



2022-2023 School Action Fund- Planning and Implementation
COMPETITIVE GRANT Application Due 11:59 p.m. CT, May 9, 2022

NOGA ID

Authorizing Legislation

ESEA of 1965 as amended by ESSA, Title I, Part A, Section 1003

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Competitive grant applications and amendments to competitivegrants@tea.texas.gov

Application stamp-in date and time

Grant period from August 12, 2022 - July 31, 2023

X Pre-award costs are not permitted.

Required Attachments

Applicants must submit the TEA-supplied attachment that corresponds to their selected school action. See pg. 20-21 of the Program Guidelines.

Amendment Number

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Houston Independent School District CDN 101912 Vendor ID 746001255 ESC 4 UIE NC2GGLMFY
Address 4400 West 18th Street City Houston ZIP 77092 Phone 713-556-6000
Primary Contact Khalilah Campbell Email kcampbe1@houstonisd.org Phone 713-556-6932
Secondary Contact Angela A. Brooks Email Angela.Brooks@houstonisd.org Phone 713-556-6785

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. 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 certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- Grant application, guidelines, and instructions
General Provisions and Assurances
Application-specific Provisions and Assurances
Debarment and Suspension Certification
Lobbying Certification
NCLB Provisions and Assurances requirements

Authorized Official Name Millard L. House II Title Superintendent of Schools

Email HISDSuperintendent@houstonisd.org Phone 713-556-6300

Signature [Handwritten Signature] Date 5/09/2022

Grant Writer Name Khalilah Campbell Signature [Handwritten Signature] Date 5.9.22

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

**X** SSAs are **not permitted** for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Phillis Wheatley students are performing below both the state and the district on reading and math according to TEA Academic Performance Reports. The campus has had an F for 7 out of ten years and has been designated needed improvement since 2014.	Selected school staff will be training on high quality math curriculum and will receive targeted and differentiated professional development. The leadership team will establish intervention schedules and structures, SEL practices, and data driven instructional practices to support learning.
Only _ out of _ teachers currently teaching at Phillis Wheatley rank as highly effective based on the external analysis by Education Resource Group (ERG).	Develop a strategic staffing model that selects the most highly effective teachers and principals based on student growth and mindset alignment to the ACE initiative.
Approximately 96% of students are economically disadvantaged and 67% of students are at-risk.	Restructure of the master schedule to support additional time in reading and math. The campus will remain open until 6 pm to accommodate interventions and enrichment in a safe and nurturing environment. Breakfast, lunch, dinner and transportation will be provided free of charge for all students.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Through the successful restart of Phillis Wheatley High School as an Accelerating Campus Excellence school, Phillis Wheatley will progress from its 2018 - 2019 TEA Rating of an F to achieve at least a C rating by the 2022-23 school. The campus will progress to an A or B rating school by the end of the 2023 - 2024 school year. The district will monitor internal assessments to project progress toward end-of-year accountability ratings.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant. See the Program Guidelines for detailed instructions for identifying benchmarks.

First-Quarter Benchmark

First-Quarter (Jun - August 2022)  
 1) Strategic Staffing: Campus is fully staffed. At least 60% of core content teachers and administration are new to campus.  
 2) High Quality Curriculum and Instruction: Leaders and teachers are trained on new High Quality Math Curriculum. High-quality PD, PLCs, key instructional routines and practices are in place, baseline MAP assessments are administered and student outcomes goals set for Y1. 4) SEL: School-wide systems are in place to create and promote joy, safety and sense of belonging; Mental health supports: College and Career Readiness 5) Culture/Climate: Facilities and technology upgrades are completed 6) After School: After school programs launched 7) Parents/Community: Back to school events for families and engagement calendar finalized and shared with families.

**Measurable Progress (Cont.)**

Second-Quarter Benchmark

Second-Quarter (Sept - Dec 2022)

- 1) Strategic Staffing: Consistent coaching and feedback structures are in place for all teachers.
- 2) High Quality Curriculum and Instruction: Consistently execute curriculum focused PLCs. 70% of teachers are consistently implementing the curriculum. Students show growth on curriculum-based assessments as compared to baseline.
- 3) SEL: School-wide systems are in place to create and promote joy, safety and sense of belonging; Mental health supports: College and Career Readiness
- 4) Culture/Climate: Culture/Climate staff and student survey; monitoring attendance, discipline data
- 5) After School: Extended hour offerings are in place
- 6) Parents/Community: Wraparound services; on-going family and community engagements

Third-Quarter Benchmark

Third-Quarter (Jan - May 2022)

- 1) Strategic Staffing: Consistent coaching and feedback structures are in place for all teachers
- 2) High Quality Curriculum and Instruction: Consistently execute curriculum focused PLCs. 80% of teachers are consistently implementing the curriculum. Students show growth on MAP MOY and EOY assessments and progress to EOY goal.
- 3) SEL: School-wide systems are in place to create and promote joy, safety and sense of belonging; Mental health supports: College and Career Readiness
- 4) Culture/Climate: Culture/Climate staff and student survey; monitoring attendance, discipline data
- 5) After School: Extended hour offerings are in place
- 6) Parents/Community: Wraparound services; on-going family and community engagements

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

Houston ISD implemented a data-driven approach at Phillis Wheatley High School to evaluate the progress towards our stated SMART goal and modify the program if we are not tracking towards meeting our benchmarks and SMART goal.

Establishing a continuous improvement cycle at the leadership and teacher level will assess progress, identify strengths, and develop pivot plans to address gaps, document action plans, and build accountability. The leadership team will convene at least monthly with the school principal supervisor and the Assistant Superintendent of Transformation to evaluate progress against program benchmarks. Specifically, these monthly leadership meetings will review student academic progress on internal district assessments, curriculum based-assessments and/or MAP, student and staff attendance data, discipline data, and evidence of program implementation in the extended day and community engagement pillars. Based on these meetings, the leadership team will be able to identify areas of focus for additional support and/or modification. Furthermore, the instructional leadership team will also launch data meetings to review student work within PLCs to facilitate detailed reteach planning and execution to support student mastery of grade-level content.

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2022–2023 School Action Fund- Planning and Implementation Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- 4. The applicant will work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- 5. The applicant will identify a project manager for this grant. The applicant may use these funds or other funds for this position.
- 6. Applicants pursuing a partnership-managed model must meet all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus.
- 7. The applicant will provide access for on-site visits to the district and campus by TEA, the technical assistance provider, and its contractors.
- 8. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 9. The applicant's board must commit to Lone Star Governance (LSG) training and coaching.
- 10. The applicant seeking partner-managed actions will ensure partner Boards meet all Texas Partnerships requirements, including developing training requirements and an orientation plan for new board members and ongoing training requirements for board members that will ensure their continued ability to govern charter campuses within the district.
- 11. The applicant assures partners operating campuses under the partner-managed option include a plan in the response to the Call for Quality Schools for selection, adoption, and implementation of high-quality instructional materials (as defined in the Program Guidelines).
- 12. Applicants selecting "Create a new school" action must select and designate a campus leader no later than August 15, 2022.
- 13. Applicants must apply for a new CDCN for "New Schools" by March 2023.
- 14. "New Schools" established without tested grade levels must be paired with another campus in the same district for accountability purposes or its district by March 2023, as per guidelines in Chapter 7 of the 2021 Accountability Manual (or a later version if published).
- 15. Applicants selecting "Create a new school" action must include the new campus in its Title I ESSA plan in time for SY2022-2023.
- 16. The applicant assures enrollment at a new school will prioritize students previously attending or zoned to a 2018-2019 Title I served Comprehensive and/or Targeted D/F-rated School (2019 ratings).
- 17. Applicants selecting "Partner-managed" actions must commit to the adoption of TEA's Texas Partnership model authorizing tools and resources.
- 18. Applicants selecting "Partner-managed" actions must participate in the Texas Authorizer Leadership Academy.
- 19. Applicants pursuing a new district-managed campus will select and design one of three approved new school models: STEM/STEAM, College Prep, or Montessori.

**Statutory Requirements**

1. Describe how the LEA will carry out its school support and improvement activities, including how the LEA will develop a school improvement plan for the eligible campuses selected for this grant.

Houston ISD will implement the ACE model to restart Phillis Wheatley. The district designed this model in accordance to ACE model requirements and adapted it to fit the district context. The school improvement activities are as follows:

- 1) Strategic Staffing: Leader and teacher selection based on competencies and impact on student outcomes; Additional leadership positions recruited to campus to support teacher development; Opportunity Culture staffing model to create teacher leadership pipeline; 3-year staff stipends to attract high-quality talent; Additional summer professional development (June 27-July 1) and year-long professional development through external providers
- 2) Instructional Excellence: Implementation of the Carnegie Math curriculum; Curriculum-based PLC structure; On the ground curriculum implementation coaching and support from external providers; Focus on data-driven instruction and early interventions, consistent coaching practices
- 3) Extended learning: Increased instructional time in ELA/Math through revamp of master schedule; After school and summer school enrichment opportunities and transportation will be offered to all students
- 4) Social-Emotional Learning: Focus on systems and routines and joyful incentives; Emphasis on positive student and adult relationships and explicit SEL instruction and training; School-wide PBIS system and structures; Mental health supports
- 5) Parent and Community Partnerships: Wraparound Service Support and Resource Centers; After school programming; Parent Programming; Facilities Upgrades; Parent engagement calendars

2. Describe how the LEA will monitor schools receiving the School Action Fund-Planning and Implementation Grant, including how the LEA will: (a) Monitor school improvement plans upon submission and implementation, and (b) Implement additional action following unsuccessful implementation of such plan after a number of years determined by the district.

The district will monitor Phillis Wheatley's implementation of the SAF Implementation Grant to ensure the successful implementation of the ACE program. Progress monitoring will occur on a weekly, quarterly and annual basis. The school leadership team, Assistant Superintendent of Transformation, School Support Officer, and teachers will utilize observation, feedback, assessment data, data meetings, and other benchmark metrics to monitor progress and determine additional interventions. The leadership team and SSO will conduct a discrepancy and root cause analysis to develop action plans to improve when further action following unsuccessful implementation occurs. The District Senior Leadership Team will review ACE campus progress quarterly to determine any additional interventions needed.

3. Describe how the LEA will use a rigorous review process to recruit, screen, select, and evaluate any external organizations with whom the LEA will work with to support the campus(es) selected for this grant, including partner operators and additional technical assistance providers (other than those matched by TEA).

Houston ISD follows regulations to recruit, screen, select, and evaluate external organizations for district partnership. The district launches a formal RFP process to secure external vendors. It evaluates rates and fees, quality of service, and the organization's ability to meet the needs of the district and school. The district works closely with the provider to develop written contracts with all services and include terms and conditions that mitigate risks. The procurement and legal departments review all contracts before final board approval and execution.

**Statutory Requirements (Cont'd)**

4. Describe how the LEA will align other Federal, State, and local resources to carry out the activities supported with funds received through this grant.

Houston ISD plans to support the Phillis Wheatley ACE program through local, state, and federal funds. The district plans to allocate significant Title I and ESSER funds to support ACE stipends, ongoing high-quality professional development, curriculum, instructional materials, SEL resources and supports, extended day opportunities, and parent and community engagement programming. The district is in the final budgeting phase and has allocated approximately 1.5 million dollars per ACE campus.

5. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the school action.

Houston ISD will provide all ACE campuses including Phillis Wheatley, the flexibility to modify practices and provide operational flexibility including the following:

- 1. Modification of the master schedule to provide additional intensive reading and math instructional blocks
- 2. The campus will remain open until 6 p.m. for tutoring, intervention, and enrichment opportunities with dinner and transportation free of charge to students
- 3. Differentiated professional for leadership and teachers during beginning of year teacher in-service. The district will continue ongoing differentiated professional development through quarterly leadership convening with an external professional development provider. The district has also reserved a several Saturday trainings over the course of the year to allow for additional in-depth training and support.

6. Describe how the selected school action model will incorporate one or more research-based strategies during the implementation phase.

The district and Phillis Wheatley will implement research-based strategies during the implementation of the 5 ACE pillars as follows: 1) Research indicates that highly effective teachers and leadership in every classroom and school is a strong indicator of improved student academic outcomes and closing of achievement gaps. Therefore, Phillis Wheatley will reconstitute and strategically staff as measured by prior student academic outcomes, and observation and feedback evaluations. 2) High-quality instructional materials and research-based instructional practices will be adopted. Teachers and leaders will receive PD in order to effectively integrate the curricular materials and institute research based practices. 3) Extended day opportunities, which include tutoring and small group instruction, will provide necessary remediation for students below grade level. 4) Integrating initiatives to support the whole-child and SEL competence leads to academic growth and achievement, development of social skills, emotional regulation, growth mindset and improved behavior outcomes. 5) Strengthening parent and family engagement will lead to an increased sense of belonging for community.

**Program Requirements**

1. Identify one of the following eligible school action models:

- Restart a struggling school as an ACE campus (PLANNING)
- Restart a struggling school as a district-managed Resource campus
- Create a new school as a district-managed campus
- Create a new school as a partner-managed Early Childhood Education (ECE)
- Redesign a campus with a blended learning model
- Redesign a rural campus with a district-designed P-20 system model
- Restart a struggling campus as an ACE model (IMPLEMENTATION)

2(a). Describe the evaluation process and criteria utilized for selecting the school action model for the specific campus to be supported with this grant. (Note: If a specific campus has not yet been identified, please describe the evaluation process, criteria, and timeline for identifying the campus for school action, including the rationale for naming a specific campus during the planning year.)

When Superintendent Millard House became superintendent in the summer of 2021, Houston ISD embarked on a process to establish a new strategic plan for the district. Through a series of focus groups, community meetings, and data analysis, the administration identified a core strategic priority for HISD was to improve the 48 D/F-rated campuses across the district. Of the 48 D/F-rated campuses across the district, HISD reviewed the needs of 24 campuses with multiple years of D/F ratings or received an F-rating as of 2019. Based on a comprehensive needs assessment and performance analysis of these 24 campuses, Phillis Wheatley emerged as a campus needing intensive interventions in student achievement, school culture, staff quality, and student and family satisfaction. Notably, focus group trends revealed a need to create a safe and supportive learning environment for students, allowing space for rigor and exposure to more academic and enrichment opportunities. Phillis Wheatley has been an underperforming school since 2014, and innovative interventions need to be launched, and because these needs aligned with the pillars of the ACE model, the district selected this evidence-based intervention to support transformation at Phillis Wheatley.

2(b). Describe how the school action aligns with the LEA's overall strategy for support and intervention in low-performing schools and/or the LEA's strategy for expanding high-quality school choices for students and families.

In February 2022, Houston ISD released a 5-year strategic plan. The third pillar of that plan is to "Ensure Great Schools in Every Neighborhood." The district has committed to prioritizing the needs of underperforming schools and designing interventions to transform student outcomes and the student and family experience on those campuses. Within the "Great Schools" priority, the district commits to sourcing highly-skilled, effective, and passionate staff, dedicating resources to accelerate student learning, and expanding learning opportunities. These three commitments align with the ACE pillars one, two, and four. Furthermore, the district has created a new infrastructure to support this endeavor by creating a Transformation Office. The newly hired Asst. Supt. of Transformation and dedicated Transformation Principal Supervisors will support ACE campus planning and ongoing implementation. The strategic focus on and dedication of resources to low-performing campuses will ensure that all students in Houston ISD have the opportunity to attend high-quality schools.

**Program Requirements (Cont'd)**

2(c). Describe how senior LEA leaders were involved in the decision to select the school action for the campus(es), and to apply for this School Action Fund Planning and Implementation Grant.

As part of the strategic planning process, LEA senior leaders identified D/F school intervention as a key lever.

LEA senior leaders began a series of conversations to determine campuses in need of intervention and the appropriate interventions for those campuses. Senior district leaders met with transformation thought leaders across the state to learn more about the ACE model, including approved ACE Technical Assistance Providers, Good Reason Houston and Best in Class (Commit). The district also visited ACE campuses in Aldine ISD to observe the model and debrief challenges and opportunities for implementation with Aldine leadership. The senior leadership team selected ACE as a possible intervention for D/F campuses in HISD and matched Phillis Wheatley with this intervention after completing a Needs Assessment and in-depth data analysis. The Senior Leadership Team decided to apply for School Action Fund Planning for two key reasons: 1) To leverage technical assistance support to ensure implementation success 2) To access additional funding to access additional resources for these campuses.

2(d). Describe how the LEA has worked or will work with members of the school community (staff, families, community leaders) to communicate plans and solicit input into the school action planning and implementation process.

The LEA began the ACE planning process for Phillis Wheatley with community meetings with school staff and families. In these meetings, participants were able to share the school's current strengths and areas of need. The needs that stakeholders raised included the need for more resounding instruction support, increased family engagement, and positive school culture support. These needs ultimately informed the selection of the ACE model. Furthermore, the district engaged with staff and students during a day-long needs assessment. The Needs Assessment team facilitated a series of leader, teacher, and student focus groups to continue gathering feedback on school community strengths and areas for growth. The district team has planned additional community meetings for families in May 2022 and again at the beginning of school in the fall of 2022. These meetings will be an opportunity to inform families about the options available for students at ACE campuses and seek community input on the school design. The district will support Phillis Wheatley in cultivating a parent advisory committee to share ongoing feedback throughout the intervention.

The district has also created written communications for families that cannot meet in person. This includes an HISD RISE Website, letters home to students, and Media Releases to share information about the intervention.



**Program Requirements (Cont'd)**

2(e). Identify the LEA staff member who will manage the planning and implementation grant. List the qualifications of the identified staff member.

Dr. Denise Watts, Chief of Schools, is the leader of Transformation in H.I.S.D. Dr. Watts joined the district in October from Charlotte-Mecklenburg schools. During her tenure in Charlotte-Mecklenburg, Dr. Watts served as a turnaround principal at a middle school that initially implemented strategic staffing. She later became the director of Project L.I.F.T., a philanthropically funded school turnaround initiative for 29 low-performing schools. She served in the role of Principal Manager for nine years. She has led the district team to launch the H.I.S.D. Transformation Office. This office convenes a group of highly-qualified leaders to work together to cover all aspects, including staffing, operations, data analysis, finance, academics, H.R., and communications. The Assistant Superintendent of Transformation, Dr. Khalilah Campbell-Rhone is the acting Project Manager (PM) manages a team of School Support Officers (principal managers) and principals to plan and implement the A.C.E. model at Phillis Wheatley Dr. Campbell-Rhone led the turnaround efforts at both Thomas Middle School and Worthing High School. Worthing had been in Improvement Required (I.R.) status after years of not meeting state accountability. In one year, she and her team returned the school to acceptable status and added an early college program to campus.

2(f). Describe how selecting, adopting, and implementing high-quality instructional materials will be integrated into the design of the chosen action.

In the fall of 2021, the district partnered with TNTP to complete an curriculum and instruction audit of the district. The audit shared that the majority of students across Houston ISD do not have access to on-grade level materials nor do they experience rigorous lessons aligned to grade level standards. In order to promote equitable learning experiences for all students, the district has committed to implementing high-quality instructional materials at Phillis Wheatley. In order to select these materials, the district held a series of stakeholder engagements to vet and assess the curriculum against TNTP's Texas Resource Review rubric standards. The district has partnered with TNTP to support the curriculum roll-out with Leading Educators. Leading Educators will provide on-the-ground curriculum implementation coaching for both leaders and teachers. The district plans to adopt curriculum in other content areas in subsequent years.

**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group  Barrier

Group  Barrier

Group  Barrier

Group  Barrier

**PNP Equitable Services**

PNP Equitable Services **does not apply** to this grant.

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA. See Program Guidelines, pages 16-18, for detailed instructions on use of grant funds.

**PAYROLL COSTS (6100)**

**BUDGET**

District Program Administrator/Innovation Officer Position	\$20,000
Educator Stipends	\$110,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Extended Day Expenses	\$120,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

High-quality instructional materials and support	\$100,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**OTHER OPERATING COSTS (6400)**

Travel expenses	\$5,000
Family and community engagement	\$10,000
<input type="text"/>	<input type="text"/>

**CAPITAL OUTLAY (6600)**

Facilities upgrades	\$10,000
<input type="text"/>	<input type="text"/>

**ADMINISTRATIVE COSTS**

<b>Total Direct Costs</b>	<input type="text"/>
<b>Indirect Costs</b>	<input type="text"/>

**TOTAL BUDGET REQUEST**

**Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)**

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be emailed to [competitivegrants@tea.texas.gov](mailto:competitivegrants@tea.texas.gov) Include all sections pertinent to the amendment (including budget attachments), along with a completed and signed copy of page 1 of the application. More detailed amendment instructions can be found on the last page of the budget template.

*You may duplicate this page*

**Negotiated/Amended Section**

**For amendments: Choose the section you wish to amend from the drop down menu.**

**Negotiated Change/Amendment**

**For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.**

FOR TEA USE ONLY  
Changes confirmed with \_\_\_\_\_ on this date \_\_\_\_\_  
Via phone/fax/email by TEA staff person \_\_\_\_\_

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Via phone/fax/email by TEA staff person \_\_\_\_\_

**Texas Education Agency**  
**No Child Left Behind Act of 2001 Provisions and Assurances**

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
    - 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
      - (A) Holds at least a bachelor's degree and
      - (B) 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
      - (A) 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
      - (B) Successfully completing, in each of the academic subjects in which the teacher teaches, 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
      - (A) Is set by the state for both grade-appropriate academic subject-matter knowledge and teaching skills
      - (B) 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
      - (C) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches
      - (D) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the state
      - (E) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject
      - (F) Is made available to the public upon request
      - (G) 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