Title II, Part A: Preparing, Training, Recruiting High-Quality Teachers, Leaders, Principals, Other School Leaders (sec. 2101)

<table>
<thead>
<tr>
<th>TEA Strategic Priority # the program or activity addresses:</th>
<th>#1 – Recruit, Support, and Retain Teachers and Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutorily allowable use of funds:</td>
<td>Develop or improve a rigorous, transparent, and fair evaluation and support system for teachers, principals; Provide high-quality, personalized, evidence-based PD to teachers, instructional leadership teams, principals, or other school leaders; Develop and provide PD to teachers, principals, or other school leaders to promote high-quality instruction and instructional leadership in STEM subjects</td>
</tr>
<tr>
<td>TEA Recommended Use of Funds (program or activity name):</td>
<td>Instructional leadership development, with a particular focus on the observation/feedback cycle</td>
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</tbody>
</table>

Project Abstract

Strong instructional leaders use a variety of tools to support teacher growth in alignment with their campus academic vision, the primary of which is the observation/feedback cycle. This is a cyclical process in which the campus leader acts as a coach, continually observing teacher practice and giving ongoing feedback to support teachers in their pursuit of short term and long term instructional goals. The development of instructional leadership around the observation/feedback cycle would include intentional training, along with ongoing opportunities for job-embedded practice and feedback.

An ongoing program of instructional leadership development, focused on the observation/feedback cycle, would support the Commissioner’s Strategic Priority to support and retain teachers and campus leaders. Research shows a direct correlation between strong instructional culture within a school and teacher retention rates, with schools with weak instructional culture losing twice as many of their effective teachers. The strongest indicators of a school’s instructional culture, according to research, include a belief that the school is committed to improving instructional practice, that teachers at the school share a common vision of what effective teaching looks like, and that the expectations for effective teaching are clearly defined. These indicators are all directly fostered by strong instructional leaders facilitating observation/feedback cycles.

Studies also suggest that schools with strong instructional leadership see greater academic outcomes for students. Observation/feedback cycles that are grounded in standards-based instruction are directly tied to growth in teacher practices. Therefore, as teachers develop in their instructional practices through intentional support and coaching by an instructional leader, they create opportunities for increased academic success for students. Often, though, competing priorities and an overwhelming workload can prevent campus leaders from dedicating the necessary time to their role as an instructional leader. In addition to finding the time for instructional coaching, the complexity of the task and lack of training and support in this area can pose ever greater challenges. Under a new vision of instructional leadership, the role of the campus leader would include a prioritization of ongoing coaching and support of teachers. To prepare and support campus leaders in this work, districts can give ongoing training and job-embedded support around best practices in observation and feedback through an instructional leadership development program.

LEA Financial Commitment (start-up and annual costs)

See “Project Description” for financial considerations when considering an instructional leadership development program.

Potential financial commitments in the implementation of an instructional leadership development program may include:

- Initial and on-going training costs, including training design and staffing
- Staffing considerations, including personnel for ongoing support of campus leadership

Project Description

An instructional leadership development program would ideally focus on the continual development of leaders’ knowledge and skills around the observation/feedback cycle. Elements of an instructional leadership development program may include, but are not limited to:
• Ongoing training of campus leadership focused on knowledge and skill building around the observation/cycle.
  o Training activities may include low inference evidence collection, coaching conversation frameworks, targeted feedback, deliberate practice, and individualized support. The T-TESS toolkit or locally designed evaluation systems can serve as common language around instructional best practice and may, therefore, be intentionally leveraged in the design and implementation of such training. To develop and support campus leaders' skill around observation/feedback, training should be given at least yearly, though more opportunities for development throughout the year would be ideal.

• Ongoing opportunities for campus leaders to practice the discrete skills of the observation/feedback cycle in both peer groups and within the context of their own campus.
  o Research showed that professionals are more likely to translate skills learned through training into their daily practice when they have many opportunities to practice and apply their new learning. Campus leadership working groups, professional learning communities, and instructional rounds could offer opportunities for campus leaders to intentionally practice skills with support and feedback.

• Job-embedded support focused on coaching the instructional leader in their development around the observation/feedback cycle.
  o The job-embedded support could include root cause analysis, co-observation, modeling best practices, and ongoing feedback on campus leader implementation. In addition, job-embedded support should also take into consideration campus leadership workload and priorities, supporting campus leaders in organizing time and resources to maximize the time spent actively coaching and supporting teachers. Support could be offered by a principal supervisor, professional development department, and/or a district level instructional coaching task force.

An instructional leadership development program could, therefore, put campus leaders in a position to:

• Establish common language and expectations around instructional best practices
• Use a consistent coaching conversation framework that incorporates opportunities for teacher self-reflection, bite-sized, actionable feedback, and aligned practice
• Foster a positive campus culture built on a foundation of strong instructional expectations
• Prioritize time and tasks to spend at least 60% of their time actively coaching and supporting teachers through observation/feedback cycles
• Target the individual and collective needs of teachers to ensure that all are growing in their effectiveness
• More clearly understand classroom, grade level, and campus wide trends and use this understanding to inform the allocation of time and resources

Goals and Student Achievement Objectives

A program designed to develop campus leaders as instructional leaders, with a focus on the observation/feedback cycle, would include the following goals:

• Continuous development of campus leadership in their role as instructional leaders oriented towards observation and feedback as a pathway to improve instruction.
• Continuous growth and development of teachers
• Increased student achievement

Expected Outcomes

A program designed to develop campus leaders as instructional leaders, with a focus on the observation/feedback cycle, would lead to increased student academic achievement. A study conducted by The New Teacher Project proved that the top 20% of teachers generate 5-6 more months of student growth in comparison to their peers. Developing instructional leaders with a focus on the observation/feedback cycle will generate more of these top leaders, who will in turn generate stronger results.
Additional outcomes include:

- Increased % of effective teachers retained by fostering a strong instructional climate
- Increased % of teachers expressing satisfaction with campus culture
- Increased % of teachers growing in end-of-year evaluation metrics from year to year
- Increased % of teachers meeting development goals
- Increased % of time campus leaders spend focused on instruction and instructional outcomes

**How Will Success Be Measured and Data Sources Available**

Examples of performance measures for the instructional leadership development program focusing on teacher achievement:

- Increased percentage of teachers growing in their instructional evaluation score, T-TESS or local equivalent, from one year to the next
- Increased teacher satisfaction, as shown by campus or LEA climate surveys
- Increased retention of effective teachers

Examples of performance measures for the instructional leadership development program focusing on student achievement:

- Increased percentage of students passing STAAR examinations as reported in TAPR data

**Training and Support TEA Provides**

The Texas Teacher Evaluation and Support System at [https://www.teachfortexas.org/](https://www.teachfortexas.org/) was developed by the Texas Education Agency with the goal of defining clear standards for instructional practice within the state of Texas. The T-TESS rubric and supporting materials can offer a common language and set of expectations around instructional practice, which may be used to support campus leaders in the facilitation of the observation/feedback cycle.

The Texas Essential Knowledge and Skills at [http://tea.texas.gov/index2.aspx?id=6148](http://tea.texas.gov/index2.aspx?id=6148) give a clear standard for instructional outcomes for students within the state of Texas. The TEKS and their implementation should be the foundation of all instructional leadership development.

Additional resources regarding instructional leadership focusing on the observation/feedback cycle can be located in the Resources section below.

**Required Activities or Components**

The instructional leadership development program, with a focus on observation/feedback, includes three recommended components: ongoing training, aligned practice, and job-embedded feedback. Descriptions of each part can be found in the Program Description above.

**Program Duration, Timeline, or Significant Milestones**

The instructional leadership development program would be ongoing, focused on continual growth and development. A campus leader would engage in a cyclical process of training, aligned practice, and job-embedded feedback throughout their tenure.

**Facilities and Resources to Support LEAs**

The T-TESS framework, including the instructional rubric and aligned resources, is available to support the implementation of the instructional leadership development program. T-TESS appraisal training is offered by TEA through local Education Service Centers. T-TESS resources may also be accessed through [https://www.teachfortexas.org/](https://www.teachfortexas.org/).

Additional resources to support design and implementation can be found below in the Resources section.
Staffing Requirements for LEAs

Consider your district’s capacity for training and ongoing support. Possible staffing to support the program could include:

- Principal supervisors
- District professional development departments
- Instructional coaching task force or equivalent (focuses would include T-TESS implementation and ongoing coaching support)

Additional consideration should be paid to campus leadership staffing to ensure effective teacher/leader ratios and campus leader workload.

Additional General Information LEA, Charter, or Other Organizations Need

In designing and implementing an instructional leadership development program, with a focus on observation and feedback, the following best practices should be taken into consideration:

- Establish clarity of language and expectations using an instructional practice rubric
- Offer a clear systematic structure for coaching conversations (see T-TESS materials and Resources section)
- Provide bite-sized feedback that a teacher could successfully implement within the next week during the feedback conversation
- Provide opportunities for practice within the feedback conversation
- Focus on teacher development and support rather than evaluation during informal observation/feedback cycles

Additional consideration should be paid to the following logistical components when designing and implementing the instructional leadership development program:

- Consideration of leadership workload, providing leaders the ability to dedicate at least 60% of their time to instructional leadership tasks
- Reduced teacher to appraiser/coach ratio
- Expectation setting around the number of informal observations conducted with each teacher yearly
- Structured time built into the day for feedback conversations

Resources

Relay Graduate School of Education: [http://www.relay.edu/](http://www.relay.edu/)
UW Center for Educational Leadership: [https://www.k-12leadership.org/content/service/coaching](https://www.k-12leadership.org/content/service/coaching)
Learning Forward: [https://learningforward.org/](https://learningforward.org/)
Marzano Research: [http://www.marzanoresearch.com/](http://www.marzanoresearch.com/)
Title II, Part A: Preparing, Training, Recruiting High-Quality Teachers, Leaders, Principals, Other School Leaders (sec. 2101)

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<th>#1 – Recruit, Support, and Retain Teachers and Principals</th>
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<tbody>
<tr>
<td>Statutorily allowable use of funds:</td>
<td>Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers; providing high quality, personalized professional development that is evidence-based for teachers focused on improving teaching and student learning.</td>
</tr>
<tr>
<td>TEA Recommended Use of Funds (program or activity name):</td>
<td>Teacher Leadership</td>
</tr>
</tbody>
</table>

Project Abstract

Teacher leadership, as it relates to this recommended use of funds, refers to providing effective teachers that possess certain skill sets the additional opportunity to coach, develop, mentor, and lead other teachers on the campus while still teaching students. These teacher leaders, sometimes known as master teachers, receive additional compensation for the additional responsibility of growing, developing, and supporting other teachers.

Empowering teacher leaders yields benefits in multiple areas, many of which are related to Title II, Part A priorities:

- Recruitment – the additional career pathway allows for the recruitment of effective teachers to the campus for the purposes of being a teacher leader (or potentially becoming a teacher leader);
- Support – teacher leaders provide more hands on coaching, mentoring, and development of other teachers, increasing the support teachers receive;
- Retention – teacher leaders potentially improve retention on two levels
  - Retention of effective teachers by providing career pathways that don’t require leaving teaching; and
  - Retention of all teachers by improving their perception of how well they are supported and their own efficacy in teaching.
- Principal Support – teacher leaders allow principals to distribute leadership and can improve the timely and effective coaching, mentoring, and development of teachers; and
- Principal Development – working with teacher leaders can improve a principal’s instructional leadership capacity, as principals improve by working with effective teacher leaders.

LEA Financial Commitment (start-up and annual costs)

See “Project Description” below for financial considerations when considering a teacher leadership initiative.

Project Description

Teacher leaders generally teach a diminished teaching schedule so that they have the ability to prepare for and participate in activities that lead to teacher growth and development. For example, a teacher leader in a secondary setting would have a smaller class load (perhaps 4 out of 8 class periods instead of 6 out of 8 class periods) and would dedicate the other two open periods to many of the following activities (list not exhaustive):

- Planning for and leading team meetings, including PLCs, that are focused on pedagogy and pedagogical growth;
- Mentoring new teachers, including individual meetings, observations, model teaching, and coaching;
- Observing, coaching, and modelling for veteran teachers;
- Working with teachers to attain goals articulated in their goal-setting and professional development plans;
- Developing teachers to more effectively work through the planning, instruction, assessment, analysis, and adjustment loop; and
- Working with campus leadership on calibration and understanding what learning looks like in a variety of settings and contexts.
Costs associated with teacher leadership positions include:

- Additional compensation for the teacher leader (recommended $10,000 to $15,000 above pay scale per teacher leader);
- An additional .25 to .5 FTE to cover the diminished class schedule for the teacher leader; and
- Training for the teacher leader on effective meeting facilitation, leading adult learners, observations and feedback, coaching, evidence-based planning and instruction, assessment literacy, and other topics related to teacher growth and development.

**Goals and Student Achievement Objectives**

Teacher leadership initiatives aim to provide positive outcomes in multiple areas, including recruiting, supporting, and retaining teachers (see Expected Outcomes below).

As demonstrated by successful teacher leadership initiatives throughout the nation (see Resources below), positive impacts include improved student learning and growth on campuses that employ teacher leadership models.

**Expected Outcomes**

Effective teacher leadership programs lead to improved school culture, campus leadership, instructional quality, and student learning.

**How Will Success Be Measured and Data Sources Available**

The list below offers a sample of results of successful teacher leadership implementation:

- Improved teacher retention
- Improved ratings on appraisal rubrics for teachers coached by teacher leaders
- Improved ratings on appraisal rubrics for principals facilitating teacher leadership structures
- Improved teacher perceptions of school culture, teacher influence, support for teachers, and professional development on school surveys
- Improved student performance as captured in student growth and student proficiency measures

**Training and Support TEA Provides**

At this time, TEA does not provide training. TEA may provide grant opportunities for districts and campuses interested in pursuing teacher leadership at a future date.

**Required Activities or Components**

_LEA teacher leadership initiatives should consider the extent to which they improve access to effective teachers for low-income and minority students, as indicated in sections 1112 and 2101 of the Every Student Succeeds Act (ESSA)._ 

**Program Duration, Timeline, or Significant Milestones**

Implementation would include the following activities:

- Recruiting, screening, and hiring teacher leaders based on a well-vetted teacher leader job description and a candidate’s ability to demonstrate success in bringing about student growth and leading adults;
- Securing professional development and training for teacher leaders on effective meeting facilitation, leading adult learners, observations and feedback, coaching, evidence-based instruction, assessment literacy, and other topics related to teacher growth and development;
- Securing professional development and training for principals and administrative leaders on how best to incorporate teacher leaders in the work of instructional leadership;
- Arranging class schedules to facilitate ongoing collaboration between the teacher leader and other teachers;
- Establishing and maintaining effective communication channels between administration, teacher leaders, and teachers;
• Monitoring progress made as a result of the efforts of the teacher leaders, including improved pedagogy, student learning, school culture, and teacher retention rates.

Facilities and Resources to Support LEAs

See “Resources” below for more information on teacher leadership programs.

Staffing Requirements for LEAs

LEAs establishing teacher leadership positions would potentially need to account for the teacher leader’s diminished class schedule, which could require hiring additional teaching staff depending the context of the campus.

Additional General Information LEA, Charter, or Other Organizations Need

For teacher leadership initiatives to be successful, LEAs should consider:

• Who makes an effective teacher leader and to whom campus teachers will respond positively
• The importance of providing training for teacher leaders to build their skills in leading adults
• The importance of empowering teacher leaders through administrative support and systems alignment
• Establishing protected and recurring opportunities for collaboration (team meetings, data review, observations, modelling)

Resources

Center of Great Teachers and Leaders resources on teacher-leaders: http://www.gtlcenter.org/innovation-station-topics/training-teacher-leaders
Leading Educators teacher leadership consulting and training program: http://www.leadingeducators.org/aboutus/
National Academy of Advanced Teacher Education (NAATE) teacher leaders program: http://www.naate.org/page/program/teacher_leaders
New Leaders research and policy findings on teacher leadership and student success: http://newleaders.org/research-policy/untapped/
Teach Plus t3 teacher leadership initiative: http://teachplus.org/programs/t3-initiative

TEA Contact Information

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**Title II, Part A: Preparing, Training, Recruiting High-Quality Teachers, Leaders, Principals, Other School Leaders (sec. 2101)**

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<thead>
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</tr>
<tr>
<td>TEA Recommended Use of Funds (program or activity name):</td>
<td>Principal support and supervision</td>
</tr>
</tbody>
</table>

**Project Abstract** (address how the recommended use is aligned to TEA strategic plan) What is the reason for this recommendation?

Research has shown that principals are second only to teachers as the most important school-level factor in student achievement, with nearly a quarter of a school’s total effects being attributed to its leadership. Effective principals not only improve student outcomes, but create working conditions that attract, hire, develop, and retain high-quality teachers at a much higher rate than their less-effective peers. Ensuring there is a highly effective principal on every campus is a critical step in any school improvement plan as well as a district-wide approach to educational equity and excellence for every student. Surprisingly though, principal support and supervision has been a low-priority in both funding and human resource allocation in the past, with less than 5 percent of Title II funds being spent on school leadership. In addition, the role of principal supervisor has long been focused on compliance with wide spans of control, (some principal supervisors have as many as twenty-four principals to supervise) preventing the type of personalized support and coaching needed to ensure principal effectiveness.

Districts can improve the effectiveness of its principals by clearly defining the role and expectations of their principal supervisors to focus their time and energy on supporting and growing principals as instructional leaders. In large districts, reducing the span of control by adding to the number of principal supervisors can increase the time and opportunity for personalized coaching of principals. Regardless of size, securing professional development and support for the re-defined role of principal supervisor and their principals can be accelerated through partnerships with external expertise in the areas of instructional leadership and coaching of principals, thereby building the capacity of districts to better support campus leadership.

In the past, this concept of instructional leadership has often been narrowly understood as supervision and relegated to only observation and evaluation. Under a new vision for instructional leadership, the role of the principal and principal supervisor can include more of an emphasis on continuous improvement with self-reflection and self-developed professional development plans. The recently developed T-TESS and T-PESS tools lend themselves to such approaches and can serve as vehicles to improve leadership practices. Professional development opportunities for principals and their supervisors could also include distributed leadership, cultural competency, equity, and the establishment of supportive learning environments that ensure all students succeed. With individualized approaches to principal support and development under the guidance of principal supervisors focused on fostering such support, districts can strategically deploy their Title IIA funds to better align with TEA’s strategic priority #1 and improve outcomes for all students.

**LEA Financial Commitment** (start-up and annual costs)

Costs for staffing, training and development of principal supervisors and principals will vary according to the unique needs of each district

**Project Description**

Principal Supervisors would ideally oversee 6-8 principals, but these numbers can be adjusted depending on the experience levels and individual needs of the principals and the campuses they serve. The role of the principal supervisor would focus on building the instructional leadership capacity of their principals through 1:1 on-campus coaching as well as professional learning communities.
among all the principals they supervise. Upwards of 80% of a principal supervisors’ time should be spent with their principals focusing on instructional leadership. These activities can include but are not limited to:

- Modeling best practices for their principals, including coaching teachers through the observation/feedback cycle, meeting with teachers to analyze student work and formative assessment data, and observing and coaching teacher leaders working with their peers
- Collaboratively tackling challenges in the instructional practice of the campus by analyzing data, assessing strengths and weaknesses, and self-reflecting through root cause analysis
- Developing and using tools and systems customized for the particular needs of a campus, including observation protocols, lesson plans, and progress monitoring templates that provoke self-reflection and root cause analysis
- Brokering support for their principals with other central office personnel, such as human resources to prioritize the hiring of high-quality teachers
- Buffering principals from interferences that prevent them from focusing their time and energy on instruction
- Differentiating their approach to meet the individual needs of each of their principals

Goals and Student Achievement Objectives

A concerted effort to improve the instructional leadership capacity of principal supervisors and principals would expect to see improved student outcomes in areas of proficiency, growth, and self-efficacy. Improvements in these areas would lead to higher graduation rates, along with the number of graduates demonstrating college and career readiness, thus leading to the number enrolling in postsecondary programs and successfully earning postsecondary credentials, particularly for students traditionally underrepresented in higher education.

Expected Outcomes

With school leadership second only to teaching as a contributing factor of student achievement, the expected outcomes of a focus on principal support and supervision would expect to see significant gains in student outcomes. In addition, the list below offers a sample of expected outcomes for initiatives to improve the effectiveness of principal supervisors and principals:

- Growth in teacher effectiveness from year to year through better coaching and development of teachers
- Increased attainment of Student Learning Outcomes (SLOs)
- Increase in achievement of students’ academic proficiency and growth
- Increase in teacher retention rates, particularly those teachers rated distinguished or accomplished
- Increase in principal retention rates, particularly those principals rated distinguished or accomplished
- Increased satisfaction of students, parents, and staff members according to campus climate surveys, indicating improved working conditions

Training or Support TEA Provides

The Texas Principal Evaluation and Support System (T-PESS) at https://tpess.org/ provides clear guidance for school leadership practices and actions principals should take. In addition the Texas Teacher Evaluation and Support System at https://teachfortexas.org/ provides a clear bar for instructional excellence and the T-TESS supporting materials provide resources for principals and their supervisors to support the growth and development of teachers.

Through their local Education Service Centers (ESCs), school districts can seek external expertise in the areas of school leadership and principal support and supervision.

Required Activities or Components

ESSA calls for the use of evidence-based activities, strategies, and interventions when designing initiatives (Public Law No. 114-95, 2015)

Program Duration, Timeline, Significant Milestones
Implementation would include the following activities:

- Comprehensive needs assessment around the principal supervisors’ span of control and capacity for coaching principals
- Re-defined job description for the principal supervisor to focus on the growth and development of principals
- Creation of a performance evaluation framework that focuses on the newly defined job description
- Professional development and training of principal supervisors in coaching and development of principals
- Ongoing mechanisms for feedback from principals on the effectiveness of their supervisors in their growth and development
- Self-reflection and root-cause analysis by principal supervisors around their own practice and effectiveness

**Staffing Requirements for LEAs**

After a comprehensive needs assessment, some larger LEAs may decide to hire additional principal supervisors to reduce the span of control and allow for more personalized coaching of their principals. Smaller districts may look for ways to creatively address non-instructional responsibilities of principal supervisors to ensure more time is devoted to the support and growth of principals.

**Additional General Information, LEA, Charter, or Other Organizations Need**

See resources below

**Resources**

Center for Educational Leadership [http://info.k-12leadership.org/principal-support-framework](http://info.k-12leadership.org/principal-support-framework)


Marzano *District Leadership That Works* [http://www.marzanoresearch.com/district-leadership-that-works](http://www.marzanoresearch.com/district-leadership-that-works) and *School Leadership That Works* [http://www.marzanoresearch.com/school-leadership-that-works](http://www.marzanoresearch.com/school-leadership-that-works)

New Leaders research and policy findings on effective leadership practices [http://newleaders.org/research-policy/](http://newleaders.org/research-policy/)

Relay Graduate School of Education [http://www.relay.edu/national-principals-academy](http://www.relay.edu/national-principals-academy)

Wallace Foundation’s research into the role of principal supervisors in supporting effective school leadership [http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/Principal-Supervisors.aspx](http://www.wallacefoundation.org/knowledge-center/school-leadership/Pages/Principal-Supervisors.aspx)

**TEA Contact Information**

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Early College High School
Texas Science, Technology, Engineering, and Math Academy
Industry Cluster Innovative Academy

Title I, Part A: Improving Basic Programs—Schoolwide Programs (sec. 1114)

<table>
<thead>
<tr>
<th>TEA Strategic Priority # the program or activity addresses:</th>
<th>#3—Connect High School to Career and College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutorily allowable use of funds:</td>
<td>Increasing learning time and offering enriched / accelerated curriculum, which may include: counseling, school-based mental health programs, specialized instructional support services, mentoring services, other strategies to improve students’ skills outside the academic subject areas. College and career readiness (career—tech, AP, IB, dual or concurrent enrollment, or ECHS), which can include: PD for dual credit teachers in collaboration with Career-Tech and IHE teachers; and Transportation for dual credit students; PD for teachers, paraprofessionals, and other school personnel to improve instruction and/or data-driven instruction.</td>
</tr>
<tr>
<td>TEA Recommended Use of Funds (program or activity name):</td>
<td>College/Career Ready School Models:</td>
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<tr>
<td></td>
<td>1. Early College High School</td>
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<td></td>
<td>2. Texas Science, Technology, Engineering, and Math Academy</td>
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<td></td>
<td>3. Industry Cluster Innovative Academy</td>
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</tbody>
</table>

Project Abstract

College/Career Ready School Models support TEA’s Strategic Priority 3: connecting high school to career and college. By 2020, 65% of all jobs will require postsecondary education and training beyond high school (35% will require at least a bachelor’s degree, 30% will require some college or an associate’s degree). Job openings in healthcare, community services, and STEM will grow the fastest among occupational clusters. The models shown below focus on college/career readiness in unique ways that can be tailored to fit regional workplace demand and postsecondary opportunities.

1. **Early College High School (ECHS)** is an open-enrollment model that serves students in grades nine through twelve who are at risk of dropping out or who wish to accelerate completion of high school by combining high school courses with college credit-bearing courses. In partnership with an Institution of Higher Education (IHE), an ECHS must provide an academic program that enables a participating student to receive both a high school diploma and either an associate’s degree or up to 60 hours toward a bachelor’s degree. Current evaluations of the ECHS model show ECHS students are significantly more likely to graduate high school than those who do not attend an ECHS. ECHS students are more likely to enroll in college the fall immediately after high school graduation. They are significantly more likely to enroll in two-year and four-year colleges than their peers who do not graduate from an ECHS. ECHS students are significantly more likely to earn a college degree than comparison groups of students, and data generally show that the ECHS model is accelerating achievement of those students traditionally underrepresented in higher education enrollments.

2. **Texas Science, Technology, Engineering, and Math Academy (T-STEM)** is an open-enrollment model that serves students who are at risk of dropping out or wish to accelerate their learning in a STEM field in grades nine through twelve. T-STEM academies focus on improving instruction and academic performance in STEM-related subjects, and on increasing the number of students who study and enter STEM-related fields. Established by a Governor’s Executive Order in 2005, T-STEM Academies are rigorous secondary schools for students with opportunities and exposure to innovation and design in a STEM-focused instruction and learning that models real-world contexts. The most recent evaluations show T-STEM students outperform comparison school peers in STEM related subjects. Research suggests that T-STEM students have a higher likelihood of participating in advanced courses such as AP, IB, and dual credit. T-STEM students were also provided more postsecondary supports at a greater percentage of student than other schools.

3. **Industry Cluster Innovative Academy** is a new (launched in 2017) open-enrollment model that serves students in grades nine through twelve and includes aspects of both the ECHS and T-STEM models. With a business/industry partner(s) and IHEs, Industry Cluster Innovative Academies develop and implement applied learning opportunities for students including: internships, externships, apprenticeships, mentorship programs and career counseling. Like traditional ECHSs, Innovative
Academies must provide students an opportunity to graduate with an associate’s degree or up to 60 college credit hours. Innovative Academy program offerings should be determined by regional workforce needs in one of the identified Career Clusters: Advanced Technologies and Manufacturing; Aerospace and Defense; Biotechnology and Life Sciences (includes Health Care); Energy; Information and Computer Technology; Petroleum Refining and Chemical Products.

**LEA Financial Commitment (start-up and annual costs)**

**Are there “start-up” costs for LEAs? What is LEA financial commitment for start-up costs by major expense category?**

**Early College High School**
Start-up costs for LEAs will vary depending on several factors. The information below is for general planning purposes. LEAs should look at the requirements for each College and Career Ready model and develop a budget taking into consideration all requirements and resources that now exist on the campus.

| Personnel salaries, wages and benefits | $ | Consulting services | $ |
| General supplies and materials | $ | Miscellaneous operating expenses | $ |
| Equipment | $ |

**T-STEM**

| Personnel salaries, wages and benefits | $ | Consulting services | $ |
| General supplies and materials | $ | Miscellaneous operating expenses | $ |
| Equipment | $ |

**Industry Cluster Innovative Academy**

| Personnel salaries, wages and benefits | $ | Consulting services | $ |
| General supplies and materials | $ | Miscellaneous operating expenses | $ |
| Equipment | $ |

**What are the annual, ongoing financial commitments for LEAs by major expense category?**

Annual, ongoing financial commitments for LEAs will vary depending on several factors. The information below is for general planning purposes. LEAs should look at the requirements for each College and Career Ready model and develop a budget taking into consideration all requirements and resources that exist on the campus.

**Early College High School**

| Personnel salaries, wages and benefits | $ | Consulting services | $ |
| General supplies and materials | $ | Miscellaneous operating expenses | $ |
| Equipment | $ |

**T-STEM**

| Personnel salaries, wages and benefits | $ | Consulting services | $ |
| General supplies and materials | $ | Miscellaneous operating expenses | $ |
| Equipment | $ |

**Industry Cluster Innovative Academy**

| Personnel salaries, wages and benefits | $ | Consulting services | $ |
| General supplies and materials | $ | Miscellaneous operating expenses | $ |
| Equipment | $ |
Project Description

Goals and Student Achievement Objectives

1. **ECHS**
   ECHS goals include: increasing graduation rates and college enrollment; increasing the number of students who graduate high school college ready as demonstrated through enrollment in rigorous coursework in college-preparatory curriculum and college credit accrual in dual credit and/or Advanced Placement courses; and developing strong, long lasting partnerships between the school district and the IHEs that are operating ECHS programs. ECHS provide targeted academic support to maximize the achievement of all students enrolled.

2. **T-STEM**
   The T-STEM goals include: increasing graduation rates and college enrollment, increasing the number of students who graduate high school college and career ready, providing students with internships and experience in STEM fields, providing teacher externships in STEM fields, and increasing the number of students that enter STEM careers. T-STEM academies provide STEM-focused instruction that models real-world learning, partners with business and industry to provide students access to expertise and experience in STEM fields, uses data to drive instruction and pathways development, and follows the T-STEM Blueprint.

3. **Industry Cluster Innovative Academy**
   The Industry Cluster Innovative Academy model is designed to increase student achievement by providing rigorous instruction in academics and CTE coursework so that they are ready for the workforce and have a pathway to a Bachelor’s degree within two-three years after high school graduation. The open-enrollment Industry Cluster Innovative Academy model increases student enrollment in dual credit secondary and postsecondary academic and CTE courses by having clearly defined pathways for students to earn industry certification and/or 60 hours of college credit and/or an associate’s degree so that students will be prepared for high-demand, high-wage occupations in targeted industry clusters.

Expected Outcomes

A sample of expected outcomes for all college and career ready models are listed below and include:

- Increased high school graduation rates.
- Increased numbers of students who go on to enroll and complete a postsecondary degree.
- Increased numbers of students who earn an industry-based certification or engage in a work-based learning opportunity.
- Increased readiness for placement in middle- and higher-wage job opportunities.

How Will Success be Measured and Data Sources Available

1. **ECHS**- A sample of performance measures applicable to the ECHS model that focus on ongoing continuous improvement and student achievement are listed below and include:

   - Increased percentage of ECHS students passing STAAR Algebra I, English I, and English II EOCs and meeting STAAR postsecondary readiness standards in reading and math each year reported in TAPR data.
   - Increased number of ECHS students completing the Free Application for Federal Student Aid (FAFSA) each year in PEIMS and/or THECB data.
   - Increased number or percentage of high school graduates enrolled in Texas and out-of-state postsecondary institutions the fall after graduation, as reported to THECB (PEIMS data).
   - Increased number students taking the SAT or ACT, and increased average ACT or SAT score each year based on TAPR information.
   - Increased number of articulation agreements between ECHSs and colleges and universities and increased number of college options offered to ECHS students each year.
   - Increased number of dual credit hours (acceptable by four-year colleges) earned each by ECHS graduates.
   - Number of associate’s degrees earned each year by ECHS graduates.
2. **T-STEM Academy** - A sample of performance measures applicable to the T-STEM model that focus on ongoing continuous improvement and student achievement are listed below and include:
   - Increased percentage of T-STEM students passing STAAR Algebra I meeting STAAR postsecondary readiness standards in math each year reported in TAPR data.
   - Increased number of T-STEM students served in T-STEM Academies statewide as reported in PEIMS data.
   - Increased number of business/industry agreements between the T-STEM Academy and high-demand workforce businesses/industries.
   - Number of STEM-related industry-based certifications earned each year by T-STEM students.
   - Number of work-based learning opportunities given and completed each year by T-STEM students (compared to the overall number of T-STEM students served).

3. **Industry Cluster Innovative Academy** - A sample of performance measures applicable to the Industry Cluster Innovative Academy model that focus on ongoing continuous improvement and student achievement are listed below and include:
   - Increased # of articulation agreements between Industry Cluster Innovative Academies and colleges and universities and increased number of college and career-tech options offered to Innovative Academy students each year.
   - Number of industry-based certifications in high-demand, regional clusters earned each year by Innovative Academy students.
   - Number of work-based learning opportunities given and completed each year by Innovative Academy students (compared to the overall number of Innovative Academy students).
   - Increased number of dual credit hours (acceptable by four-year colleges) earned each by Innovative Academy graduates.
   - Number of associate’s degrees earned each year by Innovative Academy graduates.

**Training and Support TEA Provides**

The following is a limited summary of resources for each of the college ready school models.

1. **ECHS**
   The TEA maintains the [http://tea.texas.gov/echs/](http://tea.texas.gov/echs/) website. The website provides information regarding ECHS and a list of the current ECHS designees and provides links to resources. The ECHS Blueprint (which outlines the requirements for planning, implementing and operating an ECHS) is linked from this site.

   The [http://txechs.org/](http://txechs.org/) website offers a wealth of resources including training, archived webinars on relevant topics, and planning tools to help new campuses interested in becoming ECHS (such as Texas Early College High School: Countdown to Opening yearlong activities and milestones for effective implementation of an ECHS program).


   The ECHS designation website [https://www.thetrc.org/echs/](https://www.thetrc.org/echs/) provides information regarding designation and links to the designation application. This site offers link to view a technical assistance webinar (from a previous year) that provides information regarding the designation process. Note-The ECHS designation window for 2017-2018 is now closed. The ECHS designation window is typically open in the fall for designation in the next school year. For 2017-2018 school year, the designation window was open from October 2016-December 2016.

2. **T-STEM Academy**
   The TEA maintains the [www.tea.texas.gov/t-stem](http://www.tea.texas.gov/t-stem) website. The website provides information regarding the T-STEM initiative and a list of the current T-STEM designees.

   The T-STEM Blueprint [www.tstemblueprint.com](http://www.tstemblueprint.com) is a road map for benchmarks, program requirements, and indicators to facilitate individual T-STEM Academy growth along the Blueprint Rubric Continuum of Developing, Implementing, Mature, and Role Model. The Blueprint website is an interactive site that includes resources used by successful T-STEM Academies and provides campuses interested in the T-STEM model the ability to complete a self-assessment to determine T-STEM readiness.
Access materials from the 2016 T-STEM Summer Leadership Institute http://www.tstemblueprint.org/artifacts/. The Summer Leadership Institute brings together leadership teams from designated T-STEM Academies from across the state to share best practices, discuss challenges, and engage in professional development developed around the T-STEM Blueprint.

The T-STEM designation website https://www.thetrc.org/TSTEM2016/ provides information regarding designation and links to the designation application. This site provides a link to view a technical assistance webinar (from a previous year) that provides information regarding the designation process. Note - The T-STEM designation window for 2017-2018 is now closed. The T-STEM designation window is typically open in the Winter/Spring for designation in the following school year. For 2017-2018 school year, the designation window was open from February 2017-April 2017.

The T-STEM Blueprint Frequently Asked Questions (FAQ) http://www.tstemblueprint.org/faqs/ website offers answers to the critical issues regarding the T-STEM Academy model.

3. **Industry Cluster Innovative Academy**

The TEA maintains the [www.tea.texas.gov/industrycluster](http://www.tea.texas.gov/industrycluster) website. The website provides information regarding the Industry Cluster Innovative Academy initiative and a list of the current grantees.

**Required Activities or Components**

1. **ECHS**

Campuses must apply for and reapply for the ECHS designation from TEA annually. The agency publishes information on the annual submission deadlines on its web site: [http://tea.texas.gov/echs/](http://tea.texas.gov/echs/). Many schools complete a planning year before implementing an ECHS. The planning year is completed prior to submitting an ECHS designation application. Exemplar ECHSs have operated for three or more years and have shown that their ECHS has increased student academic achievement, as well as college and career readiness of those enrolled. Planning year benchmarks focus on developing and implementing required policies and procedures, recruiting and enrolling eligible students, and developing detailed articulation agreements between secondary and postsecondary organizations. The Texas ECHS Blueprint ([http://txechs.org/downloads/tea-early-college-high-school-blueprint/](http://txechs.org/downloads/tea-early-college-high-school-blueprint/)) lists these annual milestones. At a minimum, an ECHS must:

- Serve the target population
- Be open enrollment and enroll students who are at risk of dropping out of school
- Meet the requirements of the ECHS Blueprint
- Partner with an Institution of Higher Education (IHE) with joint decision making procedures
- Provide a course of study where students can earn and associate's degree or 60 semester hours toward a baccalaureate during grades 9-12
- Administer the TSIA to all incoming 9th graders to enable students to begin college courses as soon as they are able
- Have a full-time leader that has full autonomy in decision making in the ECHS areas
- Be an autonomous high school (located on a college campus; or stand-alone near a college campus; or in a smaller learning community within a larger high school that is near a college or university campus with their own separate cohort of students)
- Provide students access to the IHE facilities
- Provide common planning time for ECHS instructional faculty and appropriate higher-education faculty.

2. **T-STEM Academy**

Campuses must apply for and reapply for the T-STEM designation from TEA annually. The agency publishes information on the annual submission deadlines on its web site: [http://tea.texas.gov/T-STEM/](http://tea.texas.gov/T-STEM/). Many schools complete a planning year before implementing an ECHS. The planning year is completed prior to submitting a designation application. Exemplar T-STEM Academies have operated for three or more years and have demonstrated that their T-STEM Academy has increased student academic achievement, as well as college and career readiness of those enrolled. Planning year benchmarks focus on developing the T-STEM Blueprint Benchmarks in Mission-Driven Leadership; Academy Culture and Design; Student Outreach, Recruitment, and Retention; Teacher Selection, Development, and Retention; Curriculum, Instruction, and Assessment; Strategic Alliances; and Advancement and Sustainability. The Texas T-STEM Blueprint ([http://www.tstemblueprint.org](http://www.tstemblueprint.org)) lists these annual milestones. At a minimum, a T-STEM Academy must:
- Serve the target population
- Be open enrollment and enroll students who are at risk of dropping out of school
- Serve students in grades 6-12 or grades 9-12
- Meet the requirements of the T-STEM Blueprint
- Be an autonomous school (stand-alone or a smaller learning community with separate physical space and a separate cohort of students)
- Have a full-time leader that has full autonomy in decision making for the T-STEM Academy areas
- Implement the T-STEM Design Blueprint

3. **Industry Cluster Innovative Academy**

   Schools and districts must apply for designation as an Industry Cluster Innovative Academy. The first planning grant awards for Innovative Academies were announced in December 2016. TEA expects to offer more opportunities for designation in the future. At a minimum, an Industry Cluster Innovative Academy must:

   - Serve the target population
   - Be open enrollment and enroll students who are at risk of dropping out of school
   - Partner with an Institution of Higher Education (IHE) with joint decision making procedures
   - Provide a CTE program of study (based on targeted Industry Clusters and a high-demand workforce need) in which students earn an industry credential(s) and earn 60 college credit hours and/or an Associate's degree.
   - Ensure that the 2-year and 4 years IHEs have articulation agreements so that students can earn a baccalaureate within two to three years of high school graduation
   - Develop partnerships with business/industry in high-demand workforce areas
   - Develop partnerships with business/industry in high-demand workforce areas where the business/industry partner provides an in-kind/cash contribution to support the Academy in areas such as internships, externships, apprenticeship programs, equipment etc.
   - Develop curriculum for coursework in collaboration with the business/industry and the IHE partner
   - Have a leadership/advisory team that consists of all partners (business/industry, community, IHE, ISD)
   - Employ a career counselor that serves only students in the Industry Cluster Innovative Academy

**Program Duration, Timeline, Significant Milestones**

Each of the College and Career Ready models need significant planning prior to implementation. Implementation of each of the models should ideally begin at the start of a school year with 9th grade students. T-STEM and ECHS should refer to the program blueprint for timelines. Additional timelines are mentioned in the information given above. Industry Cluster Innovative Academies should refer to the timelines and milestones in both the ECHS and T-STEM Blueprints.

**Facilities or Resources to Support the LEA**

1. **ECHS**

   The various ECHS models address the facilities demands of colleges and high schools differently. Colleges and universities collaborate with high schools to define commitments for facilities and resources each organization is expected fulfill. Resources for ECHS implementation are available on TEA’s web site. Depending on legislative appropriations, TEA offers technical assistance to ECHS designees through leadership coaching, trainings, and convenings. Districts interested in implementing the ECHS model should visit designated ECHS sites to see the model in action and talk with those now implementing.
2. T-STEM Academy
   The various T-STEM models address the facilities demands of STEM design differently. T-STEM Academies collaborate with IHEs and business/industry partners to decide pathways based on high-demand workforce need. Resources for T-STEM implementation are available on TEA’s web site. Depending on legislative appropriations, TEA gives technical assistance to ECHS designees through leadership coaching, trainings, and convenings. Districts interested in implementing the T-STEM model should visit designated T-STEM Academies to see the model in action and talk with those implementing.

3. Industry Cluster Innovative Academy
   Facilities and resource needs for the Industry Cluster Innovative Academies vary depending on the specific industry cluster and programs of study the school decides to offer (based on regional workforce demands). TEA offers technical assistance during the planning process to help Academies and their business/industry partners decide specific resource needs (if not already identified).

Staffing Requirements for LEAs
   Each of the College and Career Ready models will need to have a planning/leadership team prior to implementation. The planning/leadership team should define the roles for leaders and/or coordinators/project directors to implement the model’s requirements.

The ECHS and T-STEM model both need a full-time leader (see blueprint requirements). ECHSs and Innovative Academies need a dedicated counselor.

The Industry Cluster Innovative Academy model should determine if a dedicated project director is required.

Additional General Information LEA, Charter, or Other Organizations Need

1. ECHS
   Under the authority of Texas Education Code (TEC) §29.908(b) and Texas Administrative Code (TAC) §102.1091, TEA has developed an ECHS Designation process that ensures districts operating ECHS campuses maintain the integrity of the ECHS model and underlying research-based practices, which target and serve students who might not otherwise attend college. TEC 29.908(b) instructs the Commissioner to establish and administer an ECHS program for students who are at risk of dropping out of school or who wish to accelerate high school graduation. ECHS programs must provide a course of study that allows participating students to combine high school courses and college credit-bearing coursework during grades nine through twelve. The Commissioner compiles agency resources to develop and complete a rigorous evaluation of ECHS programs. ECHS evaluations focus on how well ECHSs increase student academic achievement and postsecondary readiness.

   TEA may exercise the right to not renew or revoke a school’s ECHS designation, if the school is not complying with application assurances or the directives in (TAC) §102.1091(g)(2) if the ECHS does not demonstrate success in maximizing student achievement based on progress reports and program data; if the campus fails to meet student achievement standards specified in the ECHS application; or, if the LEA fails to provide accurate, timely, and complete information, as required by TEA, to evaluate ECHS programs.

2. T-STEM Academy
   Under the authority of TEC §39.407 and §39.416 and the TAC §102.1093, TEA has developed a T-STEM Designation process that ensures campuses operating T-STEM Academies maintain the integrity of the T-STEM model and underlying research-based practices, which target and serve students who are at-risk of dropping out. T-STEM programs must follow the T-STEM Blueprint and provides resources at www.tstemblueprint.com.

   TEA may exercise the right to not renew or revoke a school’s T-STEM designation, if the school is not complying with application assurances or the directives in TAC §102.1093 (h); if the T-STEM Academy does not demonstrate success in maximizing student achievement based on progress reports and program data; if the campus fails to meet student achievement standards specified in the T-STEM application; or, if the LEA fails to provide accurate, timely, and complete information, as required by TEA, to evaluate T-STEM programs.

3. Industry Cluster Innovative Academy
More information will be published on TEA’s website in the coming weeks.

Resources

Additional resources (not listed in the above sections) are listed below for each model.

**ECHS**


**T-STEM**

- The STEM School Study-University of Chicago STEM Education: [http://outlier.uchicago.edu/s3/](http://outlier.uchicago.edu/s3/)
- The 2011 Texas High School Project evaluation provides information about the last TEA funded T-STEM Evaluation: [http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Middle_School,_High_School,_and_College_Preparation/Program_Evaluation_Middle_School,_High_School,_and_College_Preparation_Initiatives/](http://tea.texas.gov/Reports_and_Data/Program_Evaluations/Middle_School,_High_School,_and_College_Preparation/Program_Evaluation_Middle_School,_High_School,_and_College_Preparation_Initiatives/)
### Title 4, Part A: 21st Century Community Schools, Well-Rounded Education (sec. 4107)

<table>
<thead>
<tr>
<th>TEA Strategic Priority # the program or activity addresses:</th>
<th>#3—Connect High School to Career and College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutorily allowable use of funds:</td>
<td>Accelerated programs and activities to raise student academic achievement, such as: reimbursing low-income students for the costs of accelerated learning exams, if students are enrolled in accelerated learning courses; increase availability of and enrollment in accelerated learning courses and exams, dual or concurrent enrollment, programs, and early college classes</td>
</tr>
<tr>
<td>TEA Recommended Use of Funds (program or activity name):</td>
<td>AP and IB exam reimbursement (low-income students)</td>
</tr>
</tbody>
</table>

**Project Abstract** (address how the recommended use is aligned to TEA strategic plan) What is the reason for this recommendation?

The Texas Advanced Placement (AP)/International Baccalaureate (IB) Incentive Program has historically funded exam subsidies for low-income students who take AP or IB exams within a given school year. State subsidies have historically been $30 for each AP or IB exam taken by an eligible public school student. For a number of years, state funding has been augmented by the US Department of Education AP Test Fee Grant Program, which provided a test fee subsidy of $16 for AP exam and $65 for each IB exam taken by eligible students.

However, with the passage of the ESSA, the AP Test Fee Grant Program was not renewed, which means that districts and schools will need to offset the prior federal exam subsidy with funds from their Title IV allotment, if they choose. While TEA has committed to filling the gap in federal exam subsidies for the 2016-2017 school year, it cannot provide funds to continue this funding for the 2017-2018 school year and beyond. Thus, to ensure that low-income students are not adversely affected by the changes in ESSA, TEA recommends that schools and districts use part of their Title IV funds to fund exam subsidies for low-income students, as was intended by the changes made to ESSA.

**LEA Financial Commitment** (start-up and annual costs)

Annual costs will vary depending on the level of exam subsidy that schools and districts seek to provide and the number of eligible students taking exams. Districts and schools should consult their AP or IB coordinators for data on the number of eligible test-takers from year to year.

If districts and schools choose to fully replace the federal exam subsidy amount, then they should plan on the following amounts:

- $16 for each eligible AP exam
- $65 for each eligible AP Capstone exam
- $65 for each eligible IB exam

**Project Description**

**Goals and Student Achievement Objectives**

---
By subsidizing the AP and IB exam fees for eligible public school students, schools and school districts will ensure that all students have access to opportunities to earn postsecondary credit at minimal cost. In addition, these subsidies will help increase the likelihood that low-income students apply for, attend, and succeed in college.

**Expected Outcomes**

Expected outcomes of subsidizing AP and IB exam fees for low-income students include the following:

- Increased enrollment of low-income students in AP and IB courses
- Increased % of the low-income students who take an AP or IB exam
- Increased % in low-income students who earn college credit
- Increased # of low-income students who apply for financial aid for postsecondary education
- Increased % of low-income students who directly enroll in postsecondary education the fall after graduation

**How Will Success Be Measured and Data Sources Available**

In the 2015-2016 school year, over 190,000 exams taken by low-income students qualified for state and federal exam subsidies – roughly 60,000 more than in 2012. Based on this impressive growth, TEA fully expects the number of low-income students taking AP and IB exams to continue to grow annually.

Success will be measured by both the continued growth in low-income students eligible for exam subsidies and the increased percent of eligible students earning college credit because of their scores on the AP and IB exams. Both the College Board and the International Baccalaureate Organization provide data, and the TEA tracks the number of eligible exams as part of the state-run Texas Success Initiative.

**Training and Support TEA Provides**

Training and support for the AP and IB programs are offered by the College Board and International Baccalaureate Organization.

**Required Activities or Components**

To be eligible for a test fee subsidy, a student must have taken an authorized AP or IB course in the applicable school year or have been recommended by the principal to take the exam and must have demonstrated financial need as determined following guidelines adopted by the State Board of Education that are consistent with the definition of financial need adopted by the College Board or the International Baccalaureate Organization.

**Program Duration, Timeline, or Significant Milestones**

N/A

**Facilities or Resources to Support LEAs**

N/A

**Staffing Requirements for LEAs**

Districts and schools already support program staff as part of their AP and IB program offerings.

**Additional General Information LEA, Charter, or Other Organizations Need**

**Resources**
Title I, Part A: Improving Basic Programs—Schoolwide Programs (sec. 1114)

<table>
<thead>
<tr>
<th>TEA Strategic Priority # the program or activity addresses:</th>
<th>#4 – Improve Low Performing Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutorily allowable use of funds:</td>
<td>Supplemental programs or activities that strengthen the academic program of the school, targeting specific, shown needs, and offering students, particularly those failing, or at risk of failing to meet standards, opportunities to meet State academic standards</td>
</tr>
<tr>
<td>TEA Recommended Use of Funds (program or activity name):</td>
<td>Close and Consolidate into a higher performing school</td>
</tr>
</tbody>
</table>

**Project Abstract**

One TEA goal is to decrease, by 50%, the number of students attending D/F (low performing) campuses. Research has shown that when a school is closed and its students enroll in a higher performing receiving school, those students can experience significant learning gains.


**LEA Financial Commitment** (start-up and annual costs)

| Are there “start-up” costs for LEAs? What is LEA financial commitment for start-up costs by major expense category? |
|---------------------------------------------------------------|----|
| Personnel salaries, wages and benefits | $100,000 |
| General supplies and materials | $25,000 |
| Equipment | $0 |
| Consulting services | $250,000 |
| Miscellaneous operating expenses | $0 |

What are the annual, ongoing financial commitments for LEAs by major expense category?

| What are the annual, ongoing financial commitments for LEAs by major expense category? |
|---------------------------------------------------------------|----|
| Personnel salaries, wages and benefits | $100,000 |
| General supplies and materials | $25,000 |
| Equipment | $0 |
| Consulting services | $100,000 |
| Miscellaneous operating expenses | $0 |

**Project Description**

Research has shown that when a school is closed and its students enroll in a higher performing receiving school those students can experience significant learning gains. LEAs should analyze existing low performing schools and decide if there are nearby schools that have proven success with educating a similar study body. If so, districts should consider closing the persistently low performing schools and assisting students to enroll in the higher performing schools. LEAs could offer supports to students and families to navigate the enrollment process. LEAs could offer support to the receiving school(s) by bolstering the school academic and social and emotional learning programming, redesigning transportation routes, or other operational activities.

**Goals and Student Achievement Objectives**

The goal is to offer students in persistently low performing campuses access to higher quality learning environments.

**Expected Outcomes**

Improved student outcomes; metrics to be determined. More information to come.
Success is ultimately measured by decreasing the number and percentage of students in persistently struggling schools and increasing the number and percentage of students in highly rated schools. This can be measured, in future years, using the State A-F accountability system or by an LEA-created school quality/performance framework that supplements the State A-F system.

**Training and Support TEA Provides**

**Required Activities or Components**

To be determined. More information to come.

**Program Duration, Timeline, or Significant Milestones**

To be determined. More information to come.

**Facilities and Resources to Support LEAs**

To be determined. More information to come.

**Staffing Requirements for LEAs**

To be determined. More information to come.

**Additional General Information LEA, Charter, or Other Organizations Need**

**Resources**
Project Abstract

The Campus Deep Needs Assessment helps LEA leaders focus in on individual campuses in comprehensive or targeted improvement status. LEAs can and should consider developing tools and processes for regularly examining the strengths and weaknesses of these campuses as it relates to student academic performance and school climate and organization for success, including items such as effective school leadership, collaborative teachers, involved families, supportive environment for student learning, and ambitious and aligned instruction. The Campus Deep Needs Assessment could take the form of quantitative and qualitative reviews, whether using school survey information or on-site school quality reviews conducted by LEA, ESC, or external expert partners. LEA leadership and campus leadership should then use the findings of the Campus Deep Needs Assessment to develop relevant and tailored school improvement strategies that use evidence-based interventions and, where necessary, adjust LEA school support and intervention approaches.

LEA Financial Commitment (estimated start-up and annual costs)

Are there “start-up” costs for LEAs? What is LEA financial commitment for start-up costs by major expense category?

<table>
<thead>
<tr>
<th>Expense Category</th>
<th>Cost Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel salaries, wages and benefits</td>
<td>$100,000</td>
</tr>
<tr>
<td>Consulting services</td>
<td>$50,000-$250,000</td>
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<tr>
<td>General supplies and materials</td>
<td>$25,000</td>
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<td>Miscellaneous operating expenses</td>
<td>$0</td>
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<tr>
<td>Equipment</td>
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What are the annual, ongoing financial commitments for LEAs by major expense category?

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<th>Expense Category</th>
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<tr>
<td>Personnel salaries, wages and benefits</td>
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<td>Consulting services</td>
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<td>$0</td>
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<td>Equipment</td>
<td>$0</td>
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Project Description

The Campus Deep Needs Assessment helps LEA leaders focus in on individual campuses in comprehensive or targeted improvement status. LEAs can and should consider developing tools and processes for regularly examining the strengths and weaknesses of these campuses as it relates to student academic performance and school climate and organization for success, including items such as effective school leadership, collaborative teachers, involved families, supportive environment for student learning, and ambitious and aligned instruction. The Campus Deep Needs Assessment could take the form of quantitative and qualitative reviews, whether using school survey information or on-site school quality reviews conducted by LEA, ESC, or external expert partners. LEA leadership and campus leadership should then use the findings of the Campus Deep Needs Assessment to develop relevant and tailored school improvement strategies that use evidence-based interventions and, where necessary, adjust LEA school support and intervention approaches.

ESSA requires LEAs to conduct a “school-level needs assessment” for comprehensive support and improvement schools.

Goals and Student Achievement Objectives

The goal of the recommended use is a completed Deep Needs Assessment for all comprehensive and targeted schools. The Deep Needs Assessment plan is intended to ensure that students in the schools and the schools themselves get tailored supports and interventions that help raise student and school achievement.

Expected Outcomes

To be determined. More information to come.

How Will Success Be Measured and Data Sources Available
To be determined. More information to come.

**Training or Support TEA Provides**

To be determined. More information to come.

**Required Components or Activities**

**Program Duration, Timeline, or Significant Milestones**

To be determined. More information to come.

**Facilities and Resources to Support LEAs**

To be determined. More information to come.

**Staffing Requirements for LEAs**

To be determined. More information to come.

**Additional General Information LEA, Charter, or Other Organizations Need**

To be determined. More information to come.

**Resources**
Project Abstract

Research shows that while results vary widely, most effective school transformation efforts include some external support. LEAs and campuses can use School Improvement Partnerships to increase capacity and access local, state, and national expertise in school improvement. Under this initiative, LEAs would use the results of their Campus Deep Needs Assessments and then work with their Professional Service Providers, Education Service Centers, and TEA to find and partner with qualified school improvement partners, that have had demonstrable results dramatically improving student and school performance or deploy evidence-based strategies. These partners might be non-profit comprehensive school redesign providers who provide holistic support on all aspects of school design/re-design, organization with targeted expertise in necessary elements of school improvement such as talent development, data-driven instruction processes or student and school culture, or entities that provide targeted support to address opportunity and achievement gaps felt by specific subgroups of students such as English Language Learners, students with disabilities or other sub-populations. (So long as LEAs, in partnership with ESCs, use rigorous processes to find partner organizations with demonstrable results or who deploy evidence-based strategies, then ESSA school improvement funds can be used to cover or subsidize the costs of partnerships).

LEA Financial Commitment (estimated start-up and annual costs)

Are there "start-up" costs for LEAs? What is LEA financial commitment for start-up costs by major expense category?

<table>
<thead>
<tr>
<th>Personnel salaries, wages and benefits</th>
<th>$0</th>
<th>Consulting services</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>General supplies and materials</td>
<td>$0</td>
<td>Miscellaneous operating expenses</td>
<td>$50,000 - $250,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the annual, ongoing financial commitments for LEAs by major expense category?

<table>
<thead>
<tr>
<th>Personnel salaries, wages and benefits</th>
<th>$0</th>
<th>Consulting services</th>
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Project Description

Research shows that while results vary widely, most effective school transformations efforts include some external support. LEAs and campuses can use School Improvement Partnerships to increase capacity and access local, state, and national expertise in school improvement. Under this initiative, LEAs would use the results of their Campus Deep Needs Assessments and then work with their Professional Service Providers, Education Service Centers, and TEA to find and partner with qualified school improvement partners, that have had demonstrable results dramatically improving student and school performance or deploy evidence-based strategies. These partners might be non-profit comprehensive school redesign providers who provide holistic support on all aspects of school design/re-design, organization with targeted expertise in necessary elements of school improvement such as talent development, data-driven instruction processes or student and school culture, or entities that provide targeted support to address opportunity and achievement gaps felt by specific subgroups of students such as English Language Learners, students with disabilities or other sub-populations. (So long as LEAs, in partnership with ESCs, use rigorous processes to find partner organizations and those organizations with demonstrable results or who deploy evidence-based strategies, then ESSA school improvement funds can be used to cover or subsidize the costs of partnerships).

Goals and Student Achievement Objectives
The goal of School Improvement Partnerships is to match high quality school improvement partners with persistently struggling schools or sets of schools. These qualified School Improvement Partners will support schools in improving academic performance of their students.

**Expected Outcomes**
To be determined. More information to come.

**How Will Success Be Measured and Data Sources Available**
To be determined. More information to come.

**Training and Support TEA Provides**

**Program Duration, Timeline, or Significant Milestones**
To be determined. More information to come.

**Facilities and Resources to Support LEAs**
To be determined. More information to come.

**Staffing Requirements for LEAs**
To be determined. More information to come.

**Additional General Information LEA, Charter, and Other Organizations Need**
To be determined. More information to come.

**Resources**
**Project Abstract**

One TEA goal is to decrease, by 50%, the number of students attending D/F (low performing) campuses. Evidence suggests that redesigning and restarting a struggling school, when implemented with a strong leadership team and with fidelity, can generate improved outcomes for students.

- An examination of the Los Angeles Unified School District’s Public School Choice Initiative (PSCI), which sought to turn around the district’s lowest-performing schools, found that the cohort of schools that implemented reconstitution and restart turnaround efforts saw significant gains in student achievement while other cohorts using moderate school turnaround efforts saw no change or a decrease in student achievement. Strunk, K., Marsh, J., Hashim, A., Bush-Mecenas, S., and Weinstein, T. (2016) “The Impact of Turnaround Reform on Student Outcomes: Evidence and Insights from the Los Angeles Unified School District.” Education Finance and Policy

**LEA Financial Commitment** (start-up and annual costs)

| Personnel salaries, wages and benefits | $350,000 | Consulting services | $250,000 |
| General supplies and materials | $100,000 | Miscellaneous operating expenses | $200,000 |
| Equipment | $100,000 |

What are the annual, ongoing financial commitments for LEAs by major expense category?

| Personnel salaries, wages and benefits | $0 | Consulting services | $0 |
| General supplies and materials | $0 | Miscellaneous operating expenses | $0 |
| Equipment | $0 |

**Project Description**

LEAs should consider taking dramatic action to ensure students in persistently struggling schools have access to better opportunities. Redesigning and restarting schools, when done with strong leadership and faithful implementation of evidence-based strategies, can ensure students in persistently struggling schools have access to higher quality learning environments. This process entails an LEA identifying a persistently struggling school for restart, identifying a new school leadership team that will take over management of the school, identifying a school redesign/design partner or a school model provider that will assist the new school leadership team to develop an evidence-based school model, providing appropriate planning time, and enshrining the new school leadership team with the operational flexibility necessary to be successful through a performance contract or Subchapter C campus charter. The LEA then re-opens the school under new leadership and with a new school model.

**Goals and Student Achievement Objectives**

The goal of the School Redesign and Restart recommended use is to create new evidence-based school models and identify high quality leaders to restart existing persistently struggling schools and – as a result – increase student and school performance.

**Expected Outcomes**

Improved student outcomes; metrics to be determined. More information to come.

**How Will Success Be Measured and Data Sources Available**
Success is ultimately measured by decreasing the number and percentage of students in persistently struggling schools and increasing the number and percentage of students in highly rated schools. This can be measured, in future years, using the State A-F accountability system or by an LEA-created school quality/performance framework that supplements the State A-F system.

**Training or Support TEA Provides**

To be determined. More information to come.

**Required Components or Activities**

**Program Duration, Timeline, or Significant Milestones**

To be determined. More information to come.

**Facilities and Resources to Support LEAs**

To be determined. More information to come.

**Staffing Requirements for LEAs**

To be determined. More information to come.

**Additional General Information LEA, Charter, or Other Organizations Need**

To be determined. More information to come.

**Resources**
A Strategic Priority # the program or activity addresses: #4 – Improve Low Performing Schools
Statutorily allowable use of funds: Strengthen the Academic Program
TEA Recommended Use of Funds (program or activity name): Redesign & Restart the School

Project Abstract

One TEA goal is to decrease, by 50%, the number of students attending D/F (low performing) campuses. This recommended model encourages the LEA to restart the school as a charter or in partnership with a high performing charter school operator. Evidence suggests that redesigning and restarting a struggling school as a charter or with a charter school operating partner can generate results for students:


LEA Financial Commitment (start-up and annual costs)

Are there “start-up” costs for LEAs? What is LEA financial commitment for start-up costs by major expense category?

| Personnel salaries, wages and benefits | $350,000 | Consulting services | $250,000 |
| General supplies and materials | $100,000 | Miscellaneous operating expenses | $200,000 |
| Equipment | $100,000 |

What are the annual, ongoing financial commitments for LEAs by major expense category?

| Personnel salaries, wages and benefits | $0 | Consulting services | $0 |
| General supplies and materials | $0 | Miscellaneous operating expenses | $0 |
| Equipment | $0 |

Project Description

LEAs should consider taking dramatic action to ensure students in persistently struggling schools have access to better opportunities. Redesigning and restarting schools, when done with strong leadership and evidence-based strategies, can ensure students in persistently struggling schools have access to higher quality learning environments. This process entails an LEA identifying a persistently struggling school for restart, identifying a new school leadership team or charter management organization or non-profit that will take over management of the school, offering proper planning time, and enshrining the new school leadership team or operator with the operational flexibility necessary to be successful through a performance contract or Subchapter C campus charter. The LEA then re-opens the school under new management and with a new school model.

Goals and Student Achievement Objectives

To offer students in persistently struggling schools access to a high-quality learning environment.

Expected Outcomes

Improved student outcomes; metrics to be determined. More information to come.

How Will Success Be Measured and Data Sources

Success is ultimately measured by decreasing the number and percentage of students in persistently struggling schools and increasing the number and percentage of students in highly rated schools. This can be measured, in future years, using the State A-F accountability system or by an LEA-created school quality/performance framework that supplements the State A-F system.

Training and Support TEA Provides
**Required Activities or Components**

To be determined. More information to come.

**Program Duration, Timeline, or Significant Milestones**

To be determined. More information to come.

**Facilities and Resources to Support LEAs**

To be determined. More information to come.

**Staffing Requirements for LEAs**

To be determined. More information to come.

**Additional General Information LEA, Charter, and Other Organizations Need**

N/A

**Resources**
TEA Strategic Priority # the program or activity addresses: #4 – Improve Low Performing Schools
Statutorily allowable use of funds: Strengthen the Academic Program
TEA Recommended Use of Funds (program or activity name): Replicating Successful Schools

Project Abstract

One TEA goal is to decrease, by 50%, the number of students attending D/F (low performing) campuses. One way to reduce the number of students attending low performing schools is replicating a successful school model to serve those students. There is evidence that replicating a successful school model can provide more students with access to a better school.

- https://eric.ed.gov/?id=ED567598

LEA Financial Commitment (start-up and annual costs)

Are there “start-up” costs for LEAs? What is LEA financial commitment for start-up costs by major expense category?

| Personnel salaries, wages and benefits | $400,000 | Consulting services | $250,000 |
| General supplies and materials | $100,000 | Miscellaneous operating expenses | $300,000 |
| Equipment | $100,000 |

What are the annual, ongoing financial commitments for LEAs by major expense category?

| Personnel salaries, wages and benefits | $0 | Consulting services | $0 |
| General supplies and materials | $0 | Miscellaneous operating expenses | $0 |
| Equipment | $0 |

Project Description

LEAs should consider taking dramatic action to ensure students in persistently struggling schools have access to better opportunities. LEAs should also consider how they can expand and replicate existing schools and programs operated by the LEA that generate successful results for low income students. This process entails an LEA finding successful existing school or programs within the LEA, deciding if these existing schools or programs could be expanded or replicated to serve more students and, in particular, students that are now in persistently struggling schools. If so, the LEA could convert the original campus to a campus charter, support the school leadership team to build the capacity to replicate their school by creating an “Innovation Management Organization”, and then allow the Innovation Management Organization to manage multiple campuses.

Goals and Student Achievement Objectives

The goal of the Replicating Successful Schools recommended use is to replicate or expand existing evidence-based schools to service more students and in particular students that are now in persistently struggling schools.

Expected Outcomes

Improved student outcomes; metrics to be determined. More information to come.

How Will Success Be Measured and Data Sources Available

Success is ultimately measured by decreasing the number and percentage of students in persistently struggling schools and increasing the number and percentage of students in highly rated schools. This can be measured, in future years, using the State A-F accountability system or by an LEA-created school quality/performance framework that supplements the State A-F system.

Training or Support TEA Provides

DRAFT / REVIEW COPY 2017-2018 ESSA Consolidated Application for Funding ESC Training
February 16-17, 2017 Recommended Use of ESSA Funds 1
To be determined. More information to come.

**Required Components or Activities**

**Program Duration, Timeline, or Significant Milestones**
To be determined. More information to come.

**Facilities and Resources to Support LEAs**
To be determined. More information to come.

**Staffing Requirements for LEAs**
To be determined. More information to come.

**Additional General Information LEA, Charter, or Other Organizations Need**
N/A

**Resources**