS funds will provide training on use of data to inform differentiated instruction to meet the academic needs of individual students and support IMPACT team decisions
	B	In the 2009 to 2010 school year 80% of all Reagan students passed the Reading/ELA TAKS assessment, and 61% of all students passed the Math TAKS; however, subgroups did not perform as well: only 66% of LEP students and 60% of SpEd students passed Reading/ELA TAKS; 47% of LEP students and 43% of SpEd passed Math TAKS. TTIPS funds will be used to implement screening and diagnostic assessment of students to determine career interests, academic strengths and weaknesses that will drive instruction.
	C	In the 2009 to 2010 school year 80% of all Reagan students passed the Reading/ELA TAKS assessment, and 61% of all students passed the Math TAKS; however, subgroups did not perform as well: only 66% of LEP students and 60% of SpEd students passed Reading/ELA TAKS; 47% of LEP students and 43% of SpEd passed Math TAKS. TTIPS funds will support planning time to evaluate student data and support collaborative study of student data.

3. Increase Leadership Effectiveness

Milestones	A	Reagan High School Principal has been in the position for less than two years and is able to stay in the position per TTIPS guideline and will continue job-embedded professional development to increase leadership effectiveness. This need will be met through having principal and administrative team attend Leadership Capacity Training, participate in SIRC online professional development for leadership, and requiring district staff to participate in the District Institute.
	B	In 2007, Reagan HS High School was rated academically unacceptable and qualified for the TTIPS grant because academic performance for the campus was in the lowest 5% of all Texas schools. AISD will support operational flexibility to address transformation need. Attending NSDC conference to support campus administration in transformation.
	C	Reagan HS provides professional development opportunities that include Quality Teachers of English Language (QTEL), Kilgo Workshops and Leadership programs. TTIPS funds will be used to provide additional professional development opportunities for teachers, teacher leaders, and administrators.

4. Increase Learning Time

Milestones	A	In 2009 to 2010, the campus four-year completion rate was 70.6%, whereas the district four-year rate was 86.2%. To raise completion rates, Reagan High School will provide evening Twilight high school, support 9th grade Academy, Saturday tutorials, a ninth-grade opportunity center, Language Academy for ELLs, and expand Delta credit recovery programs.
	B	To further support increased graduation and completion rates on campus, TTIPS funds will be used to add additional summer school days in which students will be tested on content mastery, will receive instruction to address holes in content mastery, and will provide an extended year program for freshman who have not passed TAKS in 8 th grade.
	C	In 2007, Reagan High School was rated academically unacceptable and qualified for the TTIPS grant because academic performance for the campus was in the lowest 5% of all Texas schools. AISD will support staff collaborative planning to meet the need for a campus-wide

		transformation plan by providing additional learning time for students (including double block of English and Math for 9 th graders) and common planning times for teachers.
5. Increase Parent / Community Involvement		
Milestones	A	In 2008, 61.2% of Reagan High students were not enrolled in postsecondary institutions one year after graduation, as compared to 37.5% district-wide. To support increased parent participation in postsecondary education choices of students, TTIPS funds will be used hire a Director of Family Services and expand its Family Resource Center and will support parent/student college tours to promote parental involvement.
	B	In 2009, only 34 parents at Reagan High School (representing 4% of students) participated in the district's parent survey process, as compared to 9% across the district. The lowest score the campus received on the survey was in effectively communicating academic preparedness information. To increase parent participation and effective communication, Reagan will hire one Director of Family Services and will expand its FRC with TTIPS dollars.
	C	In 2009 to 2010, 87.7% of students were classified as economically disadvantaged. Reagan HS will use TTIPS funds to support and expand the capacity of the FRC by hiring a Director of Family and Student Services who will be responsible for coordinating student and family support services on campus/increase access to community services
6. Improve School Climate		
Milestones	A	In 2009 to 2010, the attendance rate at Reagan was 84.1% and the district's was 94.4%. Attendance is a key predictor of future drop outs. Reagan use TTIPS funds to support/expand comprehensive guidance program and strengthen the IMPACT Team to address attendance, academic, and discipline concerns.
	B	In 2009 to 2010, the disciplinary placement rate at Reagan was 1.6%. It was .76% across the district. PBS will be implemented to decrease discipline referrals. TTIPS will be used to strengthen the IMPACT Team to address attendance, academic, and discipline concerns. Above this, the school will use grant funds to implement a school-wide Positive Behavior Support program.
	C	In 2010, 28% of students graduated college-ready. Reagan will support additional extra and co-curricular activities to encourage student involvement and to promote college readiness; TTIPS funds will be used to expand AVID and advocacy programs.
7. Increase Teacher Quality		
Milestones	A	In the 2009 to 2010 school year 80% of all Reagan students passed the Reading/ELA TAKS assessment, and 61% of all students passed the Math TAKS; however, subgroups did not perform as well: only 66% of LEP students and 60% of SpEd students passed Reading/ELA TAKS; 47% of LEP students and 43% of SpEd passed Math TAKS; TTIPS funds will be used to implement the district's REACH strategic compensation program that ties student performance and teacher strategic compensation incentive pay.
	B	Reagan HS provides professional development opportunities that include Quality Teachers of English Language (QTEL), Kilgo Workshops, ECHS professional development and professional development/support for implementing comprehensive literacy/math plans.
	C	In 2007, Reagan High School was rated academically unacceptable and qualified for the TTIPS grant because academic performance for the campus was in the lowest 5% of all Texas schools. AISD will support the REACH program to recruit/retain teachers for campus transformation.
Other Identified Needs (not listed above)		
A		
B		

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	16%
Increase the Use of Quality Date to Drive Instruction	2%
Increase Leadership Effectiveness	3%
Increase Learning Time	4%
Increase Parent / Community Involvement	7%
Improve School Climate	10%
Increase Teacher Quality	52%
Other Remaining Costs	6%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input checked="" 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
<p>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.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p>

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; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.

Reagan High School Principal has been in the position for less than two years and is able to stay in the position per TTIPS guideline and will continue job-embedded professional development to increase leadership effectiveness. This need will be met through having principal and administrative team attend Leadership Capacity Training from the TILA, participate in SIRC online professional development for leadership, and requiring district staff to participate in the District Institute.

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 graduation rates; and

ii. Are designed and developed with teacher and principal involvement;

Reagan High School will implement the district's REACH strategic compensation program with TTIPS funds. The campus has not previously participated in REACH. The aim of the REACH program is to raise student achievement by supporting and rewarding high-quality educators. Unlike tactical compensation that rewards teachers for teaching on high-needs campuses, strategic compensation ties student performance to teacher compensation. And, it will be the mechanism for developing a new evaluation system on campus. Specifically, the program includes three elements: 1. Student Growth: Educators are rewarded for raising the academic achievement of their students in two ways: through developing Student Learning Objectives (SLO) with campus administration and district input and meeting those objectives and through school-wide growth on the Texas Assessment of Knowledge and Skills (TAKS). Teachers are empowered to raise their students' academic performance through establishing their own SLOs in collaboration with the principal. SLOs are used to examine student data and to identify an area of particular academic need, to set a specific academic goal for student progress in the area, and then tailor their instructional practice to address that need. When students improve in that area and meet the learning objectives, educators are rewarded with stipends. 2. Professional Growth: Novice teachers at highest needs schools receive intensive mentoring, and all educators in AISD REACH may participate in the National Board of Professional Teaching Standards Take One! program that allows participants to complete one piece of the National Board Certification process. 3. Highest Needs Schools: Educators at highest needs REACH schools receive stipends intended to facilitate recruitment and retention of highly qualified educators at the program's most challenging schools. These schools are determined based on the percentages of economically disadvantaged, limited English proficient, and special education students.

SLOs will be tied to TTIPS Performance Objectives that will serve as the goals for a new evaluation system for teachers and principals. Principals will have the authority to review teacher performance taking progress towards meeting SLOs and other criteria into consideration and to remove a teacher that is not meeting performance standards.

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;

Reagan HS will use the REACH strategic compensation program to reward all school leaders, teachers, and other staff that have increased student achievement: when students school-wide rank in the top quartile among students

at comparable schools in Texas or growth from year to year on the TAKS in reading and math, all educators at the school are rewarded. Additionally, administration, instructional and other staff will be rewarded when the high school graduation rate at Travis increases, a performance metric identified in the TTIPS grant regulations.

The Strategic Learning Objectives developed by teachers and campus administration will be tied to TTIPS Performance Objectives and will serve as the goals for a new evaluation system for teachers and principals. Principals will have the authority to review teacher performance taking progress towards meeting SLOs and other criteria into consideration and to remove a teacher that is not meeting performance standards.

The district will support affording administrators, instructors, and other staff members failing to meet targets additional opportunities for professional development to address gaps in performance. Using district protocols developed by the Department of Human Resources for documenting work performance, the district will support removing staff that fail to improve their professional practices after ample opportunities have been provided for them to improve.

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

As part of REACH, staff are encouraged to participate in the National Board Certification Take One! program. Take One! participants study the NBPTS standards, complete a video portfolio entry featuring a classroom of preK-12 students and submit the entry to NBPTS for scoring in accordance with deadlines and policies of the current NBPTS assessment program. The video portfolio entry requires some direct evidence of teaching or school counseling, as well as a commentary describing, analyzing, and reflecting on this evidence. All evidence of work with students must be gathered during the 12-month period immediately preceding the portfolio entry submission. Principals can participate with faculty members who are Take One! participants. By going through the process together, they can build a common language and community of practice around standards-based teaching.

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.

Under the mission of serving highest needs campuses within AISD, educators at highest needs REACH schools receive stipends intended to facilitate recruitment and retention of highly qualified educators at the program's most challenging schools. These schools are determined based on the percentages of economically disadvantaged, limited English proficient, and special education students.

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

Using TTIPS funding, Reagan High School will implement several strategies to develop a research-based instructional program vertically aligned, as well as aligned with State academic standards. Using the TEKS-aligned and vertically aligned Instructional Planning Guides developed by the district, Reagan will develop a summer bridge course between middle and high school and between high school and post-secondary education to support vertical curriculum alignment. The campus will also expand its AVID program, which is offered at middle schools feeding into Reagan High School. Using TTIPS dollars, the campus will implement an Early College High School model that will be aligned to state academic standards and be research based in order to meet student's academic needs. The ECHS model will examine the learning needs of every child and ensure the timely support of students and their teachers.

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.

As part of a data-driven instructional plan for the campus, Reagan staff will implement a school wide Response to Intervention (RtI) model aligned with the Readiness to Teach Framework that is based on the National Center for Response to Intervention's three-tier student intervention framework. At the Tier I level, this will include the following components: A. screening and diagnostic assessments of incoming ninth grade students. B. creation of a ninth grade academy for all entering freshmen, C. development of a comprehensive literacy plan with the assistance of an external consultant. D. development of math plan that creates a focused, rigorous course of instruction. E. double blocks of English and Mathematics for all freshmen students. F. implementation of focused, well-define courses of study to include launching two new Early College Start pathways, strengthening existing programs, and implementing an Early College High School model on campus in three phases. G. providing a comprehensive guidance program to support rigorous courses of study. H. expand AVID offerings at the high school and support AVID implementation at middle school feeder schools. I. promote college/career opportunities available at Reagan to parents and students throughout the vertical team. At the Tier II level, this will include: A. Saturday tutorials. B. a ninth grade opportunity center for students failing Algebra I and/or Biology. C. a twilight or evening credit recovery program. D. expansion of the DELTA credit recovery program. At the Tier III level, this will include: A. extended year programs. B. a language academy for English Language Learners. C. strengthening the IMPACT team by supporting an enhanced data-driven IMPACT process.

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/cqi/content/abstract/29/4/296*

To support increased learning time and community-orientated schools, Reagan High School will use TTIPS funds to support an Evening High School and expand their Delta credit recovery program. In addition, Saturday Tutoring will be provided for struggling students. During these additional days and instructional times, students will be assessed in gaps of their content master in either reading/ELA, Mathematics, science, foreign language, civics / government, economics, etc.

B. Provide ongoing mechanisms for family and community engagement.

Reagan HS will use TTIPS dollars to provide several ongoing mechanisms for family and community engagement through the Family Resource Center. An additional counselor will be provided to provide services to students at Reagan. Because previous parent involvement surveys completed by parents indicated that the campus scored lower in the area of delivering information regarding college readiness and academic requirements, as compared to other components in the parent survey, the campus will use TTIPS dollars to address this gap. This will include funding college field visits for parents and students. TTIPS Dollars will also be used to support and expand the capacity of the Family Resource Center by hiring a Director of Family and Student Services who will coordinate student and family support services on campus.

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;

Using Texas Title 1 Priority Schools Grant funds, the district will hire a district-level director of turnaround/transformation. The Director will work collaboratively with the Associate Superintendent of High Schools to ensure all program objectives are met. He will chair a cross-functional team consisting of representatives from the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the High School and Middle School Offices, the Department of Program Evaluation, the Purchasing Department, and the Department of Curriculum and Instruction to ensure effective implementation of all program components. The TTIPS team will meet at regularly-scheduled intervals to review program progress and concerns. The Director will report directly to the Chief Schools Officer at regularly-scheduled meetings that will include the Chief Academic Officer, the Chief Performance Officer, and the Association Superintendents of Middle, High, and Elementary Schools, as needed. The Director and the cross-functional team will meet with and report to the Superintendent on program progress quarterly.

At the campus level, the principal will be provided additional operational flexibility: he or she will be able to review other funding sources and allocate funds to further campus goals outlined in the TTIPS application and 90-day work plans. He or she will have the flexibility to hire teachers to meet specific campus needs and will be allowed to remove teachers that are not meeting performance objectives, regardless of that teacher's seniority on campus. The principal will review these implementation decisions with the District-level director, who will work with the principal to access the TTIPS cross-functional team and resolve issues quickly to ensure successful implementation on the transformation model.

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).

AISD has elected to receive technical assistance for implementing the Texas Transformation Model at Reagan High School through the School Improvement Resource Center. Above SIRC, AISD will investigate working with a TEA-approved technical assistance provider to successfully transform Travis High School.

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

Reagan High School will implement the district's REACH strategic compensation program on campus for the first time every using TTIPS grant dollars. Under the mission of serving highest needs campuses within AISD, educators at highest needs REACH schools receive stipends intended to facilitate recruitment and retention of highly qualified educators at the program's most challenging schools. These schools are determined based on the percentages of economically disadvantaged, limited English proficient, and special education students.

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.

Reagan campus administration will select all instructional staff, will have the authority to interview teachers for empty positions on campus, and will not be required to accept a teacher without the mutual consent of the teacher and the principal, regardless of the teacher's seniority within the district. The AISD Office of Human Resources will ensure that the campus is capable of selecting the most qualified, appropriate candidate under the conditions.

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;

To review curriculum delivery and to ensure implementation fidelity, Reagan High administrative teams use the EAR observation protocol from First Things First (Connell, J.P., Lacher, T., Leiderman, S., & Moore, W.). During classroom walkthroughs, observation teams evaluate three components of curriculum delivery and implementation fidelity: 1. Engagement: Students are actively involved--emotionally, behaviorally, and cognitively--in their academic work. 2. Alignment: Learning Materials and student work--and the assignments that produce it--reflect academic standards important to the district and state and offer opportunities for students to master the methods used on their state's high stakes assessments; and 3. Rigor: Teachers set high standards for all students, make those standards clear to students up front, embed those high standards in everything they do and everything they ask students to do, and regularly review progress towards those standards. Walkthroughs are short, focused, and informal observations lasting briefly and designed to gather information about instructional practices. The intent of the walk through process is to collect observation data for teachers to use in reflecting on their own instructional strategies. They focus on curriculum, as well as delivery of curriculum. As the observations are informal and collaborative, follow up with individual instructors does not occur after every walkthrough is completed; however, much of the walkthrough observations may be discussed during Professional Learning Community (PLC) work sessions. The campus administrative team completes a debrief session after every walkthrough.

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

Reagan High school will support an expanded and more robust, school wide Response to Intervention (RTI) system on campus. The following components will be supported with TTIPS dollars: 1. At the Tier I level, campus leadership will provide resources to instructional staff to enhance data-driven instruction to include professional development on data analysis, designing of assessments, reviewing and analyzing student work as an instructional team, and providing relevant interventions based on content mastery. One FTE data analyst will be hired to support disaggregating student data and identifying areas for intervention. In addition, the campus will purchase software to support data analysis. 2. As a Tier II intervention, the school will provide summer bridge

programs for students transitioning from eighth grade to ninth grade, particularly for those students who present signs of struggling academically. Reagan High School will work with middle schools within the vertical team to identify entering freshman who are at risk of either not acquiring enough credit advance or who are at risk of dropping out and will provide early interventions during the summer bridge sessions. 3. As a Tier II intervention for current Reagan students, the school will expand its evening high school program that supports credit recovery. Additionally, campus leadership will develop additional summer offerings to support accelerated credit recovery, such as developing summer courses based on student content mastery instead of traditionally structured summer school programs, thus ensuring that students remain with their cohort and graduate on time within four years. Particular attention will be paid to identifying freshman who would benefit from the addition of extended learning time during the summer to recover credit and stay on course to graduate, as research shows how important academic success in the freshman year is to staying in school and graduating. 4. Through identifying an external service provider to deliver interventions on demand, additional Tier II and Tier III interventions will be provided to struggling students.

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;

Leveraging resources received through the TEA Limited English Proficiency Student Success Initiative (LEP SSI), Reagan High School will increase the number of teachers receiving QTEL training and the number of teachers certified as English as a Second Language instructors. QTEL (Quality Teaching for English Learners) is a unique professional development initiative created by WestEd. QTEL is grounded in sociocultural learning theory and is guided by five principles that include, Sustain Academic Rigor, Hold High Expectations, Engage in Quality Teacher and Student Interactions, Sustain a Language Focus, and Develop a Quality Curriculum.

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

Reagan High School will leverage ARRA Title 1, Part A dollars to support teacher and leader effectiveness through providing additional professional development opportunities for staff to include QTEL.

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;

TTIPS funds will be used to launch two new programs of study in partnership with local accredited higher education institutions (Early College High School): Arts and A/V Communications and Health Sciences; B. Strengthen and support existing programs in Science, Technology, Engineering, Mathematics (STEM) and Auto Tech/Auto Body; C. Begin planning to implement an Early College High School (ECHS) Model on campus; D. Work with feeder middle and elementary schools to articulate to parents the opportunities available to students at Reagan High School; E. Support middle school implementation of AVID programs. Reagan will continue to support and expand the AVID program to ensure all students have the ability to participate in the new courses of study.

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

The TTIPS funds will be used to expand the 9th Grade Academy. The 9th Grade Academy using the 8th grade career interest data, as well as all academic data, to develop a comprehensive academic plan for each individual student. Each year a student attends Reagan they will have multiple "touch points" where they will experience the following: 1) Review of academic progress and determination to check if they are on-track to complete their plan 2) Mentoring and support for completing their plan through academic counseling, Project Advance counseling, and weekly advocacy 3) An opportunity to interact with community and business partners such as Seton Family of Hospitals, Mueller Development, Austin Voices, Skill Point Alliance, Austin Urban

League, Austin Stone Church and Iglesia Familiar Ebenezer 4) Social Supports from the Director of Social Services and the various programs they supervise

TTIPS funds will also be used to expand the 9th Grade opportunity center to the 8th Grade Opportunity Center. The Opportunity Center will focus on Algebra I and Biology credit recovery. Any student that fails both Fall semesters of Algebra I and Biology will be assigned to recover their semester credit, as well as receive continued support to gain second semester credit. Repeat 9th graders who have failed both Algebra I and Biology will be assigned to the Opportunity Center. The Opportunity Center is designed to bring struggling 9th grade students up to grade level in math and science prior to reaching the 10th grade. The Opportunity Center will be staffed with four teachers and serve up to one hundred students. The Opportunity Center will be supported by the Family Resource Center

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;

Reagan will fund a Twilight School program for students using TTIPS funds. Twilight School is an afternoon and evening credit recovery program that allows students who have failed a course to remain on track to graduate from high school with their cohort and also provides instructor-guided TAKS remediation to students who have not scored 2100 or higher on the assessment, the necessary score to graduate from a Texas public high school. The long-term goal of the program at Travis is to ensure students graduate with their cohort and to increase the school's graduation and TAKS passing rates. Instructors in the Twilight School will pre-assess students for content understanding and address gaps in student content and skill mastery. Once the gaps in student mastery are identified, students work with instructors in a five to one ratio to acquire those skills. After the entire scope and sequence of a course is mastered, the student will receive course credit and either move out of the Twilight School Program or be enrolled in an additional course for which they did not receive credit during the regular school year. Since students do not spend time working on objectives that they have already mastered, they will receive credit at an accelerated pace.

An Evening High School (EHS) program was implemented in AISD in January 2010. EHS is an open entry/open exit program in which students will graduate with a diploma after earning all needed course credits and meeting TAKS requirements. It will serve students who are enrolled in high school as well as students who have dropped out of school. Courses offered will correspond to the Recommended High School program outlined by TEA. With TTIPS dollars, Reagan High school will support a more robust EHS that serves more students and ensure it operates as a full-time academic program operating four evenings per week, Monday through Thursday from 5PM to 9PM, offering two hour and a half block classes. AISD certified teachers are paid an hourly rate for four hours per day to teach a Monday/Wednesday or Tuesday/Thursday course.

TTIPS funds will also be used to expand the DELTA credit recovery program. DELTA (Diversified Education through Leadership, Technology and Academics) is a dropout prevention and course credit recovery program that has been in place since 1995 in Austin ISD. The open-entry, open-exit program available at all traditional and alternative high schools in the district employs individualized and self-paced instruction through the use of NovaNET. DELTA is targeted at students age 14-21 who have already dropped out or are at risk of dropping out of high school.

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

The TTIPS funds will be used to expand the 9th Grade Academy. The 9th Grade Academy using the 8th grade career interest data, as well as all academic data, to develop a comprehensive academic plan for each individual student. Each year a student attends Reagan they will have multiple "touch points" where they will experience the following: 1) Review of academic progress and determination to check if they are on-track to complete their plan 2) Mentoring and support for completing their plan through academic counseling, Project Advance counseling, and weekly advocacy 3) An opportunity to interact with community and business partners such as Seton Family of Hospitals, Mueller Development, Austin Voices, Skill Point Alliance, Austin Urban League, Austin Stone Church and Iglesia Familiar Ebenezer 4) Social Supports from the Director of Social

Services and the various programs they supervise

TTIPS funds will also be used to expand the 9th Grade opportunity center to the 10th Grade Opportunity Center. The Opportunity Center will focus on Algebra I and Biology credit recovery. Any student that fails both Fall semesters of Algebra I and Biology will be assigned to recover their semester credit, as well as receive continued support to gain second semester credit. Repeat 9th graders who have failed both Algebra I and Biology will be assigned to the Opportunity Center. The Opportunity Center is designed to bring struggling 9th grade students up to grade level in math and science prior to reaching the 10th grade. The Opportunity Center will be staffed with four teachers and serve up to one hundred students. The Opportunity Center will be supported by the Family Resource Center

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;

Using TTIPS funds, Reagan High School to expand its Family Resource center. TTIPS funds will be used to hire a Director of Family and Student Services who will be responsible for coordinating student and family support services on campus and increase access to community services.

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;

AISD will support staff collaborative planning to meet the need for a campus-wide transformation plan by providing additional learning time for students (including double block of English and Math for 9th graders) and common planning times for teachers.

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;

Reagan High will use grant funds to implement Positive Behavior Support (PBS) on campus in an effort to eliminate bullying and student harassment and to reduce discipline referrals on campus.

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

n/a

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;

Using Texas Title 1 Priority Schools Grant funds, the district will hire a district-level director of turnaround/transformation. He or she will spend .25 of the work schedule devoted to assisting Travis High School implement the components of the Texas Transformation Initiative on the immediate implementation timeline. The Director will work collaboratively with the Associate Superintendent of High Schools to ensure all program objectives are met. He will chair a cross-functional team consisting of representatives from the Office of State and Federal Accountability, the Finance Office, the Department of Human Resources, the High School and Middle School Offices, the Department of Program Evaluation, the Purchasing Department, and the Department of Curriculum and Instruction to ensure effective implementation of all program components. The TTIPS team will meet at regularly-scheduled intervals to review program progress and concerns. The Director will report directly to the Chief Schools Officer at regularly-scheduled meetings that will include the Chief Academic Officer, the Chief Performance Officer, and the Association Superintendents of Middle, High, and Elementary Schools, as

needed. The Director and the cross-functional team will meet with and report to the Superintendent on program progress quarterly. The cross-functional structure with direct reporting responsibility to the Chief Schools Officer and to the Superintendent of AISD on a regular-scheduled basis is designed to ensure the campus has enough operational flexibility to implement fully implement a comprehensive transformation strategy and to address any barriers to successful implementation in a timely fashion with the support of the entire district.

At the campus level, the principal will be provided additional operational flexibility: he or she will be able to review other funding sources and allocate funds to further campus goals outlined in the TTIPS application and 90-day work plans. He or she will have the flexibility to hire teachers to meet specific campus needs and will be allowed to remove teachers that are not meeting performance objectives, regardless of that teacher's seniority on campus. The principal will review these implementation decisions with the District-level director, who will work with the principal to access the TTIPS cross-functional team and resolve issues quickly to ensure successful implementation on the transformation model.

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

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.

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	. Improve Student Achievement in Reading/ELA and mathematics to include developing a more robust RtI framework on campus that includes analysis of student work and assessments and developing academic interventions to support content mastery. b. Pre-AP and AP alignment. c. Develop an Advanced Academic Course of Study.	8/2010	2/2013
	B	a. Pre-Advanced Placement Alignment and Capacity Building (both horizontal and vertical); b. AVID Implementation	8/2010	7/2013
	C	Improve Student Achievement in Reading/ELA and mathematics to include developing a more robust RtI framework on campus that includes analysis of student work and assessments and developing academic interventions to support content mastery.	8/2010	7/2013
2	A	Data Driven Instruction will identify most appropriate instructional interventions to close gaps. Summer bridges, SES, data coordinator, early interventions and AVID to close gaps.	8/2010	7/2013
	B	Data Driven Instruction will identify most appropriate instructional interventions to close gaps. Summer bridges, SES, data coordinator, early interventions and AVID to close gaps.Support data driven decision making by IMPACT Team.	8/2010	7/2013
	C	Data Driven Instruction will identify most appropriate instructional interventions to close gaps. Summer bridges, SES, data coordinator, early interventions and AVID to close gaps.Support data driven decision making by IMPACT Team.	8/2010	7/2013
3	A	a. Leadership capacity training from TTLA b. SIRC online professional development c. District Institute participation by LEA staff	8/2010	7/2013
	B	Attend National Staff Development Conference	7/2011	7/2011
	C	Provide professional developemnt opportunities that include Quality Teachers of English Language (QTEL), Kilgo Workshops and Texas Turnaround Leadership Academy programs.	8/2010	7/2013
4	A	Evening High School and Credit Recovery Programs	8/2010	7/2013
	B	Saturday school for academic intervention	8/2010	7/2013
	C	Increased learning time for students in the core subject of English and Math. Common Planning times for Teachers	8/2010	7/2013
5	A	College visits for parents and students	8/2010	7/2013
	B	Student/Parent Field Trips	8/2010	9/2013
	C	Hiring a Director of Family and Student Services who will be responsible for coordinating student and family support services on campus.	8/2010	9/2010
	A	Support/Expand comprehensive guidance program; Strengthen IMPACT Team.	8/2010	7/2013

6	B	Implement Positive Behavior Support	8/2010	7/2013
	C	a. College visits for parents and students as one component of an AVID program. b. Develop additional Early College Start Courses	8/2010	7/2013
7	A	Implement the REACH strategic compensation program	8/2010	7/2013
	B	a. Support teachers participating in the NBTS Take One! program available through REACH b. Support additional job-embedded professional development through other grant dollars, such as LEP SSI grant and ARRA Title 1, Part A	8/2010	7/2013
	C	Implement the REACH strategic compensation program	8/2010	7/2013

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.