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# Application Guidelines

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## Application Guidelines-Part 2: Program Guidelines

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# Application Guidelines

## Application Guidelines – Part 2: Program Guidelines

Use these guidelines in conjunction with the *Application Guidelines Part 1: General and Fiscal Guidelines* and the *Schedule Instructions*. All guidelines and instructions will be incorporated by reference into any Notice of Grant Award issued by TEA.

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# Application Guidelines

Name of Program	School Year	SAS #	Application Due Date
Texas High School Redesign and Restructuring Grant, Cycle 2	2005-2006 2006-2007	A429-06	Thursday, December 1, 2005 5 p.m. Central Time

## Program Guidelines

### 1. Background Information

Texas Education Code (TEC) §39.132 imposes sanctions on campuses that have been designated as low-performing. Those campuses that have been designated as low-performing for a period of two consecutive years will be closed or reconstituted by the commissioner. Campuses that have been designated as low-performing for only one year may participate in innovative redesign of the campus to improve campus performance or take a series of corrective actions. Those high school campuses that meet the criteria for sanctions under TEC §39.132 and participate in innovative redesign or reconstitution will be eligible to apply for the Texas High School Redesign and Restructuring Grant, Cycle 2 to assist them in the redesign and reconstitution process.

Rider 59, Texas High School Initiative, of House Bill 1 (General Appropriations Bill), passed by the 79<sup>th</sup> Legislature, Regular Session, 2005 authorizes the use of funds for the implementation of sustainable innovative models for school restructuring and reform in academically unacceptable high schools participating in an innovative redesign of the campus to improve campus performance. The Texas High School Redesign and Restructuring Grant, Cycle 2 meets the goals of Rider 59 by providing low-performing high school campuses with the resources to build capacity for implementing innovative, schoolwide improvement strategies to increase student achievement and graduation rates. Additionally, this grant program will create a demonstration project, which will supply case studies and models for successful practices in turning around low-performing high schools.

### 2. Application Information

#### A. Request For Application

The purpose of this application is to solicit grant applications from eligible applicants for the implementation of comprehensive schoolwide improvements that will transform low-performing high schools into ones that provide challenging and meaningful academic programs, with personal attention, guidance, and high expectations for all students. Campuses that receive funding from this grant will be required to participate in a demonstration project, which will supply case studies and models for successful practices in turning around low-performing high schools.

#### B. Eligible Applicants

In Texas, a school district or open enrollment charter school that has one or more eligible high schools is eligible to apply for the Texas High School Redesign and Restructuring Grant, Cycle 2. **A district must submit a separate application on behalf of each eligible high school.**

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An eligible high school shall include the following:

- (1) a school serving students in two or more of the following grades: 9, 10, 11, or 12;  
and,
- (2) a school with at least 50 percent of its student population in grades 9 or higher;  
and,
- (210) a school serving at least 100 students in grades 9 through 12;  
and,
- (4) a school that, under the Texas Accountability Rating System, has been rated Academically Unacceptable in 2005;  
and,
- (5) a school that is not a recipient of funds through the Texas High School Redesign and Restructuring Cycle 1 Grant or any other grant from TEA for innovative redesign of a high school campus.

The following eligibility requirements also apply.

- (6) A district or open enrollment charter school applying for this grant must be financially viable as determined through fiscal review by the Division of Financial Audits at TEA.
- (7) To maintain eligibility for this grant, both the school district or the charter school, and the campus under the school district or charter school, must be in compliance with all intervention requirements as established by the Division of Program Monitoring and Interventions at TEA.
- (8) An open enrollment charter high school campus shall become ineligible for grant funding (or if a campus has applied for and received funding for this grant, will have its grant funding placed on hold) if the commissioner notifies the campus' charter holder of the commissioner's intent to: (1) revoke or non-renew such charter under TEC Chapter 12, or (2) close the campus under TEC Chapter 39, for any of the reasons set forth in either statutory provision. If the commissioner ultimately revokes or denies renewal of an open enrollment charter of a charter holder or closes a campus that has been awarded funds under this grant program, grant funding shall be discontinued.

The districts/charters listed below are eligible to apply for the Texas High School Redesign and Restructuring Grant, Cycle 2 on behalf of the following high school campuses:

<b>DISTRICT NAME</b>	<b>CAMPUS NAME</b>
AUSTIN	ANDERSON H S
BANGS	BANGS H S
BASTROP	BASTROP H S
BEAUMONT	CENTRAL SENIOR H S
BOLES	BOLES ISD HIGH SCHOOL
BRIDGEPORT	BRIDGEPORT H S
BROOKS COUNTY	FALFURRIAS H S
BROWNSVILLE	HANNA H S
BROWNSVILLE	PORTER H S

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BROWNSVILLE	RIVERA H S
CLARKSVILLE	CLARKSVILLE H S
CLEBURNE	CLEBURNE H S
CLEVELAND	CLEVELAND H S
COPPELL	COPPELL H S
CORSICANA	CORSICANA H IGH SCHOOL
CROSSROADS COMMUNITY ED CTR	CROSSROAD COMMUNITY ED CTR CHARTER
DALLAS	A MACEO SMITH H S
DALLAS	H GRADY SPRUCE H S
DALLAS	JAMES MADISON H S
DALLAS	MOISES MOLINA H S
DALLAS	NORTH DALLAS H S
DALLAS	SEAGOVILLE H S
DALLAS	SOUTH OAK CLIFF H S
DALLAS	W W SAMUELL H S
DILLEY	DILLEY H S
DUNCANVILLE	DUNCANVILLE H S
ECTOR COUNTY	ODESSA H S
ECTOR COUNTY	PERMIAN H S
EDCOUCH-ELSA	EDCOUCH-ELSA H S
EDGEWOOD	JOHN F KENNEDY HIGH SCHOOL
EDINBURG CONS	EDINBURG H S
EL PASO	ANDRESS H S
EL PASO	AUSTIN H S
EL PASO	BOWIE H S
EL PASO	IRVIN H S
FORT WORTH	POLYTECHNIC H S
GALENA PARK	NORTH SHORE H S
GOLIAD	GOLIAD H S
GRANBURY	GRANBURY H S
GREENVILLE	GREENVILLE H S
HEMPSTEAD	HEMPSTEAD H S
HITCHCOCK	HITCHCOCK H S
HONORS ACADEMY	EXCEL ACADEMY
HOUSTON	FURR H S
HOUSTON	JONES H S
HOUSTON	LEE H S
HOUSTON	WHEATLEY H S
HOUSTON	WORTHING H S
IRVING	THE ACADEMY OF IRVING ISD
JESSE JACKSON ACADEMY	JESSE JACKSON ACADEMY
LA JOYA	JUAREZ/LINCOLN HIGH SCHOOL
LOCKHART	LOCKHART H S
LUBBOCK	ESTACADO H S
MCALLEN	MEMORIAL HIGH SCHOOL
MCALLEN	ROWE HIGH SCHOOL

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MCCAMEY	MCCAMEY H S
MOUNT PLEASANT	MT PLEASANT H S
MUNDAY CONS	MUNDAY H S
NATALIA	NATALIA H S
NORTH EAST	CHURCHILL H S
NORTH EAST	MACARTHUR H S
NORTH EAST	ROOSEVELT H S
PANHANDLE	PANHANDLE H S
PETTUS	PETTUS H S
POR VIDA ACADEMY	CORPUS CHRISTI ACADEMY
RAYMONDVILLE	RAYMONDVILLE H S
SAN ANTONIO	HIGHLANDS H S
SAN ANTONIO	HOUSTON H S
SHERMAN	SHERMAN HIGH SCHOOL
SINTON	SINTON H S
SOCORRO	EL DORADO HIGH SCHOOL
SOCORRO	SOCORRO H S
SULPHUR SPRINGS	SULPHUR SPRINGS H S
SWEETWATER	SWEETWATER H S
TENAHA	TENAHA H S
UVALDE CONS	UVALDE H S
VALLEY VIEW	VALLEY VIEW HIGH SCHOOL
WEIMAR	WEIMAR H S
WILLS POINT	WILLS POINT H S
YOAKUM	YOAKUM HIGH SCHOOL
YSLETA	BEL AIR H S
ZAPATA COUNTY	ZAPATA H S

One application per high school campus shall be submitted. Each campus application will be scored and reviewed separately. This grant is competitive among the eligible schools. Not all schools will be funded.

## C. Information for Potential Applicants

Potential applicants are advised that submitting an application for the Texas High School Redesign and Restructuring Grant, Cycle 2 or receiving funding under this program does not release applicants or grant recipients from compliance with any intervention requirements as established by the Division of Program Monitoring and Interventions at TEA. Applicants and grant recipients will still be required to submit focused student achievement improvement plans to the Division of Program Monitoring and Interventions, along with any other required documentation.

## D. Technical Assistance

Through Region 13 Education Service Center, the TEA will provide pre-grant support and guidance, according to the schedule below, in the development of individualized campus redesign plans that address both campus needs and grant requirements. Through Region 13

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ESC, the TEA will also provide direct on-site coaching and training and on-going regional training and networking activities to those high school campuses that receive the Texas High School Redesign and Restructuring Cycle 2 grant.

Date	Time	Location	Topics
Tuesday, October 11, 2005	10:00am. – 2:00pm.	Doubletree Hotel San Antonio 37 NE Loop 410 San Antonio, TX 78216 (210) 366-2424	Session 1 – General suggestions, general support and resources, Q & A
Wednesday, October 12, 2005	10:00am. – 2:00pm.	Doubletree Hotel Dallas – Campbell Centre 8250 North Central Expressway Dallas, TX 75206 (214) 691-8700	Session 1 – General suggestions, general support and resources, Q & A
Thursday, October 13, 2005	10:00am. – 2:00pm.	Hilton Midland Plaza 117 West Wall Street Midland, TX 79701 (432) 683-6131	Session 1 – General suggestions, general support and resources, Q & A
Friday, October 14, 2005	10:00am. – 2:00pm.	Doubletree Guest Suites Houston 5353 Westheimer Road Houston, TX 77056 (713) 961-9000	Session 1 – General suggestions, general support and resources, Q & A
Thursday, October 27, 2005	10:00am. – 2:00pm.	Doubletree Guest Suites Houston 5353 Westheimer Road Houston, TX 77056 (713) 961-9000	Session 2 – General areas of concern from 1 <sup>st</sup> drafts, specific suggestion, Q & A
Friday, October 28, 2005	10:00am. – 2:00pm.	Doubletree Hotel San Antonio 37 NE Loop 410 San Antonio, TX 78216 (210) 366-2424	Session 2 – General areas of concern from 1 <sup>st</sup> drafts
Monday, October 31, 2005	10:00am. – 2:00pm.	Hilton Midland Plaza 117 West Wall Street Midland, TX 79701 (432) 683-6131	Session 2 – General areas of concern from 1 <sup>st</sup> drafts
Tuesday, November 1, 2005	10:00am. – 2:00pm.	Doubletree Hotel Dallas – Campbell Centre 8250 North Central Expressway Dallas, TX 75206 (214) 691-8700	Session 2 – General areas of concern from 1 <sup>st</sup> drafts
Monday, November 14, 2005	8:30am. – 4:30pm. (By Appointment)	Doubletree Hotel San Antonio 37 NE Loop 410 San Antonio, TX 78216 (210) 366-2424	Session 3 – Individual campus conferences addressing specific weaknesses of submitted proposal.

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Date	Time	Location	Topics
Tuesday, November 15, 2005	8:30am. – 4:30pm. (By Appointment)	Doubletree Hotel Dallas – Campbell Centre 8250 North Central Expressway Dallas, TX 75206 (214) 691-8700	Session 3 – Individual campus conferences addressing specific weaknesses of submitted proposal.
Wednesday, November 16, 2005	8:30am. – 4:30pm. (By Appointment)	Hilton Midland Plaza 117 West Wall Street Midland, TX 79701 (432) 683-6131	Session 3 – Individual campus conferences addressing specific weaknesses of submitted proposal.
Thursday, November 17, 2005	8:30am. – 4:30pm. (By Appointment)	Doubletree Guest Suites Houston 5353 Westheimer Road Houston, TX 77056 (713) 961-9000	Session 3 – Individual campus conferences addressing specific weaknesses of submitted proposal.

## E. Application Due Date

To be eligible to be considered for funding, the required number of complete applications must be received in the Texas Education Agency's Document Control Center on or before 5:00 p.m. Central Time on Thursday, December 1, 2005, according to the application submission procedures in Part 1 of the *Guidelines*. Applications not received by the deadline time and date are ineligible for review and will be returned to the applicant. In establishing the time and date of receipt, the Commissioner of Education will rely solely on the time/date stamp of the Document Control Center.

TEA will not accept nor consider for funding any late competitive applications for any reason. Accepting one late application for any reason could invalidate the entire competition and require the publication of a new RFA and re-submittal of applications by all applicants on a new deadline date. This poses an undue burden for applicants who did meet the deadline and causes significant delays in the implementation of the grant program.

TEA accepts no responsibility for delays in mail, shipping, and courier service. Applicants are strongly advised to allow for and anticipate any such delays by mailing or shipping the application as early as possible.

## F. Project Period

Applicants must plan for a project starting date of no earlier than February 1, 2006, and an ending date of no later than August 31, 2007. All obligations of funds for activities and services conducted shall occur within these dates. All goods must be received and all services must be provided or delivered by the ending date of the grant.

## G. Program Purpose, Goals, and Description

### Program Purpose

The purpose of the Texas High School Redesign and Restructuring Grant, Cycle 2 is to provide high school campuses rated Academically Unacceptable with the resources to build capacity for implementing innovative, schoolwide initiatives designed to improve student performance

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on the campus. Additionally, this grant seeks to create a demonstration project that will provide case studies and models for successful practices in turning around low-performing high schools.

## Program Goals

The goals of the Texas High School Redesign and Restructuring Grant, Cycle 2 are to:

- Correct the specific area of unacceptable performance identified in the campus accountability rating;
- Increase overall student achievement;
- Raise academic standards and expectations for all students;
- Demonstrate innovative management and instructional practices;
- Ensure that every student is taught by a highly qualified, effective teacher;
- Develop leadership capacity in principals and other school leaders; and,
- Engage parents and the community in school activities.

## Program Description

Innovative redesign involves comprehensive schoolwide improvements that cover all aspects of a high school's operations—based on careful assessment of campus needs—through curriculum and instruction changes, structural and managerial innovations, sustained professional development, and enhanced involvement of parents and the community. High schools that receive funding under this grant will be expected to implement programs and activities that create a redesigned school, which is fundamentally different from the existing high school and

- (1) corrects identified deficiencies,
- (2) raises academic standards and boosts student achievement,
- (3) redesigns failing management and instructional practices,
- (4) develops the skills and knowledge of teachers, principals, and other school leaders, and
- (5) engages parents and the community in improvement efforts.

Additionally, high schools that have been rated Academically Unacceptable for two or more consecutive years will be required to reconstitute, which involves creating a new philosophy for the school, developing a revised scope and sequence focused on the TEKS, and hiring new staff for the school, where appropriate.

Texas High School Redesign and Restructuring Cycle 2 funds are not intended to support separate projects that are added on to existing programs or projects within a school in a piecemeal, fragmented approach. The campus must also show how other federal, state, local, and private funds will be used to support and sustain the program once this state funding has ended.

High school campuses that are awarded funding under this grant will participate in a comprehensive evaluation, which may include site visits from an external evaluator, that will monitor the implementation and the effectiveness of improvement strategies. These campuses will function as a demonstration project, serving as case studies and models in this study of the most effective methods for improving student performance in low-performing high schools.

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## H. Program Requirements

Program requirements are listed below. Each application must address each of the requirements on the appropriate program description narrative(s) in order for the applicant to be eligible to be considered for funding under this grant program.

1. Rider 59, Texas High School Initiative, requires that funds be expended on programs that show the most potential to improve high school completion and success. High school campuses that receive funding under this grant must employ innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices and that have been replicated successfully in schools with diverse characteristics. Campuses should investigate research-based methods or strategies—related to reorganization, scheduling, or the use of resources to more effectively support instruction—that have been replicated in schools with similar student diversity, needs, and philosophy. Applicants should provide references to the scientific literature which explain and support the theory behind the design of the school reform program selected. Applicants should also document in the application how the proposed model has been implemented and replicated in schools with characteristics similar to the target schools.
2. Rider 59, Texas High School Initiative, requires that funds be expended on programs that encourage students toward postsecondary education and training. Applicants must describe the strategies that will be used to improve the number of students enrolling in higher education plans with the intent for postsecondary education. Such strategies may include, but are not limited to, coordination with other programs, coordination with community organizations and local businesses, or coordination with universities and colleges.
3. Rider 59, Texas High School Initiative, requires that schools receiving funds under this grant program ensure that all students on each participating campus have an individualized graduation plan (IGP). Available sources of student-level performance data should be utilized in the development of IGPs. The IGP for each student should address the student's academic strengths and weaknesses, including TAAS/TAKS scores, coursework, and credit accrual. The campus will implement changes in the counseling staff or counseling staff structure and use technological tools to support the development and monitoring of graduation plans. IGPs must ensure that students at risk of not graduating from high school are (1) afforded instruction from highly qualified teachers, (2) given access to online diagnostic and assessment instruments, and (3) provided accelerated instruction in areas of academic weakness identified in the plan.
4. Texas Education Code §39.132(b) requires that a campus that has been a low-performing campus for a period of two consecutive years or more be ordered closed or reconstituted. Those high school campuses that have been ordered to reconstitute and are applying for grant funding to assist in the reconstitution and redesign process must adhere to the guidelines set forth by the Texas Education Agency relating to reconstitution, including creating a new philosophy for the school, developing a revised scope and sequenced focused on the TEKS, and hiring new staff for the school, where appropriate. An award will not be made to a campus that has been ordered to close under TEC § 39.132.

Additional TEA Requirements:

5. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that high school campuses receiving funding under this grant integrate a comprehensive design for effective school functioning, including instruction, assessment, classroom management,

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professional development, parental involvement, and school structure and management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging state content and performance standards and that addresses needs identified through a school needs assessment. Programs should address all core subject areas, instruction, school organization, use of time, staff, and available resources, and must include all 9–12 grade levels at the campus. Applications that provide only piecemeal solutions to schoolwide reform will not be considered for funding.

6. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that high school campuses receiving funding under this grant have measurable goals for student performance tied to the state's challenging content standards (TEKS) and student performance standards (TAKS) and benchmarks for meeting the goals. Comprehensive school reform gives a campus and its community a shared vision and a common focus on goals. Goals form the framework for the campus' reform efforts, so it is imperative that faculty, students, parents, and community are focused on a set of defined goals developed by the whole group.
7. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that high school campuses receiving funding under this grant provide high-quality and continuous professional development and training for teachers and staff. Program-based professional development should be implemented with high-quality assistance and concrete tools, strategies, and materials related to the central focus of the campus' reform program. Professional development activities must be directly tied to improving teaching and learning and student achievement.
8. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that the redesign and restructuring program be supported by school faculty, administrators, and staff. Campuses must receive the support and approval of the faculty and staff, the district board of trustees, parents, and the community by Fall 2006. The higher the level of support and approval, the more likely the reform efforts will be effective and lasting.
9. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that the redesign and restructuring program provide support for teachers, principals, administrators, and other school staff by creating shared leadership and a broad base of responsibility for reform efforts.
10. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that the redesign and restructuring program provide for the meaningful involvement of parents and the local community in planning, implementing, and evaluating school improvement activities.
11. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that high school campuses receiving funding under this grant participate in the Innovative Redesign network through Region 13 ESC and utilize high-quality external support and assistance from an entity with experience or expertise in schoolwide reform and improvement. Applicants must demonstrate in the application that the selected external technical assistance provider has a successful track record, is financially stable, and has the capacity to deliver high quality materials, professional development for school personnel, and on-site support during the full implementation period of the reform.
12. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that the redesign and restructuring program include a plan for the evaluation of the implementation of school reforms and the student results achieved.

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13. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that the redesign and restructuring program identify how other resources (federal, state, local, and private) available to the school will be utilized to coordinate services to support and sustain school reform. If the high school campus was awarded funding under the Comprehensive School Reform—Texas High School Initiative grant or through the privately-funded Texas High School Project's Redesigned High School Initiative, the grantee will be required to demonstrate how programs and activities created with funds from both of these grant programs will coordinate. Coordination of these funds will be ensured during the grant negotiation process.
14. The Texas High School Redesign and Restructuring Grant, Cycle 2 requires that the LEA (i.e., district central office) provide technical assistance, evaluation data, and flexibility to the campuses that receive this grant. Each applicant must demonstrate in the application how technical assistance, evaluation data, and flexibility will be provided by the central office to the participating campus.
15. To best support the goals and objectives of high school redesign, the Texas High School Redesign and Restructuring Grant, Cycle 2 recommends that the school district or charter's board of trustees obtain high-quality training in how to operate as an effective reform board. Applicants should describe in their applications how appropriate board training will be provided over the course of the grant. Additionally, the superintendent and the board of trustees are encouraged to meet with the statewide technical assistance provider for the innovative redesign project prior to the implementation of major redesign initiatives.
16. Applicants must incorporate into their grant application all activities conducted with funds from this grant program and the program requirements listed in this Request for Application. The grant application must be approved by the superintendent and the local board of trustees. Submission of the application will indicate the superintendent's approval of the campus' redesign plan. Local board of trustee approval of the campus' grant application must be reflected in the board of trustee's meeting minutes by September 2006; however, the meeting minutes are not required to be submitted with this application.
17. Applicants must attach a Letter of Support from the campus-level redesign committee or, if the campus has received a second consecutive rating of Academically Unacceptable, from the special campus intervention team (SCIT) committee, signed by the chair of the committee, a community member of the committee, and an educator who serves on the committee.
18. Applicants must attach a Letter of Intent provided by the external technical assistance provider certifying that technical assistance services will be provided to the campus and outlining the qualifications of the technical assistance provider, and the specific services to be provided.

## Resources

As applicants work to complete the grant application, they may contact Sean Cain, the Director of the Texas High School Innovative Redesign Project.

Sean Cain  
Director, Texas High School Innovative Redesign Project  
Region XIII, Education Service Center  
5701 Springdale Rd.

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Austin, Texas 78723  
713-992-1517  
[schoolsupport-hs@yahoo.com](mailto:schoolsupport-hs@yahoo.com)

The following entities may also provide useful information regarding research-based models and effective reform programs:

USDE Continuum of Evidence of Effectiveness—Pages 40 – 44 of these Program Guidelines  
These evaluation-based evidence of effectiveness criteria provide information related to determining the effectiveness of model programs for improving student achievement.

Southwest Educational Development Laboratory Web site  
<http://www.sedl.org/work/projects/csr.html>  
SEDL provides information about comprehensive school reform model providers and how to evaluate school reform models and programs.

The Center for Comprehensive School Reform and Improvement  
<http://www.cscclearinghouse.org/>  
This Web site assists schools and districts engaged in comprehensive school reform and improvement by providing reliable information about research-based strategies and assistance.

MDRC  
[http://www.mdrc.org/subarea\\_index\\_29.html](http://www.mdrc.org/subarea_index_29.html)  
MDRC is a nonprofit, nonpartisan social policy research organization. A number of evaluations of model programs can be found on this Web site.

## I. Priorities for Funding

Applicants should refer to the review criteria stated in Part 1: General and Fiscal Guidelines, Section 6. In addition, TEA will award grants according to the priorities detailed below.

School districts or open enrollment charter schools that, as an integral part of their innovative redesign plan, provide a detailed implementation plan for district-wide whole system strategies for change and improvement will receive priority for funding. Plans for a district-wide initiative should demonstrate a deep commitment and readiness for system-wide improvement and must detail the following:

- how the district will improve the instruction delivered to all high school students, including how student performance standards and benchmarks will be developed, how instructional materials are aligned with standards, and what assessment methodologies will be employed;
- how the district will manage the process of interceding in low performing high schools;
- how the district will provide specialized expertise to meet the needs of special education students and Limited English Proficient students;
- how the district will identify, collect, and analyze data to inform decision making;
- how the district will align its financial resources toward an academic vision;
- how the district will create strong procedures for recruiting, selecting, developing, and nurturing a high quality set of high school teachers and leaders;
- how the district will provide instructional leadership and professional development;

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- how the district will develop policies for school-level governance and decision making; and,
- how the district will provide high-quality training to its board of trustees on how to operate effectively as a reform board.

Applicants that provide a plan for district-wide strategies for change and improvement may receive between 0 and 10 priority points, depending on the quality and scope of the proposed plan. Applicants should address completely all of the criteria listed above.

**Total Priority points possible**

**10 points**

## J. Program Evaluation

The purpose of the program evaluation is to determine whether the program met its stated goals and achieved the desired results based on the objectives and performance targets established by the grantee. In the design of programs under this grant, applicants must show a strong strategic alignment between grant program goals and performance measures. The applicant must also describe how it will conduct periodic evaluations to assess its progress toward achieving its stated goals and objectives. The results of these evaluations should be used to refine, improve, and strengthen the program or activity, and to refine the performance measures.

The TEA may collect campus-, district- and student-specific information and data for evaluation purposes. Evaluations may be conducted for each of the selected grantees (districts, campuses, and/or other entity) according to guidelines approved by the TEA division administering the program, with input from the participating entities. Information to be collected by TEA may include:

1. Disaggregated PEIMS data, including: TAKS testing results, course credit accrual, and attendance ;
2. Total number of students and percent of students who received direct and/or indirect services through the grant program by grade level;
3. Number and percent of students who were served by grant funds who are on track to graduate from high school within four years;
4. Nature and extent of implementation of grant-funded campus-wide reforms implemented to achieve the goals of the grant program;
5. Nature and extent of implementation of support service activities implemented to achieve the goals of the grant program;
6. Nature and extent of implementation of professional and staff development activities implemented to achieve the goals of the grant program;
7. Information on leadership and staff support for grant-funded initiatives;
8. Information on the nature and degree of parental/community involvement in grant funded activities;
9. Information on the entity or entities providing technical assistance, including the nature and impact of the assistance;
10. Information on grantee evaluation procedures used to monitor ongoing progress and assess the degree of implementation of grant-funded activities and reforms;
11. Type of alternate funding sources used to plan for and implement the High School Redesign and Restructuring Grant, Cycle 2 Program at the campus.

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In order to be considered for funding, the applicant must check the box on the last page of *Schedule #4C – Performance Assessment and Evaluation* in the application indicating agreement to comply with any evaluation requirements that may be established by the Texas Education Agency. The agency may contract with an external evaluator to conduct quantitative and/or qualitative evaluations of this grant program. In addition to submitting required evaluation reports in the format requested by the agency, campuses that receive funding under this grant program may be selected by external evaluators for site visits or other observations and may be asked to participate in focus groups and complete surveys. Participation in evaluation activities, whether conducted internally by TEA or through an external evaluator, is a requirement for funding under this grant program.

TEA is required to collect, analyze and disseminate information about funded projects that meet performance measures and prove to be successful. As a result of this requirement, TEA may also collect additional information regarding staffing patterns, campus scheduling, etc. Applicants must agree that, in addition to complying with any evaluation and reporting requirements established by TEA, the applicant will cooperate with any information and data gathering requirements pursuant to the evaluation of the grant program by TEA. The grantee must agree to provide required interim reports and a final evaluation report within 30 days after the end of each reporting period. The grantee is not in compliance with grant conditions and requirements until such time as this report is received by the TEA Project Administrator. Final payment may be withheld pending receipt of the report. Eligibility of grantees to receive future grants, including continuation grants, from TEA may be impacted by such noncompliance.

## **K. Performance Measures**

Performance measures provide information on the condition and status of a program in producing intended or desired results. They are used to measure and document the accomplishment of, or progress toward, the stated goals and objectives, and activities. The required performance measures are listed below.

1. Percentage of students with an Individualized Graduation Plan by May 31, 2006.
2. Percentage of students in Grades 9-12 passing all sections of the TAKS, disaggregated by grade level, ethnicity, and economically disadvantaged status.
3. Completion rate for all students, disaggregated by ethnicity and economically disadvantage status.
4. Graduation rate for all students, disaggregated by ethnicity and economically disadvantage status.
5. Dropout rate for all students, disaggregated by ethnicity and economically disadvantage status.
6. Percentage of all graduates taking the SAT or the ACT, disaggregated by ethnicity and economically disadvantage status.
7. Percentage of all graduates in the Recommended High School Program or the Distinguished Achievement Program, disaggregated by ethnicity and economically disadvantage status.
8. Percentage of all 11<sup>th</sup> and 12<sup>th</sup> grade students taking at least one AP or IB examination, disaggregated by grade level, ethnicity, and economically disadvantaged status

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# Application Guidelines

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9. Attendance rate for all students, disaggregated by ethnicity and economically disadvantaged status.
10. Percentage of all students who received credit for at least one advanced course, disaggregated by ethnicity and economically disadvantaged status.

## L. Application Funding

A total of \$5,000,000 is available for funding the Texas High School Redesign and Restructuring Grant, Cycle 2 during the February 1, 2006 through August 31, 2007 project period. Depending on the size, needs of the high school, and the scope of the proposed project, campuses may apply for a maximum of \$300,000, or \$750 per student enrolled on the campus, whichever is the lesser amount, for the eighteen-month project period.

## M. Use of Funds

### 1. Allowable Use of Funds

The authorizing statute permits expenditures for post-award planning, design, and implementation of programs for redesigning and restructuring high schools to improve high school completion and success and encourage students toward postsecondary education and training. Funds expended under this grant program should be used for costs associated with implementing a schoolwide reform program that is research-based and implements in a coherent manner the required components of the grant program, with a strong emphasis on improving student performance, instituting a rigorous curriculum for all students, redesigning structural and management practices, developing the skills and knowledge of teachers and school leaders, involving parents and the community, and establishing a long-term plan for sustaining improvement efforts.

Applicants are encouraged to coordinate federal, state, and local programs to eliminate duplication of resources. Applicants may elect to use additional resources and other sources of financial support to help maximize the effectiveness of project goals and objectives.

### 2. Unallowable Use of Funds

Although this is not an exhaustive list, examples of ways in which funds from this grant may not be used include the following:

- Construction of new buildings;
- Renovation/remodeling of existing structures;
- Fundraising activities of any kind;
- Field trips;
- Payment to a student who has not graduated for services as a tutor or a mentor;
- Lease/purchase agreements;
- Lease/Purchase of vehicles;
- Lease/Purchase of portable buildings;
- Purchase of furniture;
- Indirect costs;
- Writing grants to obtain other grant funds; and,
- Training on grant writing.

# Application Guidelines

See *Application Guidelines – Part 1: General and Fiscal Guidelines* for more information regarding the use of funds.

## N. Administrative Costs

The TEA limits the amount of funds that may be expended to administer the program to no more than 5 percent (%) of the total grant awarded for any fiscal year. Funds requested for administrative use must be requested in the application on the appropriate budget schedules.

Indirect costs are not allowable under this grant. Direct administrative costs may include those costs associated with accounting and other fiscal activities, auditing, and overall program administration. Direct administrative costs also include salaries and benefits for staff who supervise activities of program staff and insurance that protects the grantee. Refer to the instructions pertaining to *Schedule #5 – Program Budget Summary and Support* for more detailed information pertaining to administrative costs.

## O. Supplement Not Supplant

Funds for this program must be used to supplement (*increase the level of services*) and not supplant (*replace*) funds from nonfederal sources. Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.

Applicants must describe in the application on *Schedule #4B – Program Description – Narrative: Project Management* how program funds will supplement and not supplant state mandates, SBOE rules, or activities previously conducted with state or local funds.

## P. Report Due Dates

The grantee must provide activity and expenditure reports as specified by TEA according to the schedule below. Activity, progress and evaluation reports will be submitted through as specified by TEA. Expenditure reporting will be provided through the standard paper-based method and payments will be requested via the web through the automated expenditure reporting (ER) system.

Semi-annual and other interim reports are due to TEA within 15 days after the end of each reporting period. Final reports are due within 30 days after the ending date of the grant. Reports will be due to the Texas Education Agency as follows:

Activity, Progress, and Evaluation Reports		
<i>Report</i>	<i>Reporting Period</i>	<i>Due Date</i>
First Interim Report	02/01/06-05/31/06	06/15/06
Second Interim Report	06/01/06-08/31/06	09/15/06
Third Interim Report	09/01/06-12/31/06	01/15/07
Fourth Interim Report	01/01/07-05/31/07	06/15/07
Final Report	06/01/07-08/31/07	09/30/07

# Application Guidelines

Expenditure Reports		
<i>Report</i>	<i>Reporting Period</i>	<i>Due Date</i>
First Interim Report	02/01/06-07/31/06	08/15/06
Second Interim Report	08/01/06-01/31/07	02/15/07
Final Expenditure Report*	09/01/06-08/31/07	09/30/07

- Final payment is contingent upon receipt of all required programmatic and financial reports and documents. The TEA reserves the right to withhold a portion of the final payment pending receipt of the required reports. The total project cumulative costs of the grant reported in ER should in no case exceed the total cumulative costs. Refer to *Application Guidelines Part 1: General and Fiscal Guidelines* for specific information related to expenditure reports and revised expenditure reports.

## Q. Clarifying Information

Any person wishing to obtain clarifying information about this application may contact:

Karen Harmon  
 Division of Discretionary Grants  
 Texas Education Agency, Room 6-104  
 William B. Travis Building  
 1701 N. Congress Avenue  
 Austin, Texas 78701-1494  
 512-463-9269

Please see *Application Guidelines – Part 1: General and Fiscal Guidelines* for more detailed or additional information applicable to all TEA grant programs.

## R. Sequence of Events – Critical Dates

Day of Week, Month, Day, Year	Event
On or about Friday, October 7, 2005	Publication of Request for Application
Tuesday, October 11, 2005 through Thursday, November 14, 2005	Regional Technical Assistance Meeting at regional Education Service Centers (see pages 8 and 9 for locations and times)
Thursday, December 1, 2005	Application due to TEA by 5:00 p.m., Central Time
Early January, 2006	Projects selected and notified
Wednesday, February 1, 2006	Beginning date of project
Friday, August 31, 2007	Ending date of project
Friday, September 28, 2007	Final Expenditure Report due to TEA
Friday, September 28, 2007	Final Evaluation Report (and final product, if applicable) due to TEA

It should be noted that all of these dates may vary slightly as conditions require.

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# Application Guidelines

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## S. Specific Review Criteria

In reviewing the information submitted in the application and in recommending applications for funding, the review committee and TEA staff will consider criteria as listed in *Application Guidelines: Part 1 – General and Fiscal Guidelines*. Grant applicants must receive a score of 70 percent of the maximum points allotted prior to the assignment of any priority points in order to be eligible for funding through this grant program.

Applications will be selected based on expert reviewers' assessments of each applicant's ability to carry out all requirements contained in the RFA. Reviewers will evaluate applications based on the overall quality and validity of the proposed grant programs and the extent to which the applications address the primary objectives and intent of the project. Applications must address each requirement as specified in the RFA to be considered for funding. The TEA reserves the right to select from the highest-ranking applications those that address all requirements in the RFA, contain a comprehensive plan that will fundamentally change and improve the high school campus, and demonstrate an ability to sustain the changes after the grant period ends.

## T. Copyright/Ownership

For school districts and Nonprofit Organizations: All materials, conceptions, and products created or conceived by Contractor, its employees, agents, consultants, or subcontractors arising out of the contract shall be the sole property of Agency. Agency shall hold the copyright and shall have the exclusive right to patent and trademark all materials, conceptions, and products, created or conceived under this contract. Contractor shall so bind all concerned through written agreements with subcontractors.

# Application Guidelines

## Glossary

<b>Activity</b>	An action (i.e., event or sequence of events) to be carried out.
<b>Agency</b>	Texas Education Agency.
<b>Applicant</b>	The legal entity applying for a grant.
<b>Applicant Agency</b>	The organization/agency applying for a grant. Eligible applicant agencies include: school districts including open enrollment charter schools, nonprofit organizations, universities/colleges, for-profit businesses, ESCs, and other state agencies as stated in the <i>Application Guidelines – Part 2: Program Guidelines</i> .
<b>Application</b>	The entire package submitted by the applicant, composed of original schedules, contact information, budget information, program description information, and provisions and assurances.
<b>Application Schedules</b>	The forms used to complete an application.
<b>Amendment</b>	An application change requested by the applicant, composed of revised schedules for program activities or budget categories.
<b>Authorizing Statutes</b>	The federal or state law which authorizes a specific program to be funded and implemented.
<b>Component</b>	A major aspect, part or piece (i.e., element) of a grant project contributing to the whole. An instructional grant project might have the following components: instruction, curriculum, professional development, parent involvement, and assessment/evaluation.
<b>Consortium</b>	A partnership of educational and other agencies which agree to collaborate for the provision of services. Consortia or Cooperatives must designate a single fiscal agent who is responsible for submitting an application on behalf of all the consortium/cooperative members.
<b>Contract</b>	The entire document, whatever its name or schedule, which contains the Provisions and Assurances, plus any other attachments and schedules. The approved application, together with the Notice of Grant Award, constitutes a contractual agreement between the applicant/grantee and TEA.
<b>Contract Project</b>	The purpose intended to be achieved through the contract.
<b>Contractor</b>	The party or parties to the contract, other than the agency. In the case of a grant, the grantee is the contractor.

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# Application Guidelines

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<b>Discretionary Competitive</b>	A grant program funded with discretionary funds. Requires competitive review, scoring, and selection process.
<b>Discretionary Continuation</b>	A grant program funded with discretionary funds. Requires competitive selection process in any year which is open to new applicants. Currently offered only to existing grant recipients in good standing with grant requirements and performance. Continuation applications are not reviewed or scored.
<b>Discretionary Funds</b>	Funds over which the Commissioner or TEA has discretion in how and to whom grant funds are awarded.
<b>Discretionary Non-Competitive</b>	A grant program funded with discretionary funds. Does not require competitive selection process. Projects to be funded are either approved by the Commissioner for funding on an individual basis, or a group of projects may be funded to grantees meeting certain requirements.
<b>DCC</b>	Document Control Center of the agency.
<b>ESC</b>	Regional Education Service Center. There are 20 regional ESCs in the state of Texas.
<b>Eligible Applicant/Entity</b>	The organization/legal entity which is qualified to apply for a grant. The eligible applicant is always identified in the program guidelines.
<b>Financial Agreement</b>	<p>A written, signed, and dated agreement between a consortium/cooperative fiscal agent and a consortium member that delineates the responsibilities of each in the delivery of grant services.</p> <p>A financial agreement is developed when: 1) a consortium/cooperative member receives funds through a subcontract; or 2) when the fiscal agent pays the bills to support the delivery of services through the consortium/cooperative member (e.g., the fiscal agent pays for a tutor trainer at a local literacy council).</p>
<b>Formula Non-Competitive</b>	A grant program funded with formula entitlement funds based on a funding formula prescribed in statute. Does not require competitive selection process. If applicant meets the program requirements and submits a substantially approvable application, they will receive funds (similar to discretionary non-competitive process).
<b>Goal(s)</b>	The end result(s) toward which effort is directed (i.e., what the grantee wants to achieve).
<b>Grant</b>	See Contract.
<b>Grantee</b>	See Contractor.

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# Application Guidelines

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<b>Grantor</b>	See Agency.
<b>IHE</b>	Institution of Higher Education.
<b>LEA</b>	Local Educational Agency. In Texas, public school districts, open enrollment charter schools, and regional education service centers are defined as LEAs.
<b>Method(s)</b>	The approach (es) used to do something; the manner or way in which something is carried out.
<b>Objective</b>	What one intends to do or achieve.
<b>Organization</b>	The legal entity applying for a grant.
<b>Partnership</b>	The state of being associated: affiliation, alliance, cooperation.
<b>Program</b>	A grant "program" is authorized in state or federal statute. A program is usually accompanied by specific language pertaining to the use of funds and the eligible population to be served.
<b>Project</b>	Usually means the grant program carried out at the local level. A grant project has an organized list of activities or events to be carried out according to a timeline/schedule to accomplish identified goals and objectives.
<b>Project Administrator</b>	Person representing either the agency or Contractor for the purposes of administering the contract/grant project.
<b>Requirement</b>	A condition that must be met by the applicant in order to be eligible to be considered for funding. Requirements are either derived from the authorizing statute and applicable rules and regulations or approved by TEA as a condition for applying for a grant and receiving funds.
<b>SAS</b>	Standard Application System. TEA uses the SAS for all grants funded by TEA to provide for uniformity and consistency in applying for grants.
<b>Shared Services Arrangement</b>	An agreement between two or more school districts, open enrollment charter schools, and/or education service centers that provides services for entities involved. Such entities may desire to enter into a Shared Services Arrangement (SSA) for the performance and administration of a program in order to maximize the use of funds and services to be provided. An eligible entity must serve as fiscal agent for an SSA.
<b>Signature Authority</b>	Applicant certifies that the person signing the application has been properly delegated this authority to obligate the application organization in a contractual agreement.

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# Application Guidelines

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<b>SSA</b>	See Shared Services Arrangement.
<b>Strategy</b>	A method, plan, scheme, game plan for accomplishing something.
<b>TEA</b>	Texas Education Agency.
<b>Technique</b>	The method, approach, procedure for doing something.

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## Financial Accountability System Resource Guide

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To access the most current version of TEA's Financial Accountability System Resource Guide, go to the following link:

<http://www.tea.state.tx.us/school.finance/audit/resguide11/index.html>

Three links are available for access:

- Resource Guide with Case Studies;
- Resource Guide without Case Studies;
- Link to individual files for download.

# Application Guidelines

## USDE Continuum of Evidence of Effectiveness

	Most Rigorous	Somewhat Rigorous	Marginal
Theory/Research Foundation	Does the model explain the theory behind its design, including references to the scientific literature, that elucidate why the model improves student achievement?	Does the model state the theory behind its design explaining how the model's components reinforce one another to improve student achievement?	Does the model explain the theory behind its design?
Evaluation-based Evidence of Effectiveness	<p>Have student achievement gains been shown using experimental and control groups created through large-scale random assignment or carefully matched comparison groups?</p> <p>Has the model produced educationally significant pre and post intervention student achievement gains as reliably measured using appropriate assessments?</p> <p>Have the student achievement gains been sustained for three or more years?</p> <p>Have the student achievement gains been confirmed through independent, third-party evaluation?</p>	<p>Have student achievement gains been shown using between or within-school comparisons?</p> <p>Has the model produced student achievement gains relative to district means or other comparison groups using appropriate assessment instruments?</p> <p>Have the student achievement gains been sustained for one or two years?</p> <p>Has the model been evaluated by a state, district, or school evaluation team?</p>	<p>Have student achievement gains been shown for a single school?</p> <p>Has the model produced improvements on other indicators of student performance, e.g. student attendance, graduation rates, or student engagement?</p> <p>Have other indicators of improved student performance been sustained for one or two years?</p> <p>Has the model been evaluated by its developers?</p>
Implementation	Has the model been fully implemented in multiple sites for more than 3 years?	Has the model been fully implemented in the original site(s) for more than three years?	Has the model been fully implemented in the original pilot site(s) for a minimum of one school year?

# Application Guidelines

	Most Rigorous	Somewhat Rigorous	Marginal
Implementation (continued)	<p>Is documentation available that clearly specifies the model's implementation requirements and procedures, including staff development, curriculum, instructional methods, materials, assessments, and costs?</p> <p>Are the costs of full implementation clearly specified, including whether or not the costs of materials, staff development, additional personnel, etc. are included in the program's purchase price?</p> <p>Has the model been implemented in schools with characteristics similar to the target school: same grade levels, similar size, similar poverty levels, similar student demographics such as racial, ethnic, and language minority composition?</p>	<p>Is documentation available that attempts to describe the implementation requirements of the model including staff development, curriculum, instruction methods, materials, and assessments?</p> <p>Have the costs of full implementation been estimated, including whether or not the costs of materials, staff development, additional personnel, etc. are included in the program's purchase price?</p> <p>Has the model been successfully implemented in at least one school with characteristics similar to the target school?</p>	<p>Is documentation available that provides a general description of the program's requirements?</p> <p>Is documentation available that provides general information about the program's costs?</p> <p>Is information on grade level, size, student demographics, poverty level, and racial, ethnic and language minority concentration available for the schools where the model has been implemented?</p>
Replicability	<p>Has the model been replicated successfully in a wide range of schools and districts, e.g., urban, rural, suburban?</p> <p>Have the replication sites been evaluated, demonstrating significant student achievement gains comparable to those achieved in the pilot site(s)?</p>	<p>Has the model been replicated in a number of schools or districts representing diverse settings?</p> <p>Have some replication sites been evaluated, demonstrating positive gains in student achievement?</p>	<p>Is full replication of the model being initiated in several schools?</p> <p>Are promising initial results available from the replication sites?</p>

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# Application Guidelines

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The following examples show how the evidence of effectiveness table might be used:

## Example 1

A school is considering a model whose stated purpose is to facilitate the school's development of a common set of goals for the school. The model provides five teachers and the principal with coaching in the principles of whole school transformation. Each school using the model is put in touch with other schools using the model. To-date the summary of the research-base for the model suggests that a single school which has used the model for the past two years has shown improvement in math scores over the last year. There is, however, no systematic evaluation of the model currently underway or planned. The costs for the model are approximately \$3,000 per participant, approximately \$20,000 per school.

Using the table as a guide, based on the description provided, a State, LEA, or school would probably conclude that the evidence of effectiveness for the model is unacceptably weak and, therefore, not accept this model. No research basis or other justification is provided for the theory behind the model, only a very vague statement that school staff should work together to be effective. The evidence for the effectiveness of the implementation of the model is extremely sketchy. The description includes a statement that the model has been implemented in a number of schools but there is no analysis of what it would take to implement the model. Given that only a few teachers and the principal would be involved and the estimated costs, the model probably provides only a low level of involvement. The model provides no evidence that this level of implementation is sufficient to produce results. The only student achievement results presented are for a single school for a short period of time in one subject. There is no information on how achievement was measured nor is any evaluation planned. Given this level of evidence, the model would likely fall below the marginal standards of rigor that States, LEAs, and schools would want to consider for a research-based comprehensive model of school reform. Apart from the marginal evidence of effectiveness, the model also does not address all eleven components listed in Question B-1.

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# Application Guidelines

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## Example 2

A school is considering a model that emphasizes a curriculum in reading and mathematics using specific instructional techniques to guide classroom teaching and learning activities. The model provides teachers with intensive, on-going staff development using professional facilitators trained by the model developer. In addition to providing staff development, the facilitators remain on site as the model is implemented to ensure that all components of the model are working together. The program has been fully implemented in approximately 300 schools in 37 districts in 9 states around the country. Student achievement is measured not only by commercial standardized tests but also by state assessment systems where appropriate. Local adaptations of the model are available for schools serving a predominately Spanish-speaking community. When compared to schools matched on socio-economic characteristics, schools using this model show reading and math scores approximately three-quarters of a standard deviation higher. These results are similar for both African-American and white students. The program has been evaluated by its developer in approximately 12 sites over two years.

The evidence for this model is much stronger than for Example 1. While this model provides some details along each of the four dimensions in the chart, the implementation evidence is quite general. Furthermore, the school proposing to implement this model would need to address, in a coherent manner, all eleven components listed in Question B-1.

There are some additional questions that States and school might ask about this model: Could the developer describe what was provided in the way of instructional materials? How will teachers learn the principles of instruction? For which grades and which types of schools are the achievement gains demonstrated? Because the model has only been evaluated by the developer, States or school could ask if there are any plans for an independent, third-party evaluation. While it is likely that the developer could provide satisfactory answers to most of the questions, the process would help reveal the relative strengths and weaknesses of this particular model.

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# Application Guidelines

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## Example 3

An elementary school in need of improvement has been studying how it could improve the very low scores on State assessments scores of its students in reading, math and other core content areas. The school leadership, in consultation with staff, parents, local university representatives, and community groups, has carefully reviewed school performance data and assessed what needs to be improved across the entire school program, concluding that the school needs a comprehensive approach to reform all aspects of its operations and instructional program.

As part of this process, participants reviewed both individual academic curricular programs as well as comprehensive reform models that include both teaching and learning materials and guidance for school organization and management. The school and its partners looked specifically at evidence of effectiveness for both the individual programs and the comprehensive models. In addition, they studied the match between the programs and the State's rigorous content standards of excellence for academic subject matter, and sought out information on how well the programs had been implemented in similar districts. After considerable discussion among school administrators, teachers, parents, community members and outside experts, the school decided to develop its own comprehensive school reform model, which would include upgrading curriculum and instruction, teacher professional development, school organization, parental involvement activities, and testing.

The school's proposed model is based on the careful integration of distinct, research-based curricular programs with strong track records of effectiveness. The goal of the integration is a coherent instructional package that would address State content and performance standards; be aligned with district and State assessment systems; include professional development that helps teachers master the curricular programs as well as integrate the parts into a unified instructional approach; and include an evaluation strategy so the school can learn what is working and change what is not. As a result of this process, the school has decided to work under a Title I schoolwide approach so that it can bring together a variety of Federal, State, and other resources to adopt the curricular programs necessary to reform its instructional program and then move into a long term implementation effort.

Using the table as a guide, the example makes clear that the school has looked at the evidence of effectiveness that supports its choice of discrete curricular programs (in that regard addressing issues in row two). However, row one of the table suggests that, in its application, the school should explain the theoretical or research foundation for the model it proposes. At this point the school has not made clear why it expects its comprehensive model, which combines multiple discrete curricular elements, to function effectively as a whole. Concerning implementation, it is unclear how the school has assessed what will be required to make the program work at the classroom level. Thus, answers to the questions in row three of the table would be useful in the school's CSR application. Finally, the example indicates that the school sought information on the uses in other settings of the selected programs. This shows a sensitivity to the questions raised in row four of the table. In a CSR application, the school should discuss these issues more fully. The school should also discuss more thoroughly how its model incorporates each of the eleven components listed in Question B-1.