

A photograph of a female teacher with short dark hair and glasses, wearing a white t-shirt, sitting on the floor and reading a book to a group of young students. The students are also sitting on the floor, looking at the book. The background shows a classroom setting with bookshelves filled with books and blue storage bins.

School Action Fund (SAF)

**LASO II | Learning Acceleration
Support Opportunities Grant**



Welcome and Thank you for Joining Today!



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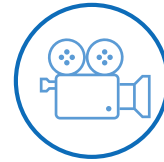
Erik Torres
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Agenda and FYIs for Today's Webinar

Agenda

1. Welcome and Introductions
2. Overview of the LASO Application process and Timeline
3. SAF Grant Deep Dive: Program description, eligibility, action selection, key commitments, scoring
4. Next Steps

FYIs



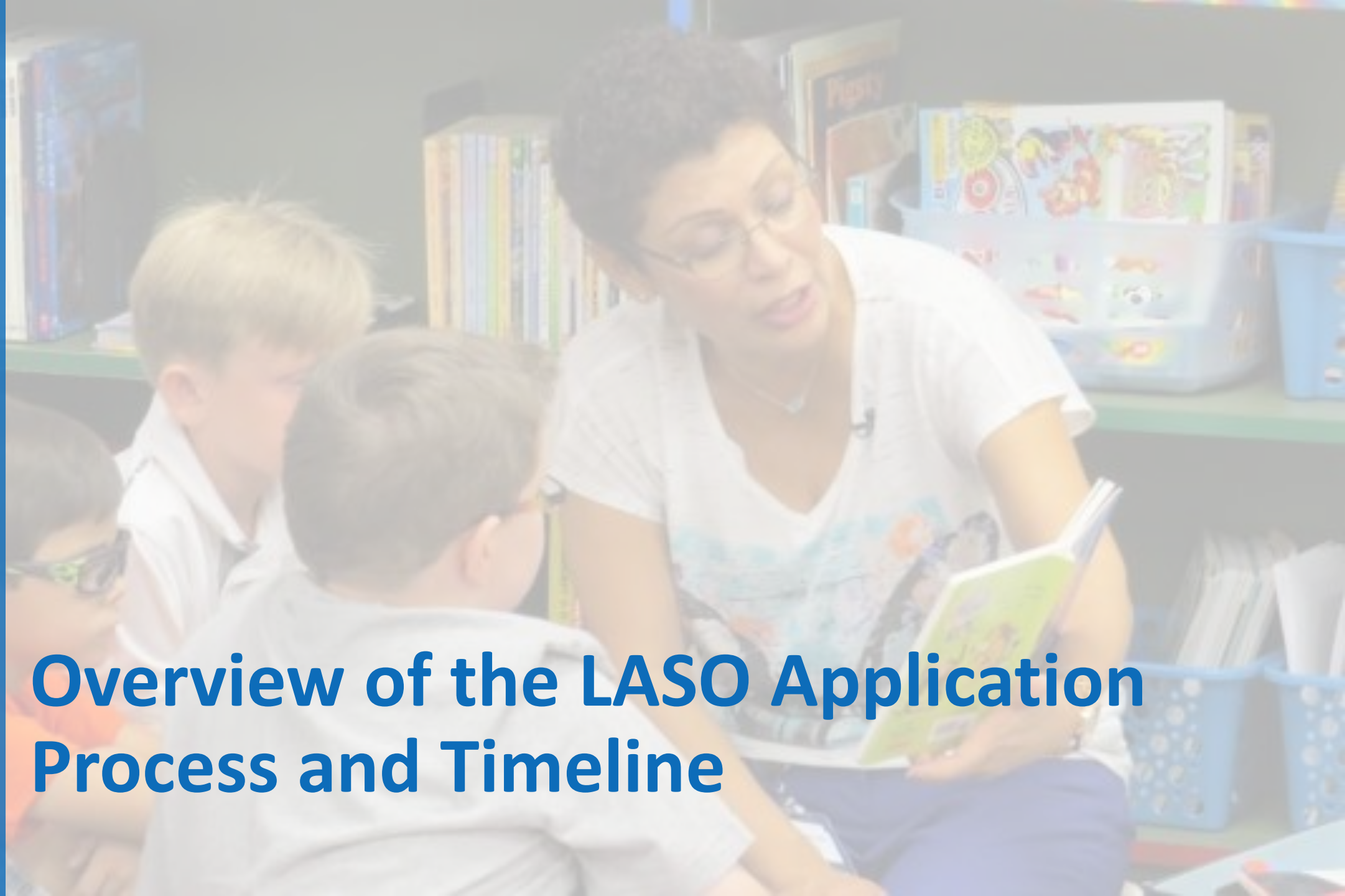
For questions, please drop them in the **Question and Answer** box in Zoom.



A recording of this webinar and a copy of this slide deck will be posted on the [LASO website](#) once all the webinars have been conducted.



For follow up questions, please **email** LASO@tea.texas.gov



Overview of the LASO Application Process and Timeline



School Action Fund is a part of Learning Acceleration Support Opportunities (LASO) Cycle II

The Learning Acceleration Support Opportunities (LASO) Cycle II is the next iteration of a consolidated grant application that strategically batches funding opportunities that support learning acceleration and innovation opportunities.

**\$190.2
Million**

in services and
supports

10

TEA initiatives to
support learning
acceleration and
innovation

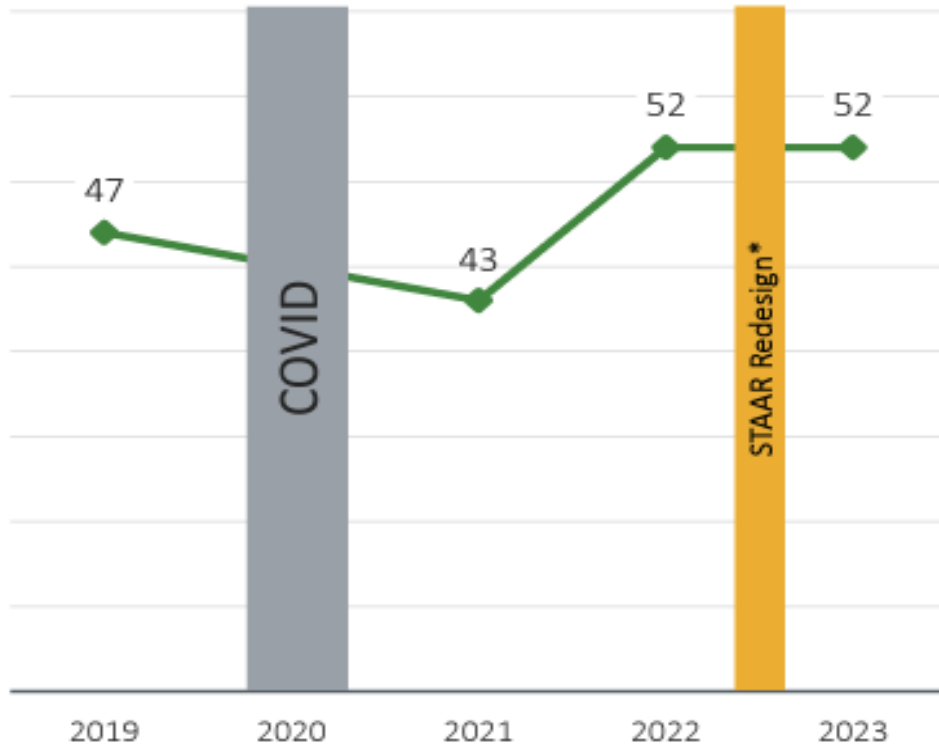
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LEA program
application to
access funding

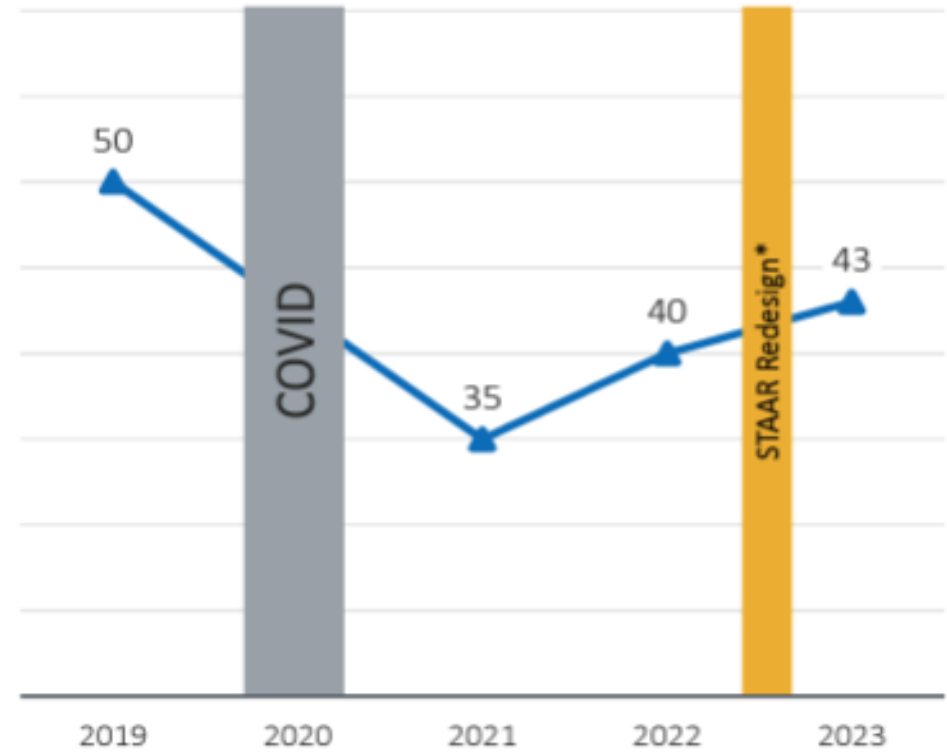


While we have seen a rebound in STAAR RLA and Math results, continued attention is needed toward both Reading and Math to be able to accelerate learning

Percent of Students that Met Grade Level or Above in RLA
(Grades 3-8, English I & II)



Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



*The STAAR test was redesigned in 2019 to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.

LASO II is anchored in three of the five key Learning Acceleration Strategies that are in service of accelerating academic gains and support student outcomes

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

Instructional Materials



Rigorous, **high-quality instructional materials** designed to make up ground and master grade level TEKS

Teacher Pipelines



Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year

More Time



More time for the students most in need, including expanding instructional time in the summer and with targeted **tutoring**

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework



LASO II will provide 10 grant opportunities embedded in three learning acceleration strategies



Instructional Materials

Strong Foundations Planning

Ready to plan in SY24-25 and implement in SY25-26

**RLA/Math planning support*

Strong Foundations Implementation

Ready to Implement in SY24-25

**OER K-5 Math/RLA and OER 6-12 Math high quality instructional material implementation support*

Technology Lending Grant

Ready to Implement in SY24-25

**Tablets, hardware, and internet hotspots for digital instructional materials*

Blended Learning Grant

Ready to Implement in SY24-25

Technical assistance and supplemental curriculum support to design and implementation of a high fidelity blended learning model

Math Supplemental Curriculum Licenses

Launch: Spring/Summer 2024

**PK-12 supplemental online curriculum*

Advanced Placement Computer Science Principles (APCSP)

Ready to Implement in SY24-25

**Curriculum, technology and teacher support APCSP course*



More Time

ADSY Planning & Execution Program: Summer

Ready to Implement in SY24-25

**PreK-5 planning and implementation support to design evidence-based summer learning program*



More Time

ADSY Planning & Execution Program: Full Year

**PreK-5 planning and implementation support for a full calendar and master schedule redesign. Ready to Implement SY 24-25*

Now included as one of the models in School Action Fund!



Innovative School Models

Pathways in Technology Early College High School

Planning Year | SY24-25

Implementation Year | SY 25-26

**provides opportunities to students to earn certifications*

Early College High School

Planning Year | SY24-25

Implementation Year | SY 25-26

**provides opportunities to students to access higher ed courses*

School Action Fund

Ready to plan in SY24-25

** support in planning and implementing whole-school models to address chronic underperformance and unmet community needs*

Timeline and Application Process



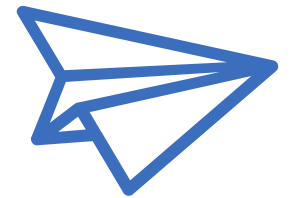
Key Considerations

- **Application** | opens on October 23rd and closes on December 7th at 5:00 pm. LEAs have 45 days to complete the consolidated application.
- **Scoring and Interview** | Runs from January 2nd to January 30th. This window allows TEA to score applications and reach out to as needed, to provide a two-way opportunity to determine readiness and fit.
- **NOGA- Direct Funding only** | There is a 60-day window for NOGA issuing. The process will start on March 18th and culminate on May 17th. LEAs can receive their NOGA at any time between that window. Note, the NOGA can only be issued once the LEAs certifies and submits their budget in the e-grants system. If there is a delay in LEAs submission, that may impact the NOGA date.



Application is open from October 23rd to December 7th

- Based on LEA feedback, our application window has moved earlier to avoid semester testing & holiday breaks.
- A **unique application link was emailed** to LEA superintendents on October 23rd.
- If the LEA is unable to receive the application link in the superintendent email, LEAs can complete a [form](#) to acquire a new link.
- A **PDF** of the application was posted on the LASO website on October 23rd. However, formal submission of the application must be through Qualtrics. The application **must be signed by the superintendent** to be accepted.





School Action Fund Deep Dive



Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding
- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs
- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness
- LASO is again anchored in the informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year

School Action Fund (SAF): High Level Overview

Innovative School Models



Innovative school models to incorporate all aspects of the learning acceleration framework

Estimated Total Funding Available

\$10.6 Million

Estimated Range of Award

\$185K - \$500K
per campus

Estimated Award Numbers

36 campuses

Estimated Timeline: Planning Grants

March 2024 – June 2025

Estimated Timeline: Implementation Grants

SY 2024 – 2025

Purpose

School Actions are whole-school strategies districts use to increase access to high-quality schools, meet community needs, and address chronic underperformance.

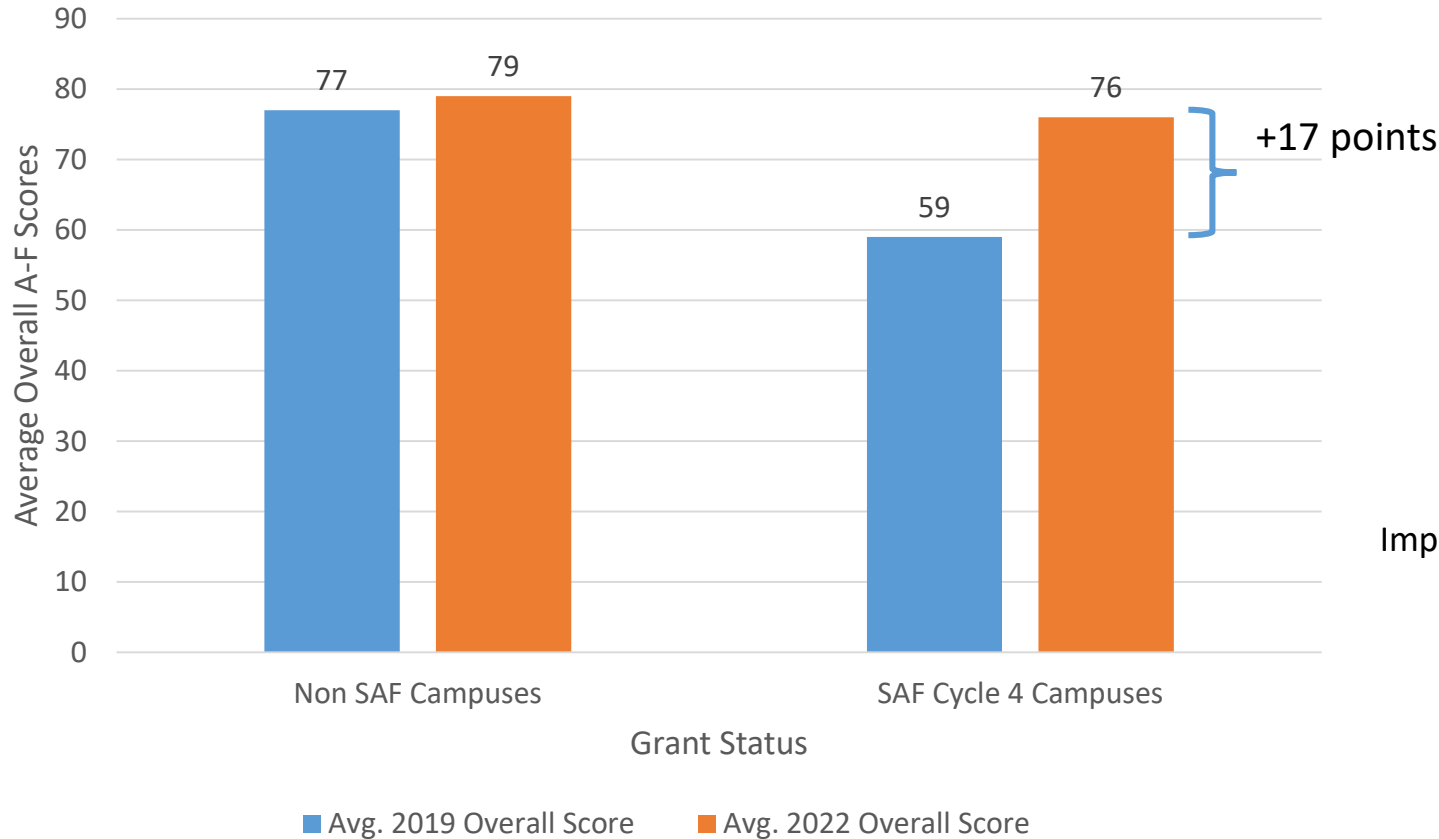
The School Action Fund (SAF) supports districts to plan and implement school actions so that more students and families have the schools they want, need, and deserve.

School Actions are **comprehensive and bold approaches** to:

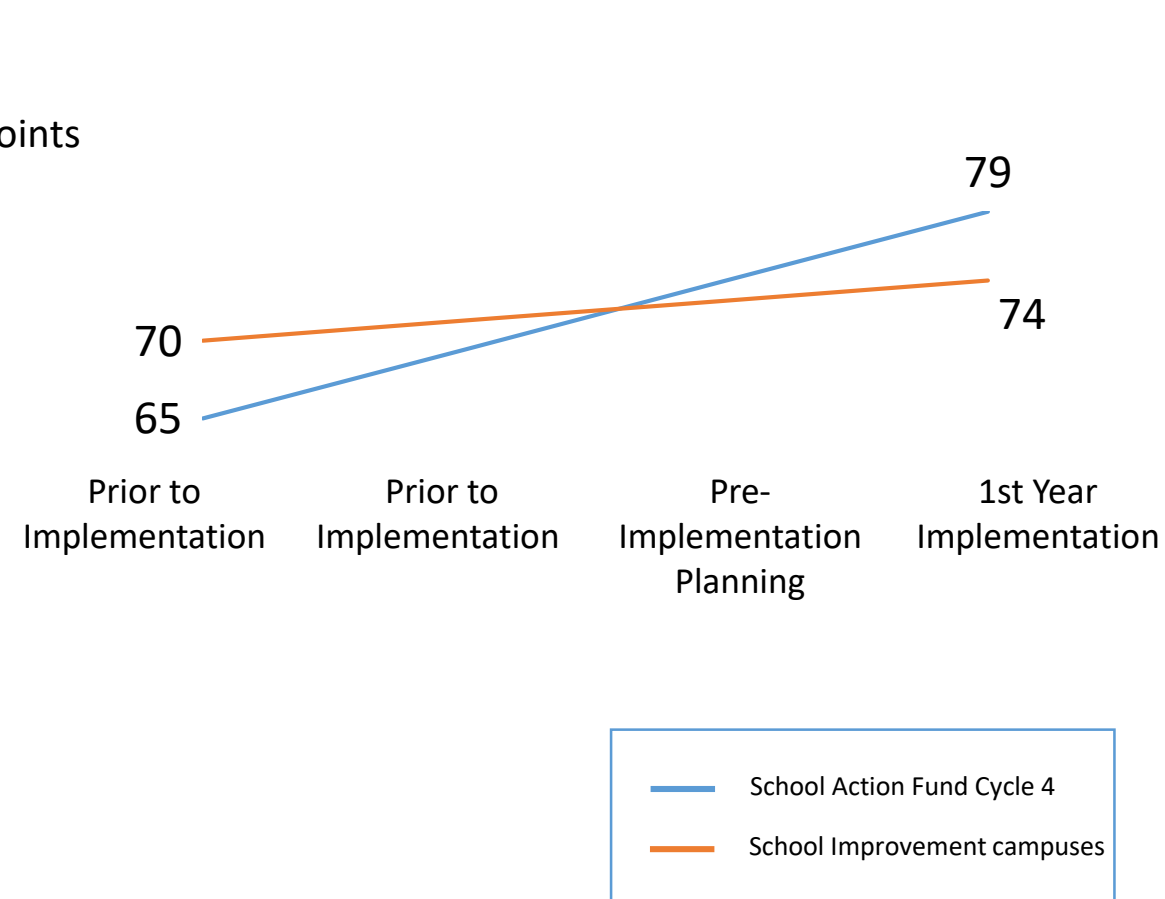
- **restarting** an existing school,
- **creating** a brand-new school,
- thoughtfully **reassigning** students to higher performing campuses after school closure, or
- **redesigning** an existing school.

SAF Campuses nearly closed the gap with the state after one year of implementation and outpaced SI campuses

Average A-F Scores between non-SAF and SAF Cycle 4 Campuses, 2019-2022

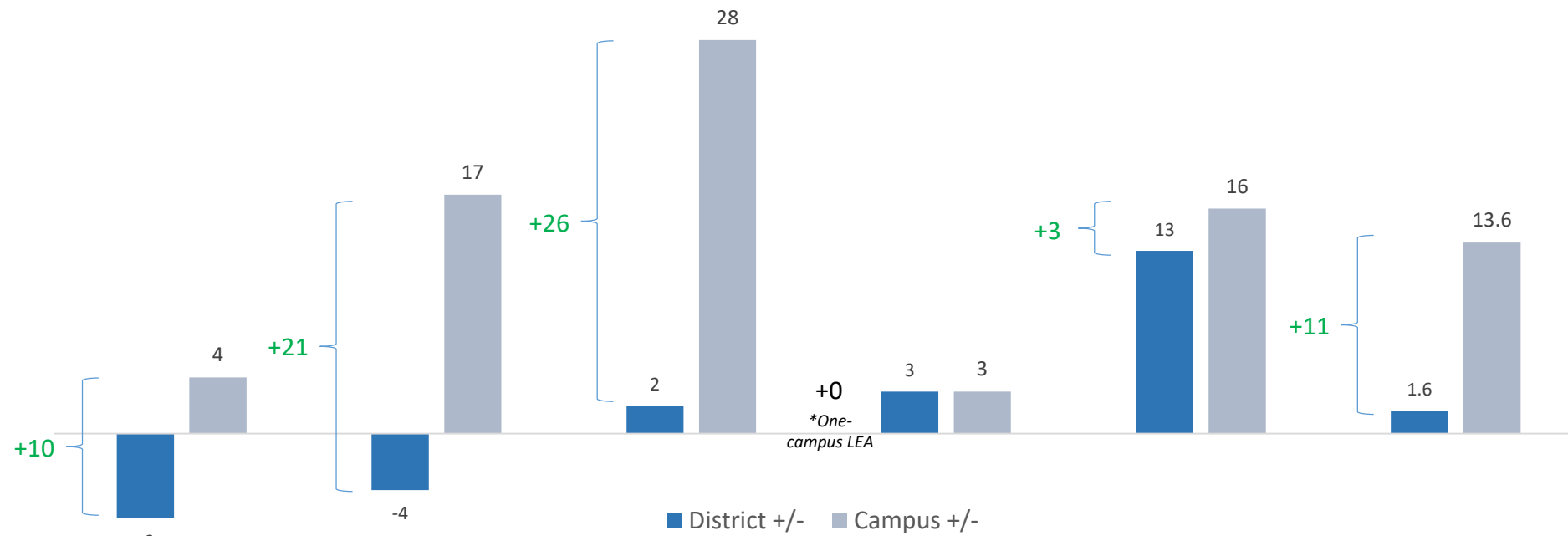


SAF Cycle 4: Domain 2 Comparison between SI/ SAF



Initial accountability data for Cycle 1 Full Year Redesign grantees shows participating campuses outperforming their LEA's accountability growth by an average of 11 points.

District vs. FYR Campus Growth from 2019 to 2022



Campus A

Campus B

Campus C

Campus D

Campus E

Average

A-F Designation

B-to-B

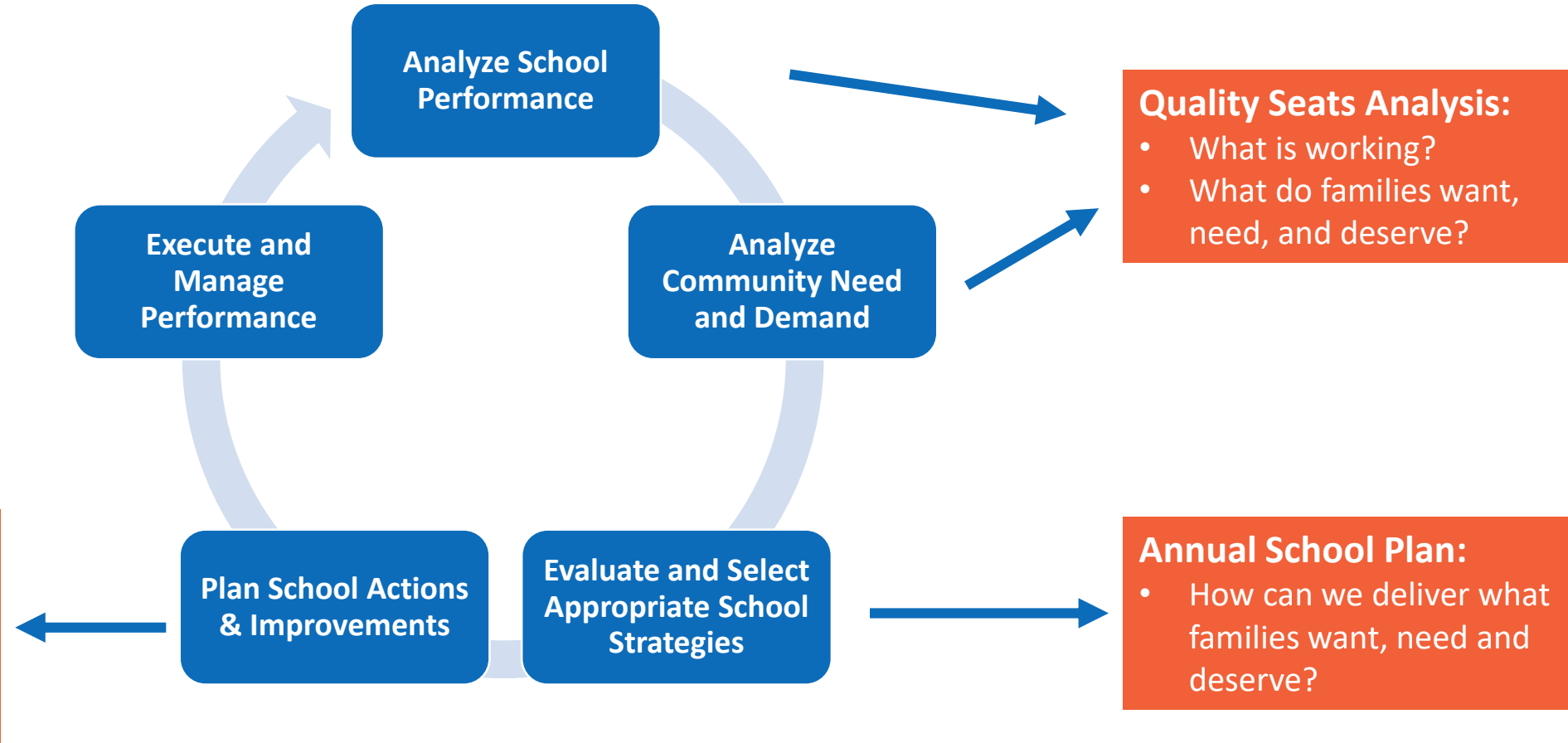
Low C-to-High B

D-to-A

B-to-B

D-to-High C

School Action Selection Strategy Embedded in Annual School Planning Process



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.

Regardless of action or model, all School Action Fund campuses will include the elements below.

**Effective School
Framework (ESF)
alignment**

**High Quality
Instructional
Materials (HQIM)**

**Research based
instructional
strategies (RBIS)**

**Strategic
Scheduling**

Effective School
Framework (ESF)
alignment

High Quality
Instructional
Materials (HQIM)

Research based
instructional
strategies (RBIS)

Strategic
Scheduling

SAF grantees create a School Design Plan that addresses each lever of the Effective Schools Framework

- **Lever 1:** Strong School Leadership and Planning
- **Lever 2:** Strategic Staffing
- **Lever 3:** Positive School Culture
- **Lever 4:** High Quality Instructional Materials and Assessments
- **Lever 5:** Effective Instruction

**Effective School
Framework (ESF)
alignment**

**High Quality
Instructional
Materials (HQIM)**

**Research based
instructional
strategies (RBIS)**

**Strategic
Scheduling**

High-Quality Instructional Materials (HQIM) are curricular resources that:

- Ensure full coverage of Texas Essential Knowledge and Skills (TEKS).
- Are aligned to evidence-based best practices in the relevant content areas of RLA, math, science, and social studies.
- Support all learners, including students with disabilities, English Learners, and students identified as gifted and talented.
- Enables frequent progress monitoring through embedded and aligned assessments.
- Includes implementation supports for teachers.
- Provide teacher and student-facing lesson-level materials.

Effective School
Framework (ESF)
alignment

High Quality
Instructional
Materials (HQIM)

Research based
instructional
strategies (RBIS)

Strategic
Scheduling

All SAF grantees implement Research Based Instructional Strategies in ELAR and Math. The RBIS:

- Are a set of **research-based practices** that highlight misconceptions that are most common in the field.
- Cover topics that sometimes require **conceptual or philosophical changes** to how we approach instruction.
- Are based in the science of **how students best learn** math and reading in K-12 classrooms.

To learn more, visit the Strong Foundations Planning website, [here](#).

Effective School
Framework (ESF)
alignment

High Quality
Instructional
Materials (HQIM)

Research based
instructional
strategies (RBIS)

Strategic
Scheduling

SAF grantees design master schedules that maximize available resources (people, time, and money) and meet the needs of students and teachers.

Examples include:

- **ADSY:** Intersession, Summer, or Full Year calendars
- **Extended Day:** add up to 60 additional minutes of instruction per day
- **Blended Learning:** Incorporate online learning with approved programs to maximize learning time and flexibility

Step 1: Select an Action

A. Restart an Under-performing School

- New leader and mostly new teachers
- New academic program implemented in Year 1 (not phased in)

B. 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

C. 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/ support provided to receiving schools

D. Redesign an Existing School

- Same leader and teachers
- New academic program implemented in Year 1 (not phased in)

Step 2: Select a Governance Type

1. District-Run
2. Texas Partnership/SB 1882 \$
 - a) Innovation
 - b) Turnaround (*F-rated campuses only, Restart only*)

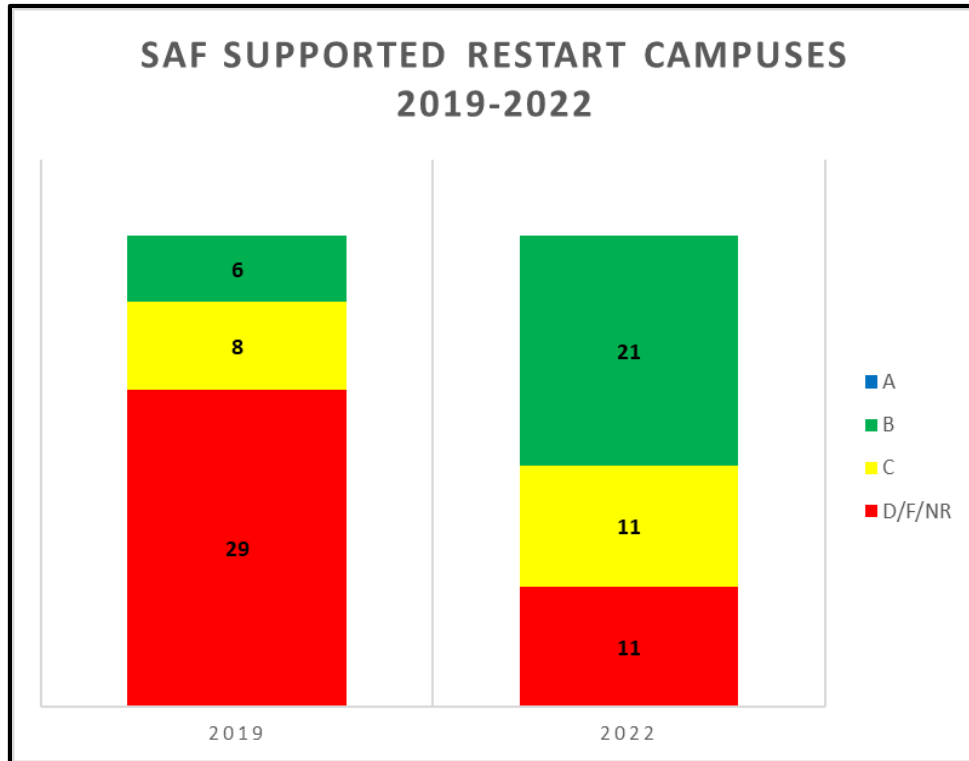
\$ Actions/ Models that yield additional sustained funding opportunities.

Step 3: Select a Codified Model

1. K-8 College and Career Prep
2. K-8 Advanced STEM
3. ADSY Full Year \$
4. K-8 Montessori
5. Rural P-20
6. ACE (*Restart Only*)
7. Resource (*Restart Only*) \$
8. Reassign (*Reassign only*)
9. Other (*Partnership only*) \$

STEP 1: Select an Action

Restart an Under-Performing School



Why select this action?

- Restart actions are designed to transform a chronically under-performing campus into a high-performing learning environment.

What is this action?

- Replace campus leader with a principal with a track record of success
- Replace all or majority of instructional staff
- Incorporate new, evidence-based instructional model designed to accelerate instruction

Track Record

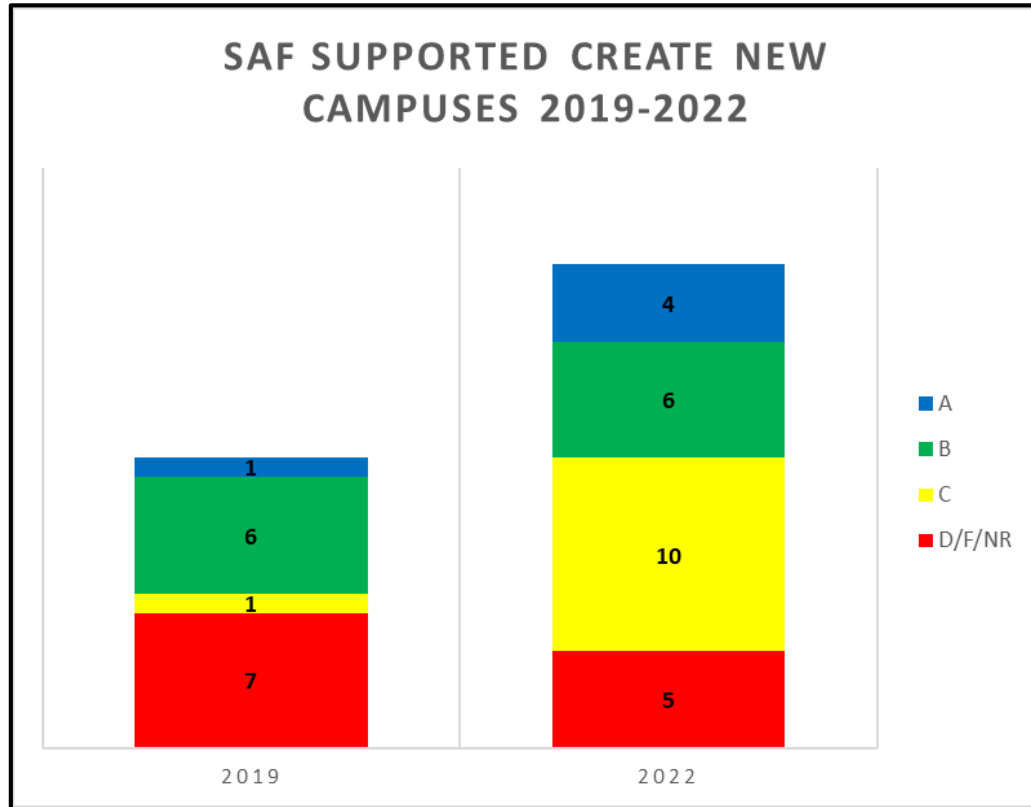
- The number of A and B Restart campuses increased from 14% in 2019 to 49% in 2022.

N-size

43

STEP 1: Select an Action

Create a New School



Why select this action?

- New schools can meet community needs for new school models, provide a new high-quality option for families in your district, and/or replace an underperforming campus with a new, evidence-based model.

What is this action?

- New campus leader
- New staff
- New CDCN
- Slow grow phase-in grades, year over year


Track Record

- The number of "A" campuses quadrupled with SAF supports.

N-size

2019: 13
2022: 25

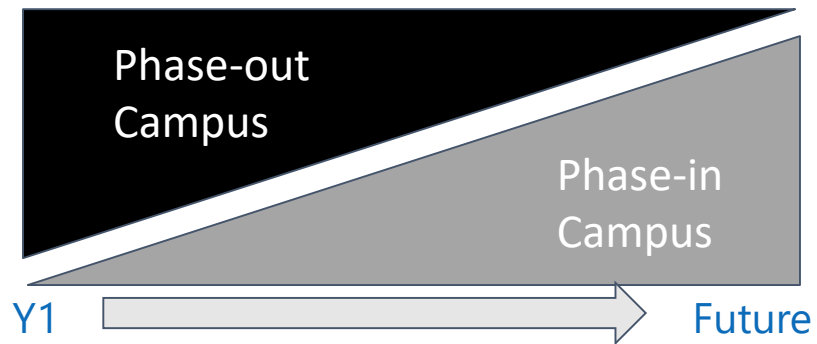
There are **multiple pathways** to create a new school depending on district circumstances and community needs. Some common examples include:

Pathway	Description	Circumstances/Needs
<h2>New Building School*</h2>	<p>Open a newly designed school in a building that was not used for that school or any version of that school in the past</p> <div data-bbox="856 791 1747 999" data-label="Diagram">  </div> <p data-bbox="794 1019 1187 1109">Empty or Non-existent School or Building</p> <p data-bbox="1513 1043 1717 1080">New School</p>	<p>New/empty facility and community demand for new school model/option</p>

All new schools must be Title-I Serving and prioritize enrollment for students attending or zoned to a SAF-eligible campus (Targeted or Comprehensive)

*May choose to open with all grade levels, or use an accelerated slow grow model such as two grade levels per year, with prior approval from TEA

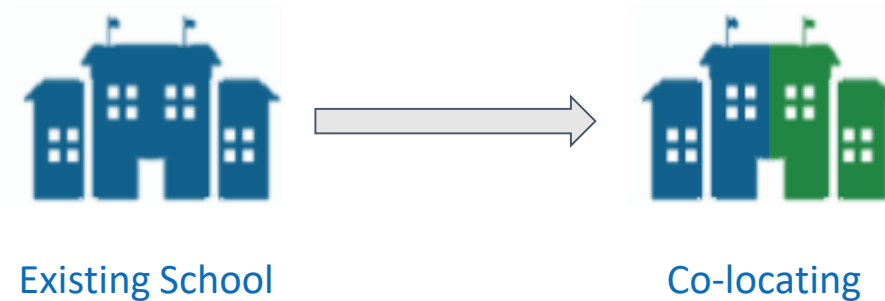
Pathway	Description	Circumstances/Needs
Phase-In/Phase-Out*	Use the slow grow approach to slowly close an existing, struggling school and replace it with a new, district-managed school	Demand for new high-quality option to serve population of a struggling school. <i>And possibly, community allegiance to the legacy (aka phase-out school) makes closure not culturally appropriate</i>



All new schools must be Title-I Serving and prioritize enrollment for students attending or zoned to a SAF-eligible campus (Targeted or Comprehensive)

*Phase-in and phase-out schools have separate leaders and a majority of separate educators

Pathway	Description	Circumstances/Needs
Co-locating Schools*	Slowly grow a new, district-managed school in a shared space with an existing school	Opportunity to introduce new high-quality option while also scaling down a struggling school or better utilizing district resources

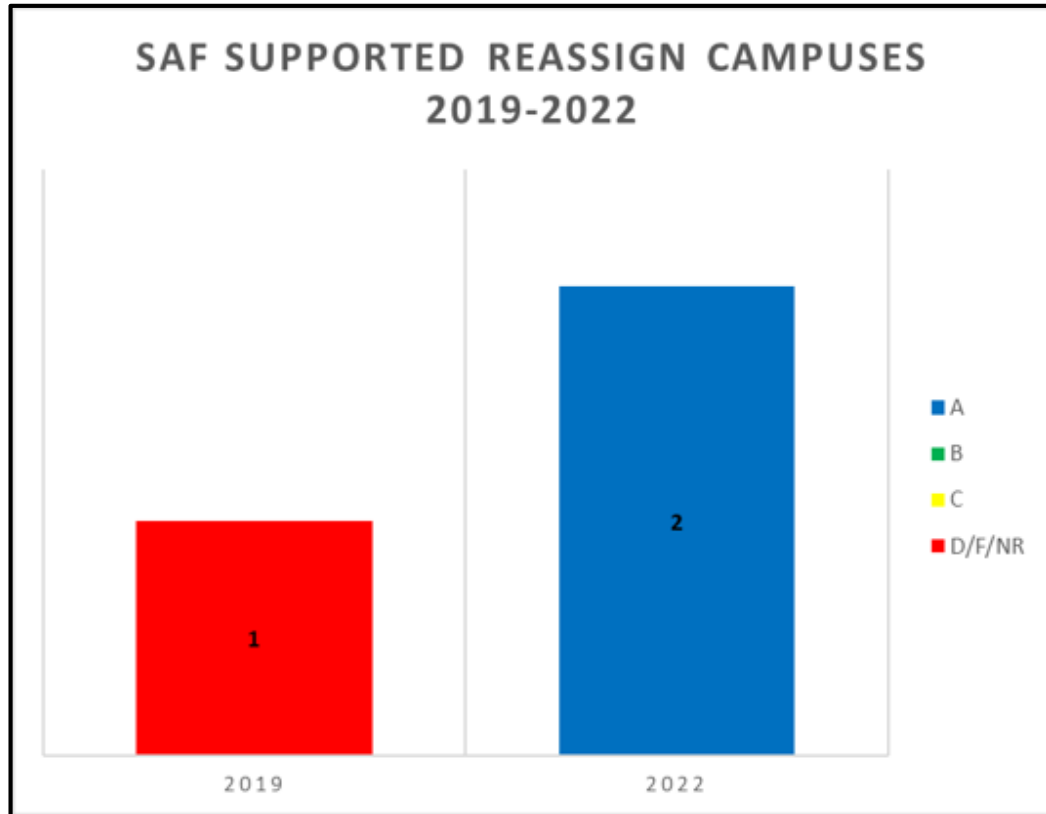


All new schools must be Title-I Serving and prioritize enrollment for students attending or zoned to a SAF-eligible campus (Targeted or Comprehensive)

*Co-located schools have separate leaders and a majority of separate educators

STEP 1: Select an Action

Reassign Students to a Higher Performing Campus



Why select this action?

Districts make the difficult decision to close campuses for many reasons—under enrollment, aging facilities, or underperformance. Districts might consider reassign if there are higher performing campuses for students to attend instead.

What is this action?

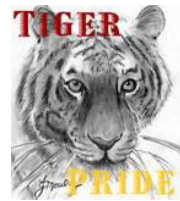
- Meet all requirements in TAC 97.1066
- Close an eligible underperforming campus
- Reassign students to A/B campuses
- Support reassigned students to achieve in receiving campus(es)

Track Record

- SAF has served one reassign action. In this case, 100% of students were reassigned to a nearby A/B campus.

Reassign Students to a Higher Performing Campus

*Como Montessori, Ft. Worth ISD was closed
Students were transitioned to
Daggett Montessori and Applied Learning Academy*



Carmona-Harrison ES state-of-the-art greenhouse supported by evidence-based curriculum produced by Texas Tech University.



Como Montessori, Ft. Worth: Reassign

Declining enrolment, lack of fidelity to the Montessori model, and availability at higher performing campuses, led the district to decide to close Como Montessori and reassign students

Consistent, clear communication with families, and multiple school options were presented

Careful planning and timing around district lottery and bond elections were taken into consideration

Ongoing support provided to students and teachers after transition

Carmona-Harrison ES, Lubbock ISD: Reassign + Create New

New school, designed to consolidate three low-performing and under-enrolled neighboring schools

Campus launched with grades PK-5 in the fall of 2021

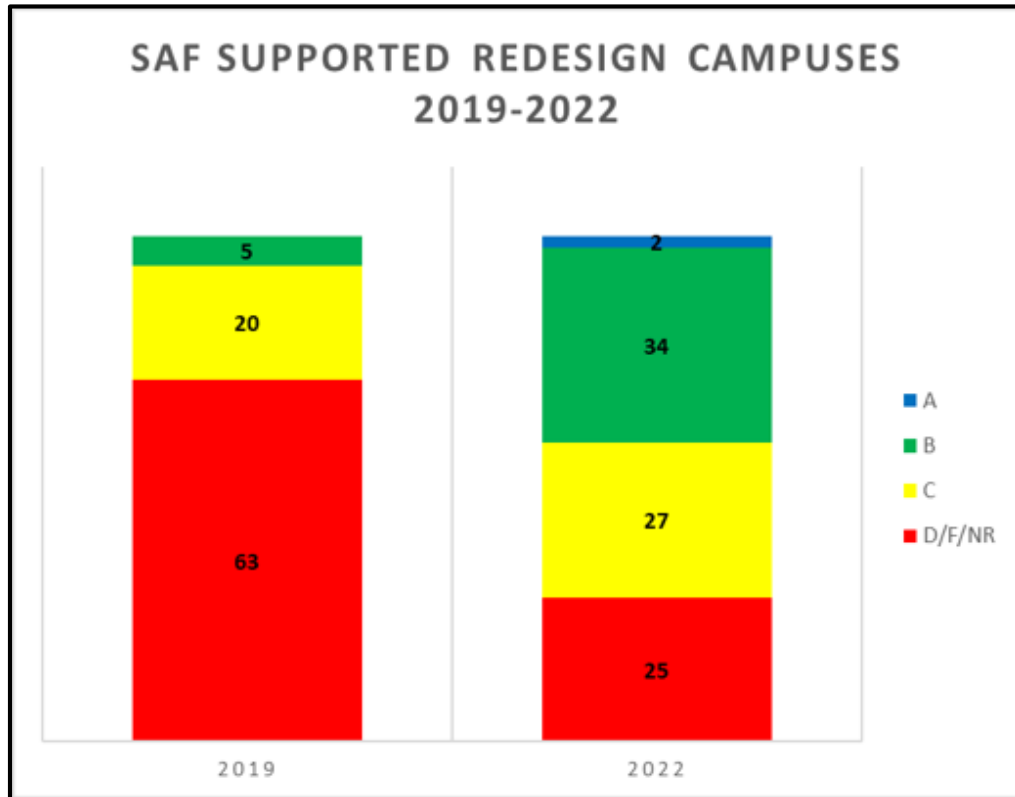
Model focuses on agriculture-based STEM (“AgriSTEM”) aligned to the industries and needs of its community

After two years of participation in the SAF Implementation grant, the school achieved a “C” accountability rating and the second highest growth in the district in Domain I scores (+9 points)

Doubled the percentage of 3rd - 5th grade students earning Meets on STAAR in mathematics (18% - 36%)

STEP 1: Select an Action

Redesign an Existing School



Why select this action?

When a campus needs a new school model to fully meet the needs of students and families.

What is this action?

- Same leader and teachers
- Same CDCN
- New whole-school model

Track Record

A and B-rated campuses increased from 6% in 2019 to 42% in 2022.

N-size

88

Step 2

Determine School Governance Type

District-Run: The LEA will directly run and support the campus.

The LEA

- **Selects** the campus leader
- **Is responsible** for academic, financial, and operational needs
- Executes a **Performance Agreement** with campus leader to memorialize the agreed-upon flexibilities aligned to school design
- **Allows certain flexibilities**, which could include ability to waive certain district procedures and practices, determine aspects of the campus design, including curriculum, budget, and calendar
- **Holds campus accountable** for school model implementation and academic performance
- **Renews performance agreement** regularly to ensure campus continues to meet goals

Partner-Managed: The district authorizes an organization with a track record of success to operate the campus.

What are Texas Partnerships / SB 1882 benefits?

- Potential **additional state funding** which can be used to support partnerships/authorizing work
- **TRS benefits** for operating partner staff
- Access to support in building strong partnerships: eligibility requirements for accessing benefits ensure that districts use **rigorous charter authorizing** processes to partner with **quality operators** that can meet the needs of their students
- (*Turnaround Partnership only*) a **sanction pause** to give time for turnaround to occur
- **Innovation Partnerships**
 - Existing district schools that received an acceptable rating the year prior
 - Newly launched schools with a new CDCN
- **Turnaround Partnerships**
 - Provides 2-year sanction pause for schools that received an unacceptable rating the year prior
 - Limited to F-rated campuses

Example Performance Agreements (District-run only)

Performance Agreement - Bean Elementary

District-Managed New Schools are predicated on the view that our students will benefit when principals have autonomy over the key decisions toward implementing an innovative school model, including broader authority over educational decisions, greater discretion over their budgets, and a significant voice in selecting and evaluating an administrative team that supports them.

This campus will be located at 3001 Ave N, Lubbock, TX 79411. Fully grown, this campus will serve Pre-K-2nd grade students with a target enrollment of roughly 460 students by SY 2024-2025 (see Table 1).

The campus leader will:

1. Meet the student outcome performance measures as described in Exhibit 1.
2. Increase student attendance at Bean Elementary each academic school year. See Exhibit 2.
3. Projected increase in parent involvement through a variety of campus family engagement opportunities. See Exhibit 3.

Flexibilities:

1. School autonomy is determined by the Lubbock ISD Operational Flexibilities and Accountability Goals for District-Managed School Action Schools framework. Additional autonomy may be determined by the campus principal with approval from the Office of Innovation.
2. An optional flexible school schedule to support instructional and academic needs may be determined by the principal with approval from the Office of Innovation.
3. Staffing and hiring are at the campus leader's discretion.
4. Instructional models are designated by the campus leader and the leader may opt out of the district required instructional expectations to directly address the school's unique mission and vision for Bean Elementary subject to the approval of the Lubbock ISD Office of Innovation.
5. Teachers at Bean Elementary may opt-out of certain district-wide professional development in order to receive development aligned to the school's mission and model subject to the approval of the Office of Innovation.
6. The campus leader will determine their budget to spend on resources and support to grow an instructional model, social-emotional learning, and supplies subject to federal, state, and district regulations and subject to approval by the Office of Innovation.
7. The Office of Innovation will support Brown Elementary throughout the new school design rollout by committing to the following:
 - o Continuing weekly meetings with the principal to adjust levels of support throughout the school year.
 - o Meeting with the CIO's Program Manager regularly to support campus spend downs and needs.
 - o Provide time, support, and resources to the campus to meet the overall student outcome goals of the new school design.
 - o Continued professional development supported by the CIO team.

The Office of Innovation will support Bean Elementary throughout the new school design rollout. The campus leader has read and understands the performance expectations. Your signature is an acknowledgment of Bean Elementary's performance agreement.

Leticia Gutierrez Leticia Gutierrez 4/13/2022
 Campus Leader Signature Print Name Date

Kenneth Casarez Kenneth Casarez 4/13/2022
 Chief Innovation Officer Signature Print Name Date

1628 19th Street, Lubbock, Texas 79401
 Tel: 806-219-0000
www.LubbockISD.org

ly outlines tations for pus leader

y outlines flexibilities from ict policy and practice to w full implementation of school model

igned by campus leader d senior district leaders. Required in Cycle 8: uperintendent Approval.

Exhibit 1. Projected student outcome performance measures over 4 years over five school years.

	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026
K	RLA: 40% of Pre-K students will identify 54 letters of the alphabet, including upper and lower case and print a and g, on the EOY CIRCLE assessment.	RLA: 50% of Pre-K students will identify 54 letters of the alphabet, including upper and lower case and print a and g, on the EOY CIRCLE assessment.	RLA: 60% of Pre-K students will identify 54 letters of the alphabet, including upper and lower case and print a and g, on the EOY CIRCLE assessment.	RLA: 70% of Pre-K students will identify 54 letters of the alphabet, including upper and lower case and print a and g, on the EOY CIRCLE assessment.
	Math: 40% of Pre-K students will identify numbers 0-10, on EOY CIRCLE assessments.	Math: 50% of Pre-K students will identify numbers 0-10, on the EOY CIRCLE assessments.	Math: 60% of Pre-K students will identify numbers 0-10, on EOY CIRCLE assessments.	Math: 75% of Pre-K students will identify numbers 0-10, on EOY CIRCLE assessments.
1st	RLA: 40% of Kindergarten students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 50% of Kindergarten students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 60% of Kindergarten students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 70% of Kindergarten students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.
	Math: 40% of Kindergarten students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 50% of Kindergarten students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 60% of Kindergarten students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 70% of Kindergarten students will be on track as indicated on the EOY Eng./Span, Dreambox report.
2nd	RLA: 40% of first-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 50% of first-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 60% of first-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 70% of first-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.
	Math: 40% of first-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 50% of first-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 60% of first-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 70% of first-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.
3rd	RLA: 40% of second-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 50% of second-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 60% of second-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.	RLA: 70% of second-grade students will perform at levels 3-5 as indicated on the EOY Eng./Span, Reading ISIP report.
	Math: 40% of second-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 50% of second-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 60% of second-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.	Math: 70% of second-grade students will be on track as indicated on the EOY Eng./Span, Dreambox report.

1628 19th Street, Lubbock, Texas 79401
 Tel: 806-219-0000
www.LubbockISD.org

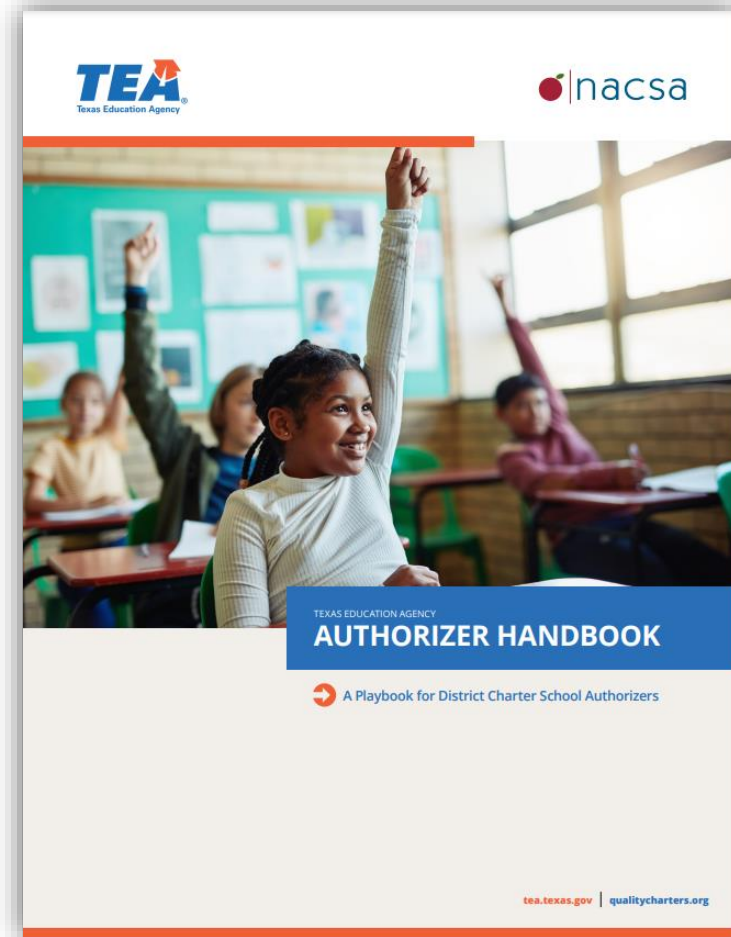
Clearly outlines performance expectations for terms of agreement

Campuses will be regularly monitored and, following initial term, the agreement evaluated and renewed if the campus meets expectations.

Learn More About Texas Partnerships



[Texas Partnership Guide](#)



[Authorizer Handbook](#)



STEP 3
Select a Codified Model

SAF Supports Actions and Models Based on a Track Record in Texas

Restart Action

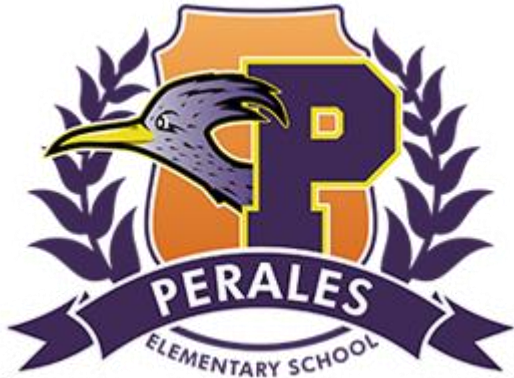
- Accelerating Campus Excellence (ACE)
- Resource Campus
- College and Career Prep*
- Advanced STEM*
- ADSY PEP Full Year
 - Initial priority given to those applying for ADSY PEP Full Year + ADSY Summer grants together, with second priority given to ADSY PEP Full-Year only
- Rural P-20 System
- Other
 - Texas Turnaround Partnership grants are limited to F-rated campuses

Create New Action

- College and Career Prep*
- Advanced STEM*
- Montessori*
- ADSY PEP Full Year
 - Initial priority given to those applying for ADSY PEP Full Year + ADSY Summer grants together, with second priority given to ADSY PEP Full-Year only
- Rural P-20 System
- Other
 - Texas Innovation Partnership grants only

Redesign Action

- College and Career Prep*
- Advanced STEM*
- ADSY PEP Full Year
 - Initial priority given to those applying for ADSY PEP Full Year + ADSY Summer grants together, with second priority given to ADSY PEP Full-Year only
- Rural P-20 System
- Other
 - Texas Innovation Partnership grants only



***Perales Elementary
School
Edgewood ISD***

- **Perales Elementary** focused on highly effective staff in all grade levels and content, HQIM, more learning time through an extended campus academic day, and intentional student and community relationship building.

Performance:

- SY2018-2019: F Overall rating
- SY 2021-2022: B (88) Overall and **Top 25% Comparative Academic Growth** and **Postsecondary Readiness distinctions**
- Perales is the highest performing elementary school in Edgewood ISD.



***O'Connor Elementary
School
Victoria ISD***

- **O'Connor Elementary retained 100% of staff** by implementing teacher and paraprofessional retention stipends. The campus also provided a **comprehensive after-school program** that included meals, homework sessions, and enrichment opportunities.

Performance:

- SY2018-2019: D Overall rating
- SY 2021-2022: B (85) & **Academic Achievement in Science distinction**

Advanced STEM Model in Practice



Smith STEM Academy Victoria ISD

Smith STEM, Victoria ISD	SY 2021-2022	SY 2022-2023	SY 2023-2024
Smith STEM (new, phase-in)	PK – 1 st	PK – 3 rd	PK – 5 th
Smith ES (phase- out)	2 nd – 5 th	4 th – 5 th	N/A

- **Smith STEM** focuses on the implementation of HQIM and the Advanced STEM model.
- Pedagogy is aligned to the Engineering Design Process.
- Students are engaged in a STEM Makerspace, frequent field lessons, and community-based events.
- Increased interest from the community has resulted in a *waitlist of students*.



ALDINE YOUNG WOMEN'S LEADERSHIP ACADEMY

YWLA, Aldine ISD	SY 2021-22	SY 2022-23	SY 2023-24	SY 2024-25	SY 2025-26	SY 2026-27
New School	6-7	6-8	6-9	6-10	6-11	6-12
Anticipated Enrollment	250	350	450	550	650	750

- In SY 2020-2021, Aldine ISD had an exciting vision to provide a new option for families through single gender education.
- In SY 2021-2022, the district launched a new, single-gender STEM school in a vacant district building using the slow grow model.
- The **Young Women's Leadership Academy** earned an A-rating in SY 2021-2022!

Montessori Model in Practice



- Premont Montessori Academy serves Kindergarten students and will grow to serve grades K-5 by 2026.
- Premont Montessori Academy is integrating HQIM with the Montessori method.
- Initial data on student achievement is strong:
 - 94% of children were at or above grade level on Math MAP
 - 71% were at or above grade level on Reading MAP.
- In addition, 100% of founding families and teachers are returning.
- It is the only public Montessori option available within 50 miles or more in its community in rural south Texas.

- Crowley Montessori Academy serves students in grades K-3 aligned with the Montessori model of multi-age classrooms.
- Delivering Montessori-based lessons using HQIM with 100% fidelity of implementation.
- Teachers engage in continuous professional development to ensure that Montessori principles are implemented with fidelity.
- Teachers are fully supported in their Montessori training journey.

College and Career Prep Model in Practice



Ann Richards School for Young Women Leaders

Ann Richards School for Young Women Leaders	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021--2022
Overall Rating	A	NR	NR	A

- Campus holds multiple distinctions for Academic Achievement and Postsecondary Readiness.
- College counselor and staff supports college readiness strategies that include, yearly college visits, college-knowledge lessons, and family engagement events.
- Student-led conferences include portfolio of work organized around college and career goals.



David L. Walker Accelerated Learning Academy

David L. Walker Accelerated Learning Academy	SY 2018-2019	SY 2019-2020	SY 2020-2021	SY 2021--2022
Overall Rating	D	NR	NR	A

- The team at D.L. Walker regularly takes students on field trips to explore careers in their local community and connect these to the learning in the classroom and postsecondary readiness.
- The campus uses ADSY to increase the school year to 210-days and implements daily brain and movement breaks, individual academic support, teacher team data dives and instructional planning.

Rural P-20 System Model in Practice



Duncan Collegiate ES Floydada ISD

Duncan ES, Floydada Collegiate ISD: Redesign Rural P-20 System	
Campus Impacts	System Impacts
Campus improved from an overall "F" rating to a "B" rating	56% HS students earning 933 college hours in SY 2022-2023
Achieved an "A" rating in academic growth	53% HS students graduating with IBCs
Over 80% decrease in discipline referrals in one year (470 incidents to 87)	



- In 2017-2018, Ector County ISD earned a district accountability rating of a “D”.
- In July 2019, Dr. Scott Muri became the new Superintendent and quickly realized that the district needed systemic change:
 - Prioritized talent development through identifying educator effectiveness, incentivizing those educators to teach at the campuses in most need through ACE (named the RISE program in ECISD), and strategically compensating those teachers via the TIA.
 - Students needed more instructional time with these great educators and implemented an **ADSY** calendar to increase learning time with the use of high-quality instructional materials (**HQIM**).



- As a result of this systemic approach and implementation of aligned state initiatives, **Ector County ISD earned a “B” rating in the 2021-2022 school year.**
- [120 teachers were designated under the TIA, generating \\$880,000 in additional compensation.](#)



Ermel Elementary Aldine ISD

3-Year ELAR Trend

Admin	Grade	Number Tested	Meets - %	Meets - % (State)
2021	3	72	15	38
2022	4	90	48	54
2023	5	79	51	56
3-Year Increase			+36	+18



- Students explored a range of hands-on topics (hydroponic farming, Leonardo da Vinci) and participated in more field trips and college campus visits.
- Dedicated recess, brain breaks and time for socialization supported students' social, emotional and physical well-being.
- Increased instructional coaching, professional development, and refinement of instructional practices during the school day.

Declining Achievement During Summer Breaks


Student achievement levels drop during the summer months, commonly referred to as the “summer slide”.

Years of learning



Student Type:

-  Middle-class student
-  Low-income student

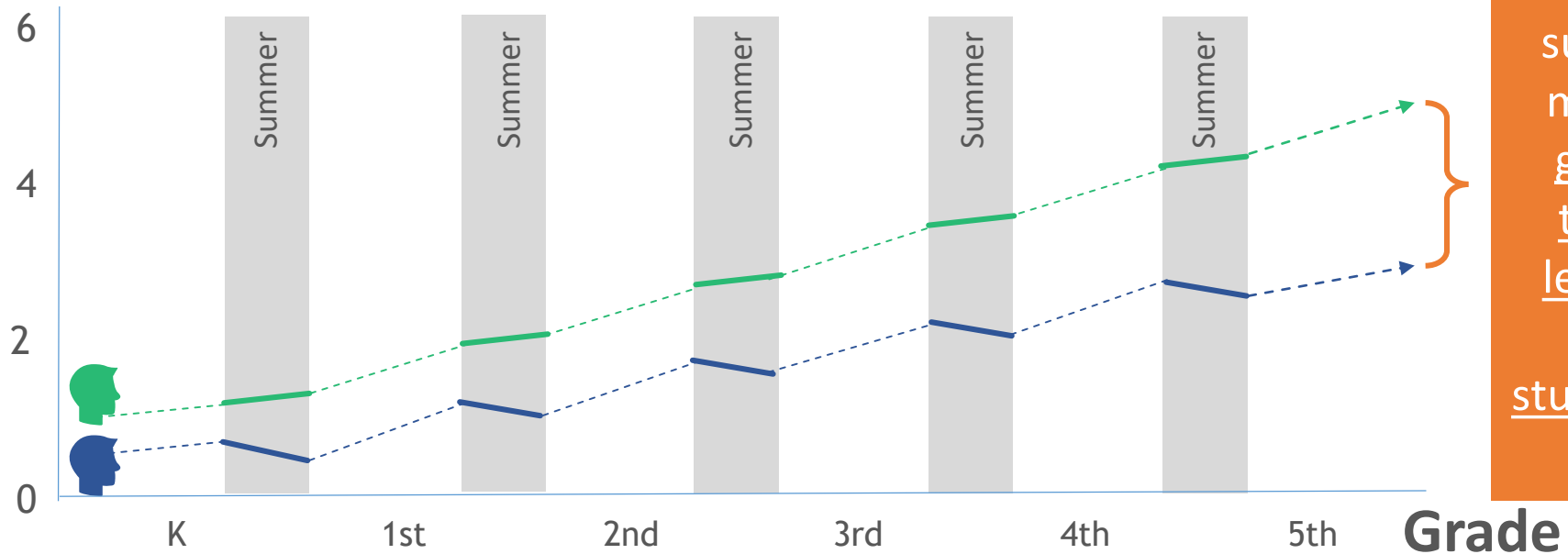
School Year Growth:

-  Students progress at same rate during school year

Summer Growth:

-  Advanced by one month
-  Fall behind by 2-3 months

Note: No variance in amount of summer slide by grade



The impact of summer slide may create a gap of up to three grade levels for low income students by fifth grade

A Key Challenge Educators Face...

Time	to work with students' specific learning needs
Time	to participate in effective professional development
Time	to cultivate work-life balance
Time	to engage in meaningful community partnerships
Time	to build strong relationships
Time	to create new & innovative learning experiences

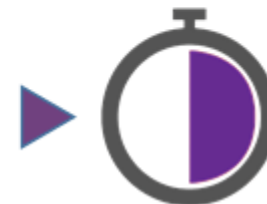
HB 3 (2019) adds **half-day formula funding** for school systems that want to add instructional days (beyond a minimum 180 days, **up to 210 days**) to any of their elementary schools (grades **PK-5**).

Minimum 180 Instructional Days

Up to 30 Additional Days

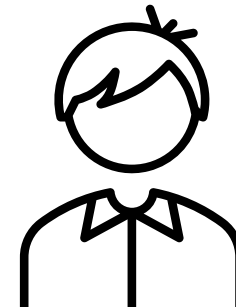
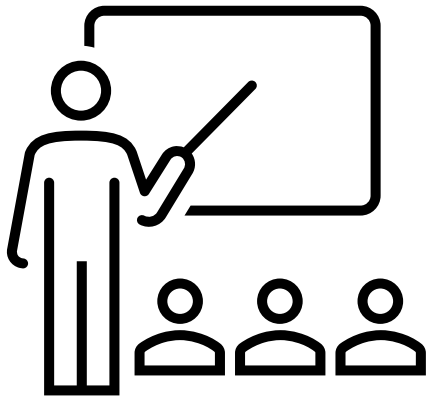


Half-day formula funding



Traditional Calendars and Schedules Create Many Stressors

- 10 Responsible for extreme workload
- 10 Regularly work long days w/ minimal breaks
- 10 Limited time for effective collaboration
- 10 Limited time in day for brain breaks
- 10 Limited time for play
- 10 Limited time for enrichment
- 10 Limited opportunities for learning acceleration





Serve at least one grade level within **grades PreK-5**



Ensure the **campus academic calendar will have at least 180 instructional days**, not including staff development waivers and have a **campus academic calendar with at least 75,600 operational minutes**



Create a comprehensive **strategic scheduling plan focused on reducing teacher workload** and includes **brain breaks** and **enrichment time for students**



Be willing to **add up to 30 additional half days of instruction (ADSY days)** to the 180 instructional days in a campus's academic calendar



Have a **certified teacher deliver at least two hours of instruction** on dedicated ADSY days



Host **ADSY days on separate days** from regular instructional calendar days



Option 1: Summer Learning Accelerator – (LASO)

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional



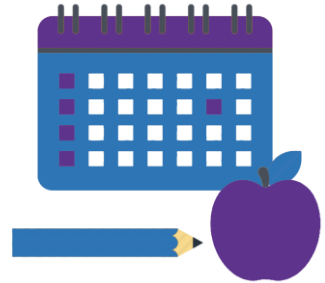
Option 2: Intersessional Calendar

- **Purpose:** Targeted Remediation
- **Think:** 180 days spaced out over the full year, with intermittent breaks for targeted remediation with a subset of students



Option 3: Full Year

- **Purpose:** Rethinking the School Day
- **Think:** A revamped up to 210-day calendar, daily schedule changes to increase teacher planning time and student brain breaks



Full Year Redesign

- **Purpose:** Rethinking the School Day
- **Think:** A revamped up to 210- day calendar, with strategic schedules that increase teacher planning time and student whole child supports

Teacher Planning Time



Reimagine the Teaching Job

Brain Breaks

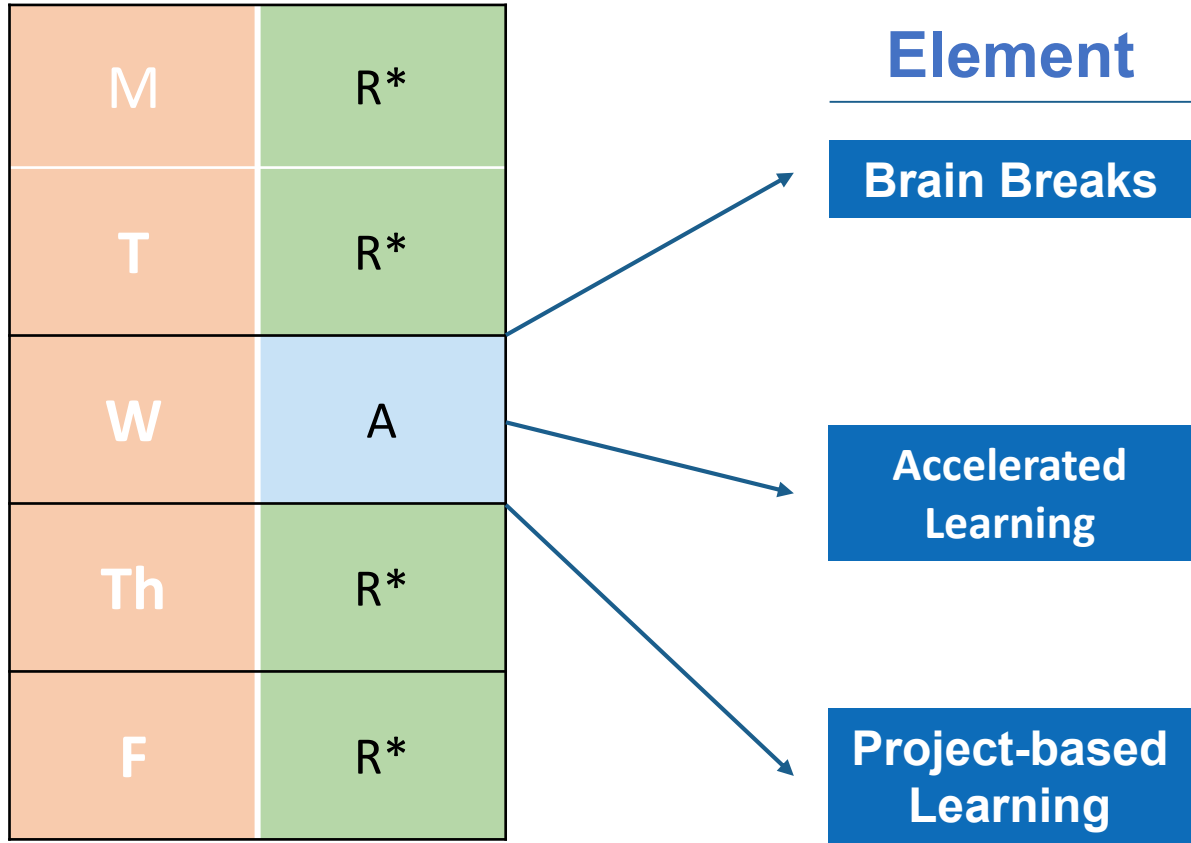


Accelerate & Enrich Learning



Strengthen Whole-Child Supports

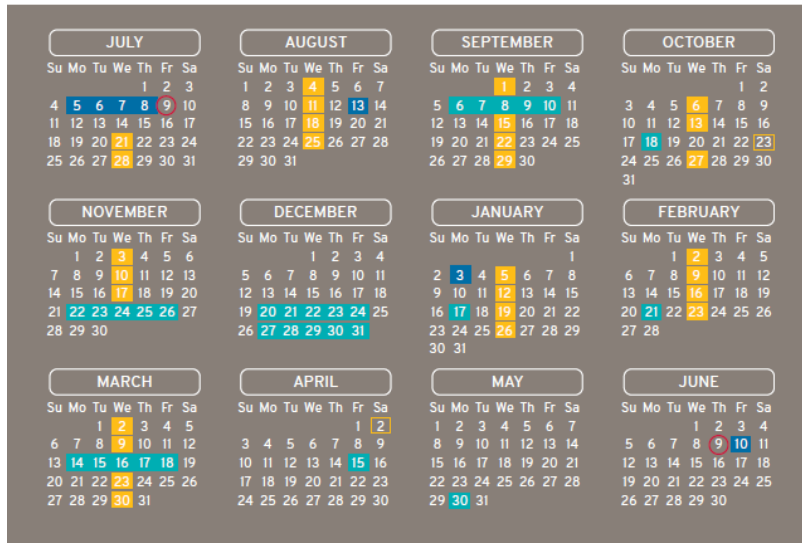
Example of Strategic Scheduling



Regular School Day	ADSY Day
15 minutes per day	30 minutes per day
30 minutes of whole child support time	
45 minutes of specials	90 minutes of project-based learning time
290 minutes of academic instruction	210 minutes of accelerated math and reading learning time
20 minutes of individualized learning time	30 minutes of individualized learning time



2021-22 VINES INSTRUCTIONAL CALENDAR



Student Holidays

Staff Development/Work Day Aug. 13
 Labor Day Week Sep. 6-10
 Student Holiday Oct. 18
 Thanksgiving Nov. 22-26
 Midwinter Break Dec. 20-31
 Staff Development Jan. 3
 Martin Luther King Jr. Holiday Jan. 17
 Presidents Day Feb. 21
 Spring Break Mar. 14-18
 Student Holiday April 15
 Memorial Day May 30

Important Dates

Teachers Report to Work July 5
 First Day of Classes July 9
 Classes Resume Jan. 4
 Last Day of Classes June 9
 Last Day for Teachers June 10

- Student Holidays
- Nine Weeks Start/End
- Staff Development/ Work Day
- First/Last Day of Classes
- Additional School Days
- Student Showcase Days

Updated on April 28, 2021.
 2520 W.W. Thorne Blvd. - Houston, TX 77073
 281.449.1011 /AldineISD
 AldineISD.org /AldineSchoolDistrict

Aldine ISD – 2021-2022 Calendar

30 Additional Days through Full Year Redesign

Start Date: July 9, 2021

Additional Days: Wednesdays throughout the school year (minimizes attendance risks for non-compulsory ADSY funding)

End Date: 6/9/22

Length of Summer Break: 4 weeks for all students

bit.ly/aldine-isd-calendar



ADSY Summer Learning Accelerator – (LASO)

- **Purpose:** Summer Enrichment
- **Think:** 180-day traditional calendar, and up to 30 days for something additional



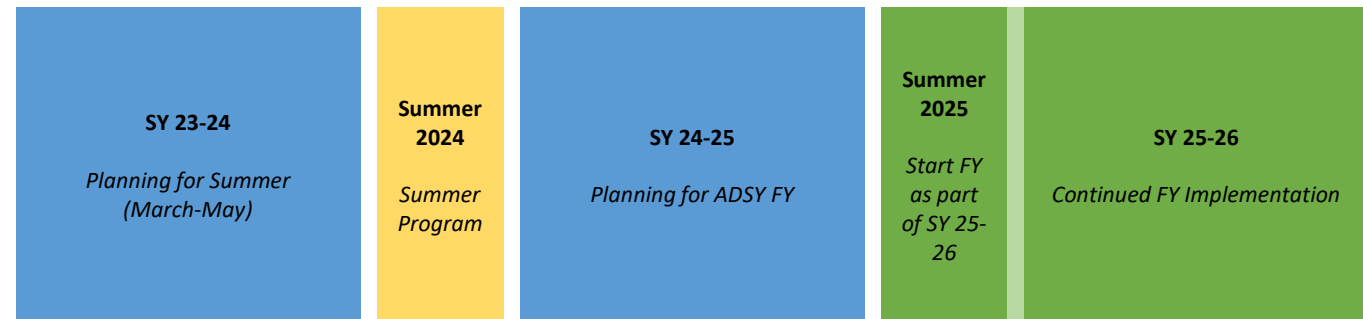
ADSY Full Year - SAF

- **Purpose:** Rethinking the School Day
- **Think:** A revamped up to 210-day calendar, strategic schedule changes to increase teacher planning time and student brain breaks

Prioritization Conditions:

ADSY Full Year + ADSY Summer Learning Accelerator grants receive first prioritization for both awards

- Summer Learning Accelerator implementation occurs during Summer of 2024
- ADSY Full Year Planning during 2024 -2025 School Year and implementation in Summer of 2025 as part of the 2025 - 2026 School Year



**Continued implementation in SY 26-27 and SY 27-28*

- TEA is currently assessing interest in the Full Year Redesign model through SAF and creating plans for support moving forward.
- **Please complete this short survey so we can better understand your interest:**

bit.ly/fyrsurvey





Deep Dive Wrap-Up

Campus eligibility is based on

- Title I-serving status
- Targeted or Comprehensive Support designation, based on SY 22-23 ratings, or an alternative method, determined by the TEA, if needed
- For new schools, there must be clear Title I, Part A eligibility and intent to obtain Title I-serving status for SY 2025-2026 and beyond
- Not a recipient of
 - 2019-2020 School Action Fund (SAF) Planning grant, or
 - Any subsequent SAF grant, including LASO I SAF, or
 - TCLAS Decision 10 (SAF) grant, or
 - Concurrent Effective Schools Framework-Focused Support (ESF-FS) and SAF grants, or
 - Concurrent School Improvement Grants (SIG) and SAF Continuation/Implementation grants

1. Develop comprehensive **support and improvement plans** under section 1111(d)(1) for schools receiving funds under this section.
2. Support schools developing or implementing targeted **support and improvement plans** under section 1111(d)(2), if funds received under this section are used for such purpose.
3. Monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted **support and improvement plans**.
4. Use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner.
5. Align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1).
6. As appropriate, **modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans**.

Refer to the Program Guidelines for *all* Program Requirements

- Identify **flexibilities and autonomies** along with clear goals and metrics that are contextual to each campus and complete a **Performance Agreement** signed by the campus leader and at least the Superintendent.
- Commit to, and complete, **Lone Star Governance** ([LSG](#)) training and coaching for all Board Members.
- **Have previously planned** the action with a TEA-approved Technical Assistance provider, if applying for an **Implementation** grant.
- Adhere to, and comply with, rule §97.1066: Campus Repurposing and Closure, for any campus that is closing or potentially being repurposed as part of a school action (more information can be found [here](#)).

TEA Program Requirements for Partner-Managed Actions

Applicants selecting “Partner-managed” actions must commit to:

- Adoption of TEA’s [Texas Partnership](#) model authorizing tools and [resources](#), including Performance Contracts.
- Participation in the [Texas Authorizer Leadership Academy](#).
- Texas Turnaround Partner-Managed school actions is available to F-rated schools only.
- Meeting all funding requirements defined by Texas Partnerships, including allocating all federal, state, and local funds due to the campus, in alignment with [Texas Partnership Guidelines](#).
- Evaluation of partner applicants’ plans for **selecting, adopting, and implementing high-quality instructional materials** during the Call for Quality Schools process.

TEA Program Requirements for Create New School Actions

Refer to the Program Guidelines for *all* Program Requirements

- Selection and designation of a campus leader no later than **June 21, 2024**; participation of that campus leader in New School Design Fellowship, beginning Summer 2024
- An evidence-based slow-grow model approved by TEA, and grow one grade at a time, year over year
- Assure enrollment at a “New School” will prioritize students previously attending or zoned to a 2022-2023 Title I-serving Comprehensive and/or Targeted School (2023 ratings)

Refer to the Program Guidelines for *all* Program-Specific Assurances

- Assure that **senior LEA leaders** have and will be, involved
- Identify a LEA staff member to coordinate the planning and implementation grant who is both qualified and experienced in **project and program management**
- Select, adopt, and implement with fidelity **high-quality instructional materials**
- Implement strategic scheduling (such as [ADSY](#), extended day/year, and/or blended learning programs that require operational and staffing shifts to rethink and maximize time and flexibility) and [accelerated instruction](#), including all requirements of HB 1416, at the school action campus by the first year of implementation, as defined by TEA, unless otherwise approved or stated by TEA

- **All eligible LEA's grant applications will be evaluated based on the categories below**
 1. School Action Eligibility
 2. Priority Points based on campus and district context
 3. Interview with district and campus leaders
- **Awards will be determined according to the following methodology:**
 1. Priority Points: high needs districts and campuses (as determined by 2023 accountability ratings), economically disadvantaged districts and campuses, and districts that have an Office of Innovation (**up to 50 points**). TEA will rank order campuses by priority points within each action.
 2. The top 50 campuses will go to the virtual oral interview.
 - In the case of a tie, campuses with the highest economically disadvantaged percentage will proceed.
 - For new schools or campuses that have not yet been identified, the district average will be considered.
 3. Virtual Interview
 - A **maximum of 100 points** are available during the interview, which will be added to the Priority Points.

During the virtual oral interview, LEAs should include the following individuals:

- Superintendent, or Superintendent delegate
- Proposed grant project manager
- Senior district leader directly responsible for overseeing the selected campus
- Campus-level leader selected to lead the school action planning process (if identified)

Interviews will cover the following topics:

School Action Selection (50 points)

- Evaluation process and criteria for selecting the school action
- Alignment of school action with overall district strategy for school improvement
- Support from district leadership and school board

Readiness to Plan/Implement (50 points)

- Understanding of school action requirements and planning activities
- Awareness of school action implementation challenges and mitigation strategies
- Plans for engaging technical assistance organizations
- Presence of existing practices and policies to support school action planning

- **Finalists**

1. Applicants must meet **at least 80%** of overall points (Priority and Interview points) to be considered for a grant award.

- **Awards**

1. Awards will be granted to all of the finalists for each action until funds are expended, with priority for funding **in the order** listed below.
 - Restart Actions
 - Create New School actions
 - Reassign actions
 - Redesign actions
2. Awards will be made as funding allows based on the prioritization of actions as noted above.
 - Any remaining funds may be awarded to applicants who scored less than 80%, in rank order with the highest percentage of economically disadvantaged students on a campus, while keeping the **maximum of six awards of grants per individual LEA** in place.
 - In the case of a tie between applicants at the end of available funding, the grant will be awarded to the applicant with the highest percentage of economically disadvantaged students at the campus.

- **Applicants agree to completion of ongoing progress monitoring of Gates and Deliverables, including**
 - Reporting interim student outcomes to ensure campus is on track to A/B rating
 - Submitting a quarterly SAF **Progress Monitoring Rubric (PMR)** to track fidelity of implementation of the action, model, HQIM, and program requirements
- **Planning Actions have 5 Gates:**
 - Gate 0: Establish
 - Gate 1: Envision and Plan
 - Gate 2: Design and Authorize
 - Gate 3: Prepare to Implement
 - Gate 4: Prepare to Launch
- **Implementation Actions have 5 Gates:**
 - Gate 0: Implement with Fidelity
 - Gates 1 – 4: Monitor Model and Student Outcomes

- Official submission of this application requires superintendent signature.
- In the rare case that the Superintendent is unable to sign, the LEA should email LASO@tea.texas.gov

Closing

Signature

Official submission of this application requires a Superintendent signature. Application cannot be considered submitted without the formal signature from the Superintendent.

If the Superintendent is unable to sign because they are on leave or in role transition, please email at LASO@tea.texas.gov.

If you are the superintendent, please proceed to the Question 1 below by selecting yes and proceed to submitting the application.

If you are not a Superintendent, pause on submitting this application, email LASO@tea.texas.gov to identify the LEA's grantee official who can submit the application in superintendent's absence. Once the name of the grantee official has been identified, then return back to this page select 'No' for Question 1 and answer Question 2 to submit the application.

1. Are you a Superintendent

Yes

No

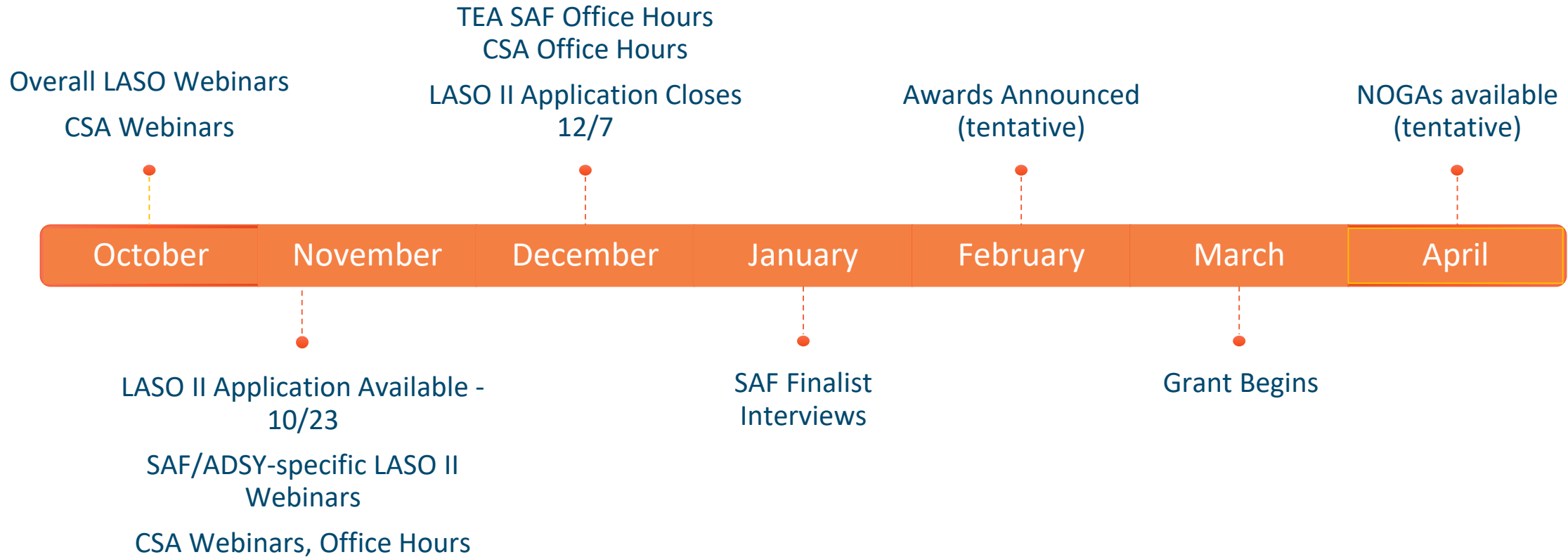
Note to the Superintendent :

By signing this application, I acknowledge that I have read the inputs in this application and confirm all the responses included in this application.

×

SIGN HERE

clear

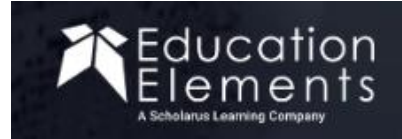


Technical Assistance Providers and Approved Actions

Restart Action (District-Run)



Create New Action (District-Run)



Redesign Action (District-Run)

Collegiate Edu-Nation



Reassign Action (District-Run)



Partnership-Managed Actions



Office Hours are an opportunity to receive further technical support & high-level guidance. Office hours topics can include Technical assistance (accessing & submitting the Qualtrics application), referrals to TEA resources, and high-level reviews of dates, timelines, and estimated funding.

Examples:

- An LEA is having trouble logging in to the Qualtrics app and attends for assistance logging into their application.
- An LEA wants to ensure the timeline of a LASO initiative aligns with current district programs.

Office Hours will take place on :

- November 6th | 4:00-5:00 pm [Registration Link](#)
- November 7th | 9:00-10:00 am [Registration Link](#)





School Action Fund (SAF) Next Steps

- Review the LASO II [webpage](#)
- Confirm SAF-eligible campuses within your district based on the information and data at your disposal such as
 - STAAR data
 - Campuses Served with Title I, Part A Funding Fiscal Year 2024 [list](#) (on **LASO II** webpage, under Resources section)
 - LASO I SAF Eligibility [List](#) (on **LASO I** webpage, under Key Grant Information section)
- Investigate the Actions, Governance Types, and Models available (SAF Model [Playbooks](#)).
- Prepare your questions for the SAF Office Hours.
- Revisit the [General FAQ](#). Updated FAQ's will be posted by Friday, November 17.
- Participate in SAF Office Hours:
 - November 6th | 4:00-5:00 pm [Registration Link](#)
 - November 7th | 9:00-10:00 am [Registration Link](#)
- Visit the [enter for School Actions](#) website for SAF Model [Playbooks](#), tools, resources, upcoming webinars, and recordings.



School Action Fund (SAF) Points of Contact

- Laura Hyatt, Manager, School Action Fund: Laura.Hyatt@tea.Texas.gov
- Center for School Actions: Rachael@schoolactions.org
- LASO: laso@tea.Texas.gov
- For ADSY PEP Full Year-specific questions,
 - Please visit <https://tea.Texas.gov/ADSY>
 - Email ADSY@tea.texas.gov
 - Email Erik Torres directly at Erik.Torres@Tea.texas.gov



Change Requests and Declines

- TCLAS was unique in the aspect of the funding source (ESSER) and the speed at which we were operating to distribute the funding
- Therefore, to accommodate the unique circumstances of TCLAS, change requests and decline options were provided to LEAs
- Since we are no longer operating under the unique circumstances of TCLAS, we are returning to a traditional grant process to ensure equity and fairness
- LASO is again anchored in the informal discretionary competitive grant process
 - Declines and change requests are not advisable in typical competitive process
 - If declines are requested, they will be considered on a case-by-case basis for the LEAs and could raise the LEA's federal grant risk level in the coming year



Appendix



Benavides Elementary (Rural)

Admin	Grade	Number Tested	Meets - %	Meets - % (State)
2021	3	16	25	38
2022	4	16	50	54
2023	5	13	46	56
3-Year Increase			+21	+18



Ermel Elementary (Major Urban)

Admin	Grade	Number Tested	Meets - %	Meets - % (State)
2021	3	72	15	38
2022	4	90	48	54
2023	5	79	51	56
3-Year Increase			+36	+18



David L. Walker Elementary (Urban)

Admin	Grade	Number Tested	Meets - %	Meets - % (State)
2021	3	42	17	38
2022	4	37	59	54
2023	5	55	45	56
3-Year Increase			+28	+18

**Analysis still underway for 10 other execution campuses*



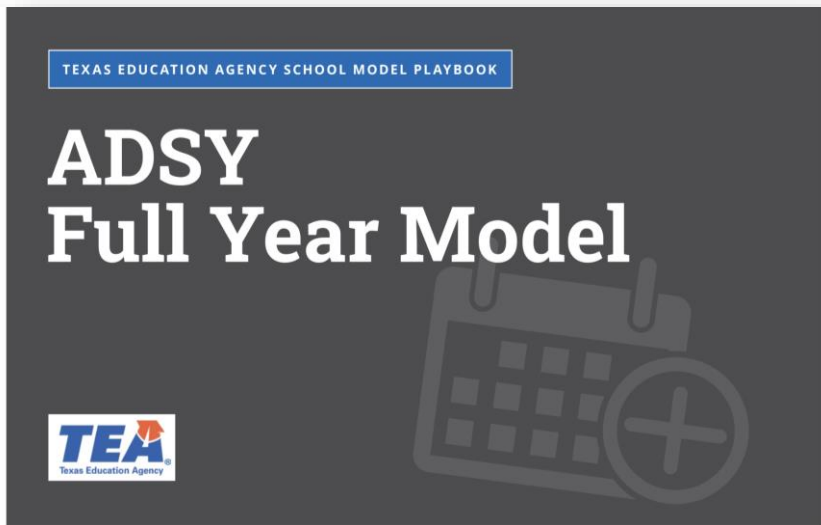
ACE

Accelerating Campus Excellence

The Accelerating Campus Excellence initiative (ACE) is a school turnaround model that incentivizes a district's most effective teachers and campus leaders to teach and lead at historically underperforming campuses.

[Access Toolkit](#)

[Best in Class](#)



Introduction

The Challenge

Tremendous work is happening in public schools across Texas to expand high-performing school options. We know that districts and schools want to provide proven, high-quality school models that meet community needs and interests. Often, the challenge is where to begin. Although there are many successful schools across the state, many district and campus leaders have limited exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

The Texas Education Agency is committed to relentlessly increasing the number of students in great schools. One way TEA will increase the number of students in great schools is by providing a library of playbooks featuring evidence-based, Effective Schools Framework-aligned (ESF) models that can be replicated across the state. Each playbook will allow leaders to consider what's possible and offer a framework that provides a solid launching pad.

Transformational schools have leaders who are deeply passionate about the work and who have deeply internalized the purpose and mission of their school model. This playbook aims to support transformational district and school leaders like you by providing foundational material so you don't have to start from scratch. However, the real power of the school you design will come from your effortful ability to become an expert in your model and to align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three chapters outline the key stages of the school redesign process, while the final chapter highlights successful schools that have implemented this school model.

CHAPTER 1: PLAN Describes the model's mission, the student experience, and the intended outcomes. Readers can envision what the model would mean for their community by exploring these three components.

CHAPTER 2: IMPLEMENT Details best practices for implementing the model with alignment to the Effective Schools Framework and supporting TEA programs.

CHAPTER 3: EVALUATE Includes planning and implementation success criteria as well as a planning and implementation timeline.

CHAPTER 4: LEADING THE WAY Features profiles of schools that are successfully implementing the model throughout Texas.

Chapter 4: Leading the way

Beyond the international research on the benefits of an extended school year, there are emerging and promising proof points in Texas that demonstrate the powerful impact possible with ADSY Full Year.

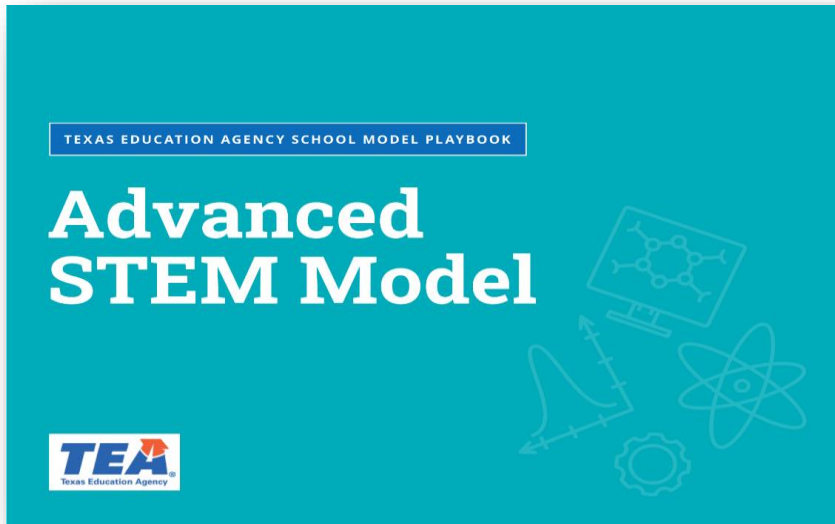
The first group of campuses to implement the model made significant gains in the Texas Campus Accountability Ratings, averaging more than 15 points per school, and **100 percent of these early adopters in the first cohort demonstrated accountability growth.**

When fully implemented and embraced by all stakeholders, ADSY Full Year can have a meaningful impact on student achievement, teacher satisfaction and school culture. In this chapter, we spotlight three schools from across the state that exemplify the creative possibilities with ADSY Full Year and what's working at these campuses. We also share some important lessons learned.



New Resource

Advanced STEM Playbook



Introduction

The Challenge

Tremendous work is happening in Texas public schools to expand high-performing school options throughout the state. Districts and schools want to provide high-quality school models with a proven success track record that meet their community needs and interests. But, where should they begin? Although there are many successful schools across the state, many district and campus leaders have limited exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

The Texas Education Agency is committed to relentlessly increasing the number of students in great schools. One way TEA will increase the number of students in great schools is by providing a library of playbooks featuring evidence-based, Effective Schools Framework-aligned (ESF) models that can be replicated across the state. Each playbook will allow leaders to consider what's possible and offer a framework that provides a solid launching pad.

Transformational schools have leaders who are deeply passionate about the work and who have deeply internalized the purpose and mission of their school model. This playbook aims to support transformational district and school leaders like you by providing foundational material to internalize so you don't have to start from scratch. However, the real power of the school you design will come from your effortful ability to become an expert in your model and to align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three chapters outline the key stages of new school design, while the final chapter highlights successful schools that have implemented the school model.

CHAPTER 1: PLAN Describes the model's mission, the student experience, and intended outcomes. Readers can envision what the model would mean for their community by exploring these three components.

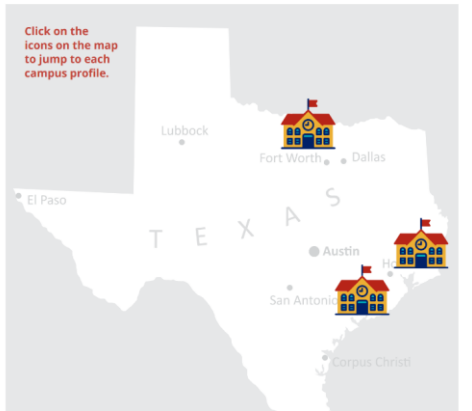
CHAPTER 2: IMPLEMENT Details best practices for implementing the model with alignment to the Effective Schools Framework and supporting TEA programs.

CHAPTER 3: EVALUATE Includes planning and implementation look-fors as well as a planning and implementation timeline.

CHAPTER 4: LEADING THE WAY Features profiles of schools that are successfully implementing the model throughout Texas.

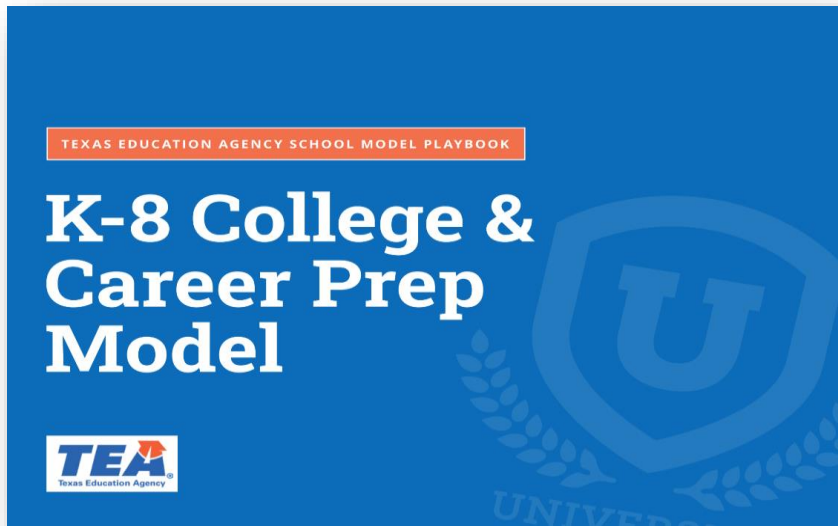
Chapter 4: Leading the way

Within Texas, many proof points exist for the STEM model, all uniquely well-matched to their local context. In this chapter, we will look at several highlights from throughout the state to review what's working at these campuses as well as lessons learned.



New Resource

College and Career Prep Playbook



Introduction

The Challenge

Tremendous work is happening in Texas public schools to expand high-performing school options throughout the state. Districts and schools want to provide high-quality school models with a proven success track record that meet their community needs and interests. But, where should they begin? Although there are many successful schools across the state, many district and campus leaders have limited exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

The Texas Education Agency is committed to relentlessly increasing the number of students in great schools. One way TEA will increase the number of students in great schools is by providing a series of playbooks featuring evidence-based, Effective Schools Framework-aligned (ESF) models that can be replicated across the state. Each playbook will allow leaders to consider what's possible and offer a framework that provides a solid launching pad.

Transformational schools have leaders who are deeply passionate about the work and who have deeply internalized the purpose and mission of their school model. This playbook aims to support transformational district and school leaders like you by providing foundational material to internalize so you don't have to start from scratch. However, the real power of the school you design will come from your effortful ability to become an expert in your model and to align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three chapters outline the key stages of new school design, while the final chapter highlights successful schools that have implemented the school model.

CHAPTER 1: PLAN; Describes the model's mission, the student experience, and the intended outcomes. Readers can envision what the model would mean for their community by exploring these three components.

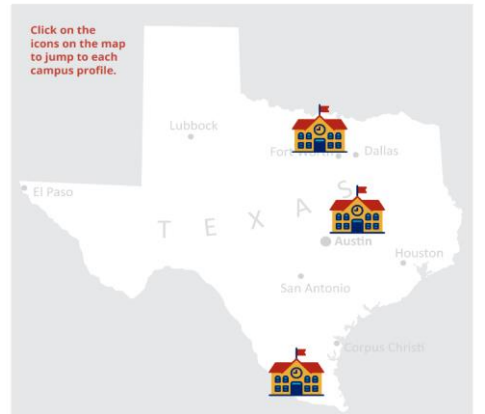
CHAPTER 2: IMPLEMENT; Details best practices for implementing the model with alignment to the Effective Schools Framework and supporting TEA programs.

CHAPTER 3: EVALUATE; Includes planning and implementation success criteria as well as a planning and implementation timeline.

CHAPTER 4: LEADING THE WAY; Features profiles of schools that are successfully implementing the model throughout Texas.

Chapter 4: Leading the way

Within Texas, many proof points exist or the College and Career Prep model, all uniquely well-matched to their local context. This chapter explores several highlights from across the state to review what's working at these campuses and consider lessons learned.



TEXAS EDUCATION AGENCY SCHOOL MODEL PLAYBOOK

Montessori



Introduction

The Challenge

Tremendous work is happening in Texas public schools to expand high-performing school options throughout the state. Districts and schools want to provide high-quality school models with a proven success track record that meet their community needs and interests. But, where should they begin? Although there are many successful schools across the state, many district and campus leaders have limited exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

The Texas Education Agency is committed to relentlessly increasing the number of students in great schools. One way TEA will increase the number of students in great schools is by providing a library of playbooks featuring evidence-based, Effective Schools Framework-aligned (ESF) models that can be replicated across the state. Each playbook will allow leaders to consider what's possible and offer a framework that provides a solid launching pad.

Transformational schools have leaders who are deeply passionate about the work and who have deeply internalized the purpose and mission of their school model. This playbook aims to support transformational district and school leaders like you by providing foundational material to internalize so you don't have to start from scratch. However, the real power of the school you design will come from your effortful ability to become an expert in your model and to align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three chapters outline the key stages of school design, while the final chapter highlights successful schools that have implemented the school model.

CHAPTER 1: PLAN Describes the model's mission, the student experience, and intended outcomes. Readers can envision what the model would mean for their community by exploring these three components. This chapter also includes a sample "Day in the Life" of a Montessori student as well as a glossary of important Montessori terms.

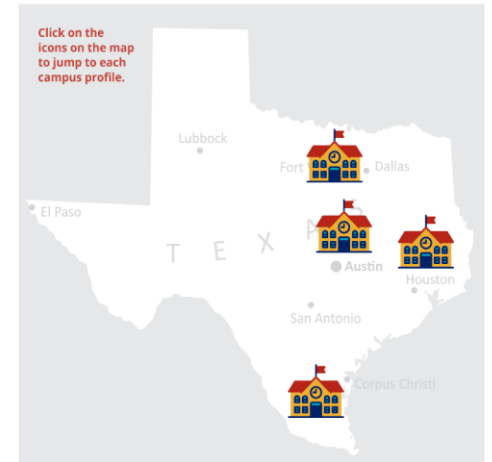
CHAPTER 2: IMPLEMENT Details best practices for implementing the model with alignment to the Effective Schools Framework and supporting TEA programs.

CHAPTER 3: EVALUATE Includes planning and implementation look-fors as well as a planning and implementation timeline.

CHAPTER 4: LEADING THE WAY Features profiles of schools that are successfully implementing the model throughout Texas.

Chapter 4: Leading the way

Within Texas, many proof points exist for the Montessori model, all uniquely well-matched to their local context. In this chapter, we will look at several highlights from throughout the state, review what's working at these campuses as well as lessons learned.



TEXAS EDUCATION AGENCY SCHOOL MODEL PLAYBOOK

Rural P-20 System Model



Introduction

The Challenge

Tremendous work is happening in public schools across Texas to expand high-performing school options. Districts and schools want to provide high-quality school models with a proven success track record that meets their community needs and interests. But where should they begin? Although there are many successful schools across the state, many district and campus leaders need more exposure to what models exist, what is possible with each model, and what is required to implement them successfully.

Purpose

The Texas Education Agency (TEA) is committed to relentlessly increasing the number of students in great schools. One way TEA will increase the number of students in great schools is by providing a series of playbooks featuring evidence-based, Effective Schools Framework (ESF)-aligned school models that can be replicated across the state. Each playbook will allow leaders to consider what is possible and provide a framework to provide a solid launching pad.

Transformational schools have leaders who are deeply passionate about improving student outcomes and have deeply internalized the purpose and mission of their school model. We aim to support transformational district and school leaders like you by giving you the material to internalize rather than starting from scratch. However, the real power of the school you design will come from your effort and ability to become an expert in your model and align it with your community's context.

How This Playbook is Organized

The playbook is organized into four chapters. The first three outline the critical stages of new school design. In contrast, the final chapter highlights successful schools implementing the school model.

CHAPTER 1: PLAN Describes the model's mission, the student experience, and intended outcomes. By exploring these three components, readers can envision what the model would mean for their community.

CHAPTER 2: IMPLEMENT Details best practices for implementing the model align with the Effective Schools Framework and supporting TEA programs.

CHAPTER 3: EVALUATE Includes planning and implementation "look fors" and a planning and implementation timeline.

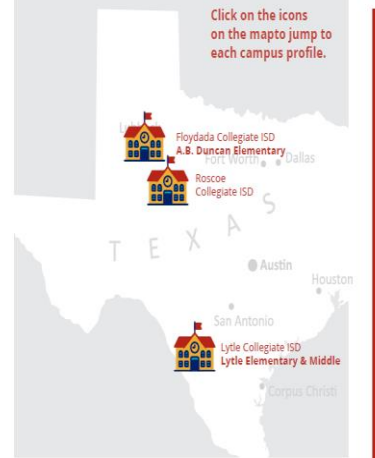
CHAPTER 4: LEADING THE WAY Features profiles of schools successfully implementing the model throughout Texas.

Chapter 4: Leading the Way

In this chapter, we delve into three inspiring case studies demonstrating how rural districts effectively implemented the P-20 elements in alignment with the Effective School Framework to drive significant improvements in postsecondary outcomes for their students. While sharing the common goal of preparing their students for success beyond high school, these districts took unique approaches tailored to their specific community needs and local economic contexts.

Throughout the case studies, we will explore how these districts leveraged the tri-agency work in collaboration with the Texas Education Agency (TEA), Texas Higher Education Coordinating Board (THECB), and Texas Workforce Commission (TWC) to inform their decision-making and create impactful programs. By aligning their efforts with community needs and economic demands, these districts improved student outcomes and played a vital role in driving their rural economies forward.

Each case study provides valuable insights into the strategies and initiatives employed by these districts to foster a culture of academic excellence, student agency, and community engagement. From establishing solid partnerships with local businesses and community organizations to designing innovative programs and pathways, these districts exemplify the power of collaborative efforts in transforming rural education.



Click on the icons on the map to jump to each campus profile.

Join us as we dive into the stories of these districts, showcasing their unique journeys, challenges, and successes in implementing the P-20 System Model. Through their experiences, we will uncover valuable lessons and best practices that can inspire and guide other rural districts seeking to make a lasting impact on student outcomes and contribute to the economic prosperity of their communities.