School Action Fund (SAF)

LASO Cycle 3

Reassign Action

October 29, 2024

Welcome and Thank you for Joining Today!

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Agenda

LASO Cycle 3
- SAF in LASO 3
- Grants Available

School Action Fund (SAF)
- Overview
- SAF: Reassign Action
- Resources, Next Steps, and Q&A

Next Steps

FYIs

? Submit questions during the webinar using the Zoom Q&A

Webinar slides and recordings will be posted on the LASO Cycle 3 website after all webinars have been completed

✉ Email LASO@tea.texas.gov with follow-up questions

Today's Objectives

Participants will:

- Understand the why, what, and how of the Reassign School Action

- Understand what the Planning Period and Continuation/Implementation Years will include

- Discuss real-world examples of the Reassign School Action

LASO Cycle 3

LASO Cycle 3 will award $160M to LEAs
Includes 11 grants to support learning acceleration

Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Implementation

SFI School Improvement PLC Supports

Instructional Leadership

Technology Lending Grant

Blended Learning Grant

Advanced Placement Computer Science Principles

More Time

ADSY Full Year

ADSY Summer Planning and Execution Program

Innovative School Models

School Action Fund

Early College High School

Pathways in Technology Early College High School

School Action Fund (Cycle 9), LASO 3

The School Action Fund is designed to support districts in planning and implementing a whole school model. SAF's ultimate goal is for every campus we support to be rated A or B at the end of two years of implementation.

Innovative School Models		
Innovative school models to incorporate all aspects of the learning acceleration framework	**Estimated Total Funding Available**	$8 Million-Direct
	Estimated Range of Award	$185K - $375K per campus
	Estimated Award Numbers	36 campuses
	Estimated Timeline: Planning Grants	March 2025 – June 2026
	Estimated Timeline: Implementation Grants	SY 2025 – 2026

School Action Fund

SAF Eligibility

Theory of Action

Benefits of SAF

Impact

How to select an Action

Actions and Models included in LASO 3

Elements of Successful School Actions

Why Reassign?

SAF Program Overview

Purpose

School actions are **whole-school strategies** districts use to increase access to high-quality schools by meeting community needs an/or addressing chronic underperformance.

The 4 school actions that TEA supports are:

- Restart an existing school
- Create a new school
- Reassign students to high performing campuses after school closure
- Redesign an existing school

Eligibility

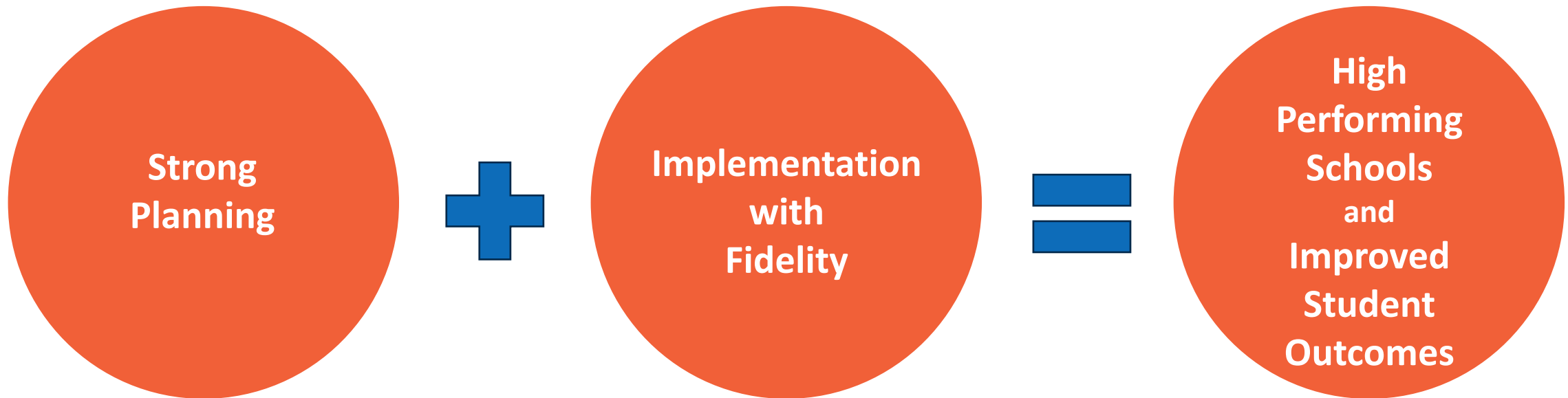| Eligibility |
|---|
| Title 1 **and** Federal Accountability Designation:
• CSI
• TSI
• Not ATS |
| Not previously awarded SAF, since 2019-2020 |

Best Fit For

Districts interested in:

- transforming **campus and district systems** to enable better student experiences.
- Dramatically improving for **chronically underperforming campuses**.
- Creating **new school options** for families.
- **Integrating multiple strategies** such as HQIM, RBIS, and new academic and staffing models.

More information can be found in the Grant One Pager

More information can be found in the Eligibility and Prioritization Doc

More information can be found in the Best Fit Guidance Doc

Not an exhaustive list of Eligibility, Program Assurances or Requirements.

School Action Fund Theory of Action

*If district and campus leaders are supported to **plan deeply every aspect of the school action** and **implement that plan with fidelity**, then more students will have access to high-quality learning environments and outcomes will dramatically improve.*
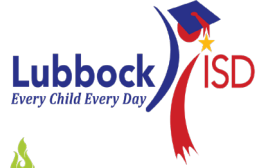
Strong Planning + **Implementation with Fidelity** = **High Performing Schools and Improved Student Outcomes**

What's included in a School Action Fund grant?

Technical Assistance

Pre-approved TA providers with deep content expertise to support planning and implementation

Tools & Resources

Access to tailored tools and resources from TEA

Funding

Planning (1 year): approx. $185k per school

Continuation (up to 2 years): $375k-$500k per school

Leader Professional Development

Opportunities for school leaders to participate in action-specific **professional development** or **school design programs**
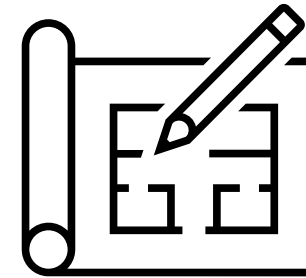
The Center for School Actions (CSA) works with campuses and LEAs to support strategic decision-making to identify and select best-fit school actions. Visit their website for tools, resources, and webinars.

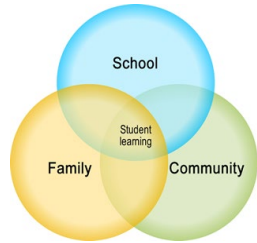# School Action Fund Impact

90 LEAs across all 20 ESCs

295+ School Actions Awarded/Planned/Implemented

More than $232 million in direct-district grants and in-kind support

Community Engagement

HQIM

Professional Development

133,000+ students impacted

SAF Cycle 9 (LASO 3) School Actions and Models

Step 1: Select an Action

1. Restart an Under-Performing School
- New leader and mostly new teachers
- New academic program implemented in Year 1 (not phased in)

2. Create a New School
- New school w/new CDCN phased in one grade level at a time
- New school leader, new teachers, new academic program

3. Redesign an Existing School
- New academic program implemented in Year 1 (not phased in)

4. Reassign Students to a High-Performing Campus
- Students reassigned to A/B rated campuses following deep community engagement and student and family support
- Campus closed in Year 1 w/ transition support provided to students in receiving schools

Step 2: Select a Governance Type

A. District- Run
- Flexibility from district policy/ practice required

B. 1882 Partnership $
- Must meet all 1882 designation requirements

C. Governance Type and Model: N/A
- Target campus will close
- Students may be assigned to any A/B-rated campus in district, regardless of governance type or model

Step 3: Identify school model

1. ACE
2. Advanced STEM*
3. ADSY Full Year $

4. Turnaround Partnership $
- F-rated campuses, Restart only
- Eligible for pause in accountability sanctions
5. Innovation Partnership $

Advanced STEM available for Elementary and Middle schools only
$ Actions/Models that yield additional sustained funding opportunities.
Note: Planning and/or implementation grants available. Districts already working with an approved TA provider may elect to apply for an implementation grant.

Elements of Successful School Actions

Regardless of action or model, all School Action Fund campuses will include the following elements:

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

Selecting an Action

School Action Self – Assessment

The School Action Self-Assessment:

- Helps spark conversations with your fellow district leaders, your school board, and your families.
- Provides a starting place to understand which actions are the most likely to align with your school and community assets and needs.

*Recommendations you will receive within this tool are created based off formulas. **This tool is not an exact science.** You know your district best, so please keep the human element in mind as you work through the assessment.*

Why a Reassign Action?

- Chronic underperformance
- Under-enrollment
- Aging facilities

Is there a high-performing campus (A/B) that students can attend instead?

Key Elements of the SAF Reassign Action

Community Engagement

- Extensive and transparent **communication with families and community stakeholders** is vital throughout the reassignment process. The district must engage in deep community involvement to ensure that families provided high-quality A/B options within the district and that students are supported during the transition

Student Experience

- During planning, students are given opportunities to **engage with the staff** at the receiving schools, explore receiving campuses, and begin building a new climate and culture

- Ensure receiving campuses and educators are **prepared to welcome** and support incoming students

Student, Family and Staff Supports

- Include academic monitoring, positive social support, and **adjusting to the new school environment**

- **Targeted professional development** is provided to meet the needs of the teachers

- The physical campus is closed until facility decisions are made.

- The CDCN is **closed**

District Leadership Considerations

District and Campus Collaboration

- Coordination among (staff of) the closing school, the receiving schools, and district leadership.
- A strong transition plan that addresses logistical issues like transportation, staffing, and scheduling is essential.
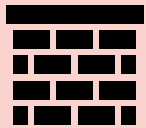
Monitoring and Follow Up

- Ongoing academic and behavioral monitoring of reassigned students is conducted to ensure that they are thriving in their new school.
- The district is to maintain accountability for the outcomes of the reassigned students.

How do you plan and implement this action?
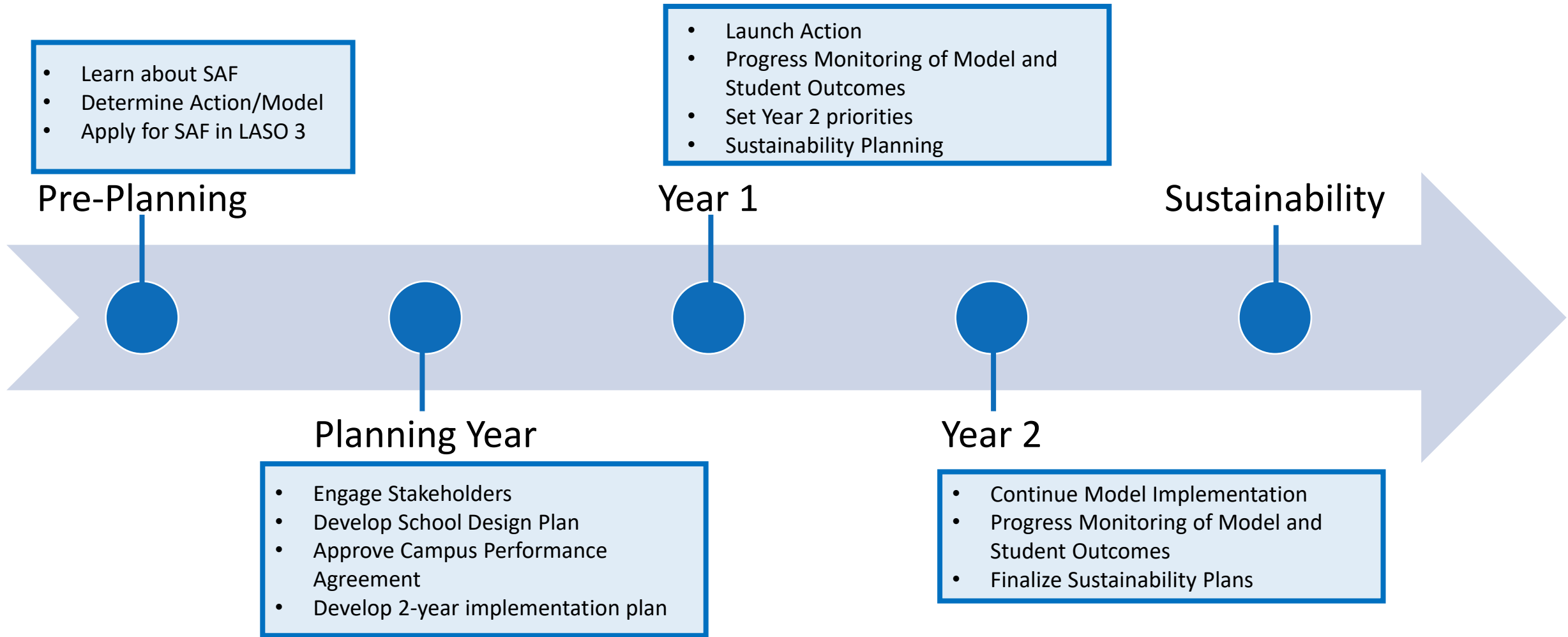
Reassign Action

Select Receiving Campus/Campuses → **Develop Transition and Student Monitoring Plan** → **Provide Support to Students, Families and Staff**

← Transparent Communication →

How will the action be implemented?

Pre-Planning
- Learn about SAF
- Determine Action/Model
- Apply for SAF in LASO 3

Planning Year
- Engage Stakeholders
- Develop School Design Plan
- Approve Campus Performance Agreement
- Develop 2-year implementation plan

Year 1
- Launch Action
- Progress Monitoring of Model and Student Outcomes
- Set Year 2 priorities
- Sustainability Planning

Year 2
- Continue Model Implementation
- Progress Monitoring of Model and Student Outcomes
- Finalize Sustainability Plans

Sustainability

Planning in Process

Profile of a District in Planning

- Establish a need

- Engage community members broadly in conversations about what is most important to them for a school to be high-quality. In addition to the academic achievement of students, they may identify:

  - the types of academic models and enrichment programs offered to students

  - facilities/building quality

- Use overall quality metrics, data, Accountability measures, and federal accountability to identify campus(es) to be closed and the best-fit highest quality receiving campus(es)

Next steps for the district: Focus on campus-level planning at each closing & receiving campus(es) pairs.

Implementation in Process

Focus on the receiving campus leadership team.
- Rooted in the Effective Campus Framework
- Focused on systems and structures to support new students

Monitoring student data to evaluate and close gaps between closing and receiving student groups in:
- Student belonging
- Measures of learning
- Strong Tier I instruction through HQIM implementation

- **Year 2:** Enhancements or additions to academic and elective programming opportunities for students.

Campus Closure

Campus closure. A campus may be closed by:

(1) the **commissioner** if it is assigned an unacceptable performance rating for **five consecutive school years**

(2) the **school district**

- If the campus is rated "acceptable"
- District will not use the facility for educational purposes for at least one school year
- District will transition all students to higher performing campuses but cannot be more than 50% of the new campus' enrollment
- Close and repurpose

A Campus May be Closed...

... by the district when the campus has received an Acceptable Rating.

- District may close a campus at any time, for any reason, such as
  - Under/low enrollment
  - Natural disasters

- Notify TEA of request to close CDCN

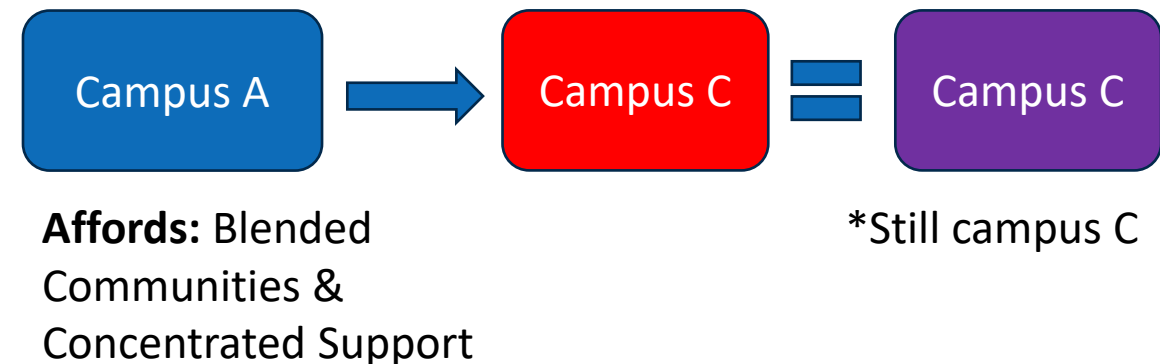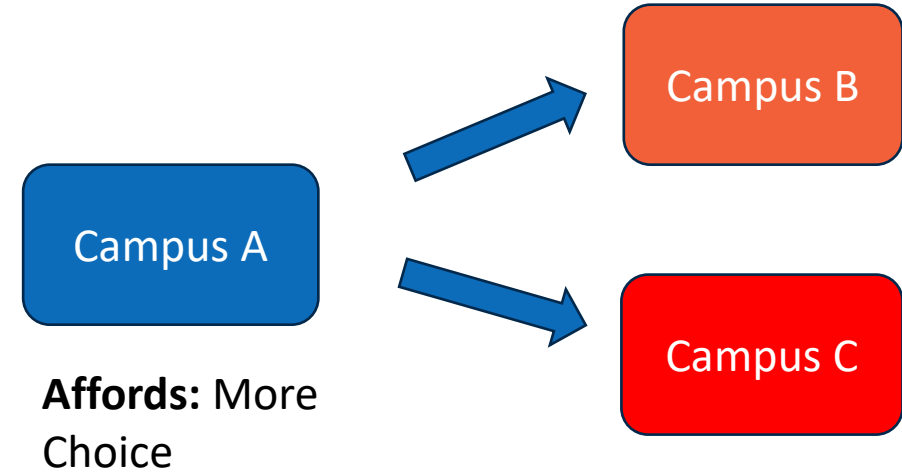**... by the district when the campus has received an Unacceptable Rating.**

- District requests closure through TEA committee to close CDCN.
  - District will not use the facility for educational purposes for at least one school year.
  - District will reassign all students to high-performing campuses but cannot be more than 50% of any individual new campus' enrollment

... by the district when the campus has 4 or more Unacceptable ratings.

- Only Commissioner may
  - Close campus, or
  - Assign Board of Managers
  - Administrative code rules that a campus cannot be closed by a district if it *could* receive its fifth unacceptable rating

Consolidation vs Closure

- Closure – A campus is closed.
  Students are assigned to high-performing schools or enrollment is opened to all high-quality schools

- Consolidation – A campus is closed.
  Two school communities (or, more) are merged, utilizing the better/best facilities and leadership of the higher-performing school
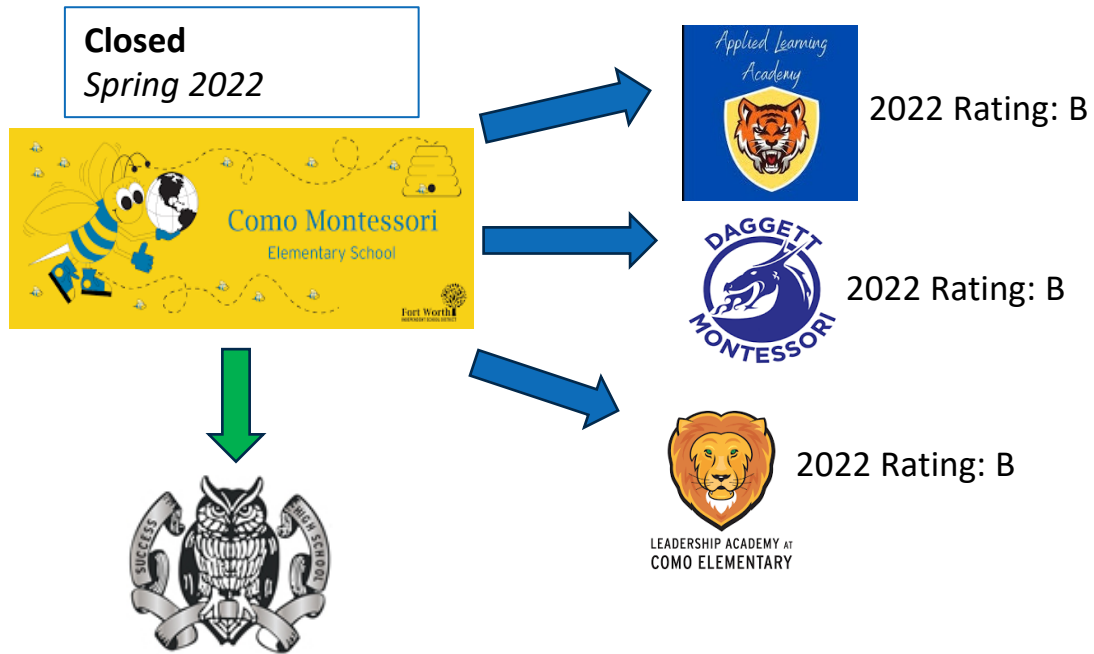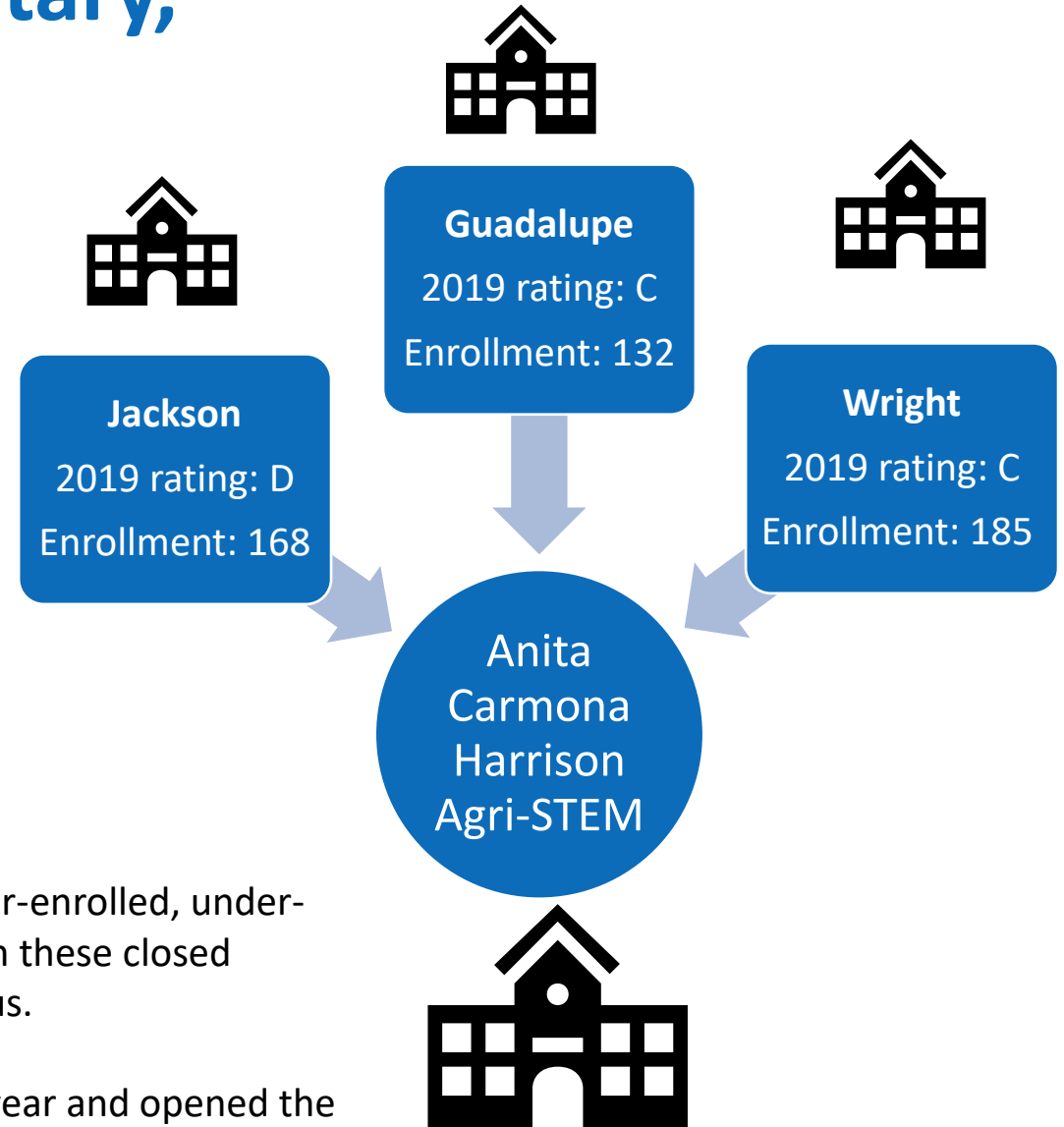
Campus A

Campus B

Campus C

Affords: More Choice

Campus A → Campus C = Campus C

Affords: Blended Communities & Concentrated Support

*Still campus C

SAF Reassign Action Successes

Ft. Worth ISD closed Como Montessori School and offered students seats at nearby higher-performing campuses. The building has been repurposed to be an alternative High School.

Closed
Spring 2022

Applied Learning Academy — 2022 Rating: B

DAGGETT MONTESSORI — 2022 Rating: B

LEADERSHIP ACADEMY AT COMO ELEMENTARY — 2022 Rating: B

Repurposed
Different grade level band & academic model
Success High School

- Multiple factors led to Ft. Worth ISD's decision to close Como Montessori, including
  - Declining enrollment
  - Inconsistent implementation of the Montessori model
- District provided families with options at high-performing campuses, both
  - Other Montessori campuses
  - Choice-schools
- Receiving schools were provided opportunities for
  - Professional development
  - Engage with families prior to the transition

Carmona-Harrison Elementary, Lubbock ISD

Jackson

2019 rating: D

Enrollment: 168

Guadalupe

2019 rating: C

Enrollment: 132

Wright

2019 rating: C

Enrollment: 185

Anita Carmona Harrison Agri-STEM

In partnership with community members, the Lubbock ISD closed three under-enrolled, under-performing campuses, and consolidated into one new campus. Students from these closed campuses were given priority enrollment in the new, open enrollment campus.

Through the **School Action Fund** the district planned the launch for one full year and opened the new school in Fall 2021, with a Agri-STEM model specific to the needs of the community.

School Action Fund Resources

LASO 3 Next Steps

Q&A

SAF Resources
LASO 3 Next Steps
    Timeline
    Submission
    Application
    Resources
    Change Request and Declines

School Action Fund Resources

School Model Playbooks

- Center for School Action website
  - ACE
  - ADSY Full Year
  - Advanced STEM

Other Resources

- School Actions Self-Assessment
- Texas Partnerships website
  - Texas Partnerships Guide
  - TEA Authorizer Handbook

HQIM and RBIS Resources:

- SBOE website
  - Instructional Materials Review and Approval Content and Suitability Rubrics
- TEA website – HQIM and OER
- Strong Foundations website – RBIS

Center for School Actions

Office Hours	November 1, 11:00 – 12:00 pm November 7, 9:00 – 10:00 am
Schedule a 1:1 Call	Schedule a private call with the Center for School Actions Team Sarah Gudenkauf is the Director of Systems Innovation at MAYA Consulting. She is an SGS Executive Advisor and has supported multiple school districts in implementing School Action Fund grants.

LEAs must submit LASO Cycle 3 applications by December 13 at 5:00pm CST

TEA emailed unique application links to LEA superintendents on October 14 (if needed, LEAs can complete a Request for Application Link Form to receive a new link)

PDF of the application is posted on the LASO Cycle 3 website; however, LEAs must submit the application through Qualtrics using the unique application link

Applications must be signed by the superintendent to be accepted

LASO application window open:
October 14, 2024 – December 13, 2024, 5:00 PM CT

Texas Education Agency TEA

Application Window
October 14-December 13

SAF Office Hours
November 4, 2024 | 11:00 am –12:00 pm

SAF Program Webinars
October 17- 25

- ~~Restart Action webinar~~
  ~~October 28, 2024 |1:00 -2:00 pm~~

- ~~Reassign Action webinar~~
  ~~October 29, 2024 |1:00 -2:00 pm~~

- Redesign Action webinar
  October 30, 2024 |1:00 -2:00 pm

- Create New Action webinar
  October 31, 2024 |2:00 -3:00 pm

REGISTRATION

Next Steps
Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with LEA internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.

Resources Available
- Best Fit Guidance provides criteria to help determine if a grant fits LEAs needs
- Grant One Pagers provide preliminary grant eligibility and key commitments
- Eligibility and Prioritization Guidance Doc provides information to help determine the likelihood of being awarded

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

Questions?

Office Hours

Attend office hours for technical assistance or discussion with program teams

November 4, 11:00 a.m. – 12:00 p.m. Registration Link

FAQs

Review the general FAQ (updated FAQs will be posted by November 13th)

Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about SAF grants, contact Laura.Hyatt@tea.texas.gov