



**2021-2023 Title I, 1003 ESF-Focused Support Grant
Letter of Interest (LOI) Application Due 11:59 p.m. CT, April 21, 2021**

NOGA ID [Redacted]

Authorizing legislation **Elementary and Secondary Education Act (ESEA), P.L. 114-95, Section 1003, School Improvement**

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, April 21, 2021**.

Grant period from **June 3, 2021-August 31, 2023**

Pre-award costs permitted from **Award Date**

Required Attachments

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Pathway 1: Pathway 1 Supplemental Pathway Attachment
3. Pathway 2: Pathway 2 Supplemental Pathway Attachment

NOTE: All applicants MUST submit an appropriate Supplemental Pathway Attachment for EACH CAMPUS on behalf of which the applicant is applying.

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

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

- LOI application, guidelines, and instructions Debarment and Suspension Certification
 General and application-specific Provisions and Assurances Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are NOT permitted for this grant.

Number of Campuses Included in this Application

Pathway 1	<input type="text" value="2"/>
Pathway 2	<input type="text" value="0"/>

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2023 Title I, ESF-Focused Support Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with the requirements of [Every Student Succeeds Act Provisions and Assurances](#).
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. Title I served Federally Identified campuses awarded this grant will engage in the Effective Schools Framework (ESF) continuous improvement process and create a plan to be submitted to TEA that addresses the selected pathway aligned to the Essential Actions (EA) from the ESF.
- 8. The applicant ensures it will notify the Vetted Improvement Program provider of intent to apply and, if awarded, will work in good faith with the Vetted Improvement Program.
- 9. For all pathways, the applicant will budget at least the minimum amount indicated in the Budget Object Code 6200 - Profession and Contracted Services.

Statutory/Program Assurances, cont'd.

- 10. The applicant will identify a campus leader, on each awarded campus, who will be responsible for managing the grant project.
- 11. The applicant will provide access to TEA and its Vetted Improvement Partners for on-site visits to the district and campus(es) as appropriate.
- 12. The applicant will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- 13. The applicant provides assurance it will participate in all grant requirements including but not limited to an ESF Self-Assessment, and ESF Diagnostic, developing a web-based improvement plan, submission of funding and pathway progress reports.

Summary of Program

1. Describe how the LEA will support campus(es) in carrying out school support and improvement activities, including how the LEA will develop a web-based improvement plan for the eligible campuses selected for this grant.

The LEA commits to the transformation of the campus to “provide ongoing support and coaching of the campus leader” (ESF 1.1) by identifying a district Focused School “Coach” (who also serves as the principal’s T-PESS evaluator) to attend, support and monitor staff development activities conducted by the Texas Instructional Leadership (TIL) and Region 1 ESC. The Focused School Coach will also provide one-to-one coaching of the campus leader. It also commits to ensure that the “principal supervisor (Focused School Coach) has necessary authority to create conditions for school success” (ESF 1.1) by providing the campus with human and financial capital to ensure that changes in management, support structures and in policies can be implemented in an expedient manner with as little disruption and intrusion on campus operations as possible. The LEA commits to: 1) provide the campus with implementation support to guide development of individual Focused Support Campus Improvement Plans via the “Plan for Learning” web-based program, in order to ensure a direct impact on identified areas of need as indicated by the ESF Diagnostic, the Comprehensive Needs Assessment and the Campus Panorama Survey; 2) provide the campuses with “Communities in Schools” support to ensure that at-risk students are provided scaffolds and systems to enhance attendance and family outreach and engagement; and, 3) provide additional implementation through the assistance of an on-site contracted School Improvement Support Specialists.

The DCSI and/or the Federal Programs Directors will provide campus training on how to use Google. Doc website to submit all required documentation for the Focus Support Grant. This method allows the district staff to progress monitor what is taking place through the year. All campus agendas, minutes, sign-in sheets, assessment data, strategy implementation, parent logs, trainings, & events, and other important documents are all stored in one place. The DCSI, the Federal Programs Director, and District Area Director who evaluates the middle school principals and who will be trained as the TIL Coach will have access to this information to ensure all strategies in the plan are implemented, monitored, and evaluated.

2. Describe how the LEA will monitor schools receiving the ESF-Focused Support Grant, including how the LEA will: (a) Monitor a web-based improvement plans upon submission and during implementation, and (b) Implement additional action following unsuccessful implementation of such plan after the first year of the grant cycle.

UPON SUBMISSION: The LEA will monitor grant campuses to ensure that improvement plans are aligned to individual Effective School Framework Diagnostic results, the 2020-2021 Comprehensive Needs Assessment (Demographics; Student Academic Achievement; School Processes & Procedures) and the area(s) identified through the Campus Panorama Survey. Activities will also include the District Coach and the district campus support team working with campus leadership teams to review the alignment and focus of goals, strategies and activities with these three documents. The LEA’s commitment here is to “provide data systems to track pertinent school culture data” and to ensure that “policies and practices align with and promote positive school culture.” (ESF 3.1) The district team and the campus team(s) will work in tandem to review documents side-by-side to better understand the campus culture and address critical areas as well as target specific areas for improvement and transformation.

DURING IMPLEMENTATION: The LEA commits to “ensures access to high-quality common formative assessment resources aligned to state standards.”(ESF 5.1) Periodic benchmark assessments will be conducted, and detailed reports will be provided by the LEA. Review of the data will inform adjustments of goals, strategies and activities as indicated by data outcomes. In addition, the LEA will ensure periodic (bi-weekly) monitoring activities conducted by the District Coach and the DCSI in conjunction with campus and/or district personnel. Implementation support activities will continue throughout the school year which will be led by the DCSI, Focused School Coach as well as the School Improvement Support Specialists.

AFTER THE FIRST YEAR: The LEA will utilize internal program management and assist campus leaders make informed decisions to improve the quality of their program by reviewing the data. The Federal Programs department and the Testing and Evaluation department will prepare reports and assist the campus leadership in the review of the data. The LEA will use the aforementioned process to increase an understanding of specific strategies and help the campus determine the usefulness of the activities it has undertaken to increase student achievement, improve instructional outcomes and increase teacher preparedness in order to adjust the plan in the subsequent year. Additionally, LEA supported activities will include provision for additional staff training on the development of action plans as well as on specific topics as informed by the data.

Goals, Objectives, and Strategies, Performance and Evaluation

1. Describe how the LEA will modify, as appropriate, practices and policies to provide operational flexibility to the awarded campus, that enables full and effective implementation of the Effective Schools Framework Essential Actions aligned web-based Improvement Plan.

The LEA will support the full implementation of the Effective Schools Framework Essential Actions aligned web-based Focused Support School Improvement Plan through operational flexibility by modifying district and campus practices and procedures as informed by data and action plans. In meeting its commitment to "provide the campus with adequate funding and sufficient control over its budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' needs,"(ESF 1.1); the Focused School Coach will be empowered to bring concerns and solutions regarding practices and procedures to the appropriate district leader(s) in order to effect the desired changes. The Campus Leadership Team, the District Support Team, the Focused School Coach and the DCSI will review the data and act accordingly. The LEA will ensure full support so that modifications can be made in management, support structures and in policies so that adjustments are implemented in an expedient manner with as little disruption and intrusion on campus operations as possible.

Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The grant award will be a minimum of \$ 99,000. Based on this amount, each campus will receive a minimum of \$24,750 each for both Year 1 and Year 2 for a total of \$49,000 per school /per year. Funds will be budgeted as follows:

Main Initiative: Texas Instructional Leadership (TIL) training with Region I ESC on Essential Actions 5.1 Lesson Planning for Barrientes and Memorial Middle Schools for Year-1.
Year-2 Module will be based on a Comprehensive Need Assessments and growth made in Year-1.

Year 1: Total budget per campus is \$24,750 x two Middle Schools = \$49,500 per school/per year.
\$12,000 to be used for contracted services with Region I ESC for the TIL Training 211-13-6239-01-XXX-130000
\$ 5,000 for Extra Duty Pay for teachers for collaborative planning outside the regular school day and/or Saturdays 211-13-6118-01-XXX-130000.
\$ 7,750 - General Supplies (211-11-6399-01-XXX-13000) for the purchase of instructional materials for students.

Year 2: Total budget per campus: is \$24,750 x two Middle Schools = \$49,500.
\$12,000 will be used for contract services with Region I ESC for the TIL Training 211-13-6239-01-XXX-13000.
\$ 5,000 for Supplement Extra Duty Pay for teacher collaborative planning outside the regular school day and/or Saturdays (211-13-6118-01-XXX-130000)
\$ 7,750 - General Supplies (211-11-6399-01-XXX 130000) for Instructional materials for students

The LEA funded the ESF Diagnostic and the Campus Panorama Survey for both campuses in order to lay the foundation for the campus transformational piece. These two activities took place during the 2020-2021 school year and informed the specific module to be addressed through the Texas Instructional Leadership training. Using State funds, the cost for each campus was \$5000.

The district will continue to support both middle schools with Professional Learning with a Lead4ward Consultant. In 2020-21, Barrientes Middle School received a \$10,000 TEA grant for being an identified Targeted Support and Improvement School. Funds were allocated for two days contracted service for a Lead4ward consultant to provide two days of virtual training in reading and math. The district will continue to provide funds for the continuation of the Lead4ward Professional Learning opportunities. Memorial MS will begin their Year-1 support with Lead4ward, while Barrientes MS moves to Year 2 support with Lead4ward. The Comprehensive Support and Improvement School has been working with a Lead4ward consultant for two consecutive years and will continue the partnership in 2021-2022 / three consecutive years.

Budget Narrative, cont'd.

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

The LEA will support transformation efforts on both campuses through the use of Federal, State and Local resources. Initial funding will be as follows:

Additional support from the LEA using state, federal, and local funds.

\$6000 per school for contracted services with an outside School Improvement Support Specialist to assist the campus in the transformation process using 161 13 6291 00 999 130000.

\$2000 per school for snacks for students attending Saturday Tutorial under 199 11 6499 79 XXX 111000

\$1000 per school for an Additional Plan for Learning template training for the Focused Support Grant campuses (211 11 6291 00 XXX 130000

On-going support in place for Barrientes and Memorial Middle School

1) \$40,000 per campus to fund a Social Worker through Community in Schools (Contract) 161 11 6291 00 XXX 999 130000 to help meet the emotional and social needs of students that could lead to low performance in school, poor attendance, and/or behavior problems.

2) \$2,000 per school for contract services with "Plan for Learning" software program to facilitate the development of the 2021-2022 Campus Improvement Plan, with the Spanish translation of the entire plan, and professional learning opportunities on using the template.

3) Other specific financial and human capital support as informed by data and campus needs

Equitable Access and Participation

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Pathway 1 – ESC Supported VIP

Pathway Options:

Texas Instructional Leadership (TIL) is a program through which training and support is provided to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

Positive Behavioral Interventions and Support (PBIS) is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: Edinburg CISD CDN: 108904

Campus Name: Francisco Barrientes Middle School 9-Digit Campus Number: 108904046

Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.

David Montemayor, Principal

Question 2: How did the applicant determine the ESF Prioritized Focus Area for the campus?

ESF Diagnostic

ESF-Self Assessment

Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?

Check all that apply

1.1

2.1

3.1

4.1

5.1

5.3

Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply

Texas Instructional Leaders (TIL)

Positive Behavioral Interventions and Support (PBIS)

Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?

Check all that apply

Action Coaching

Data-Driven Instruction

Student Culture Routines

Lesson Planning and formative assessment

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

The campus uses the iCurriculum lesson plan template and follows the 5E Model as the framework for lesson plan development. Results from the Effective School Framework Diagnostic recognized that lesson plans included clear objectives and differentiated strategies to meet the needs of students with disabilities and those of English Learners (EL). However, a barrier that was identified is that teacher knowledge and skills in preparing high quality lessons for remote learners is not evident. This is the reason for selecting 5.1 Module on Lesson Planning in the TIL training to be received. The diagnostic identified the need to support systemic change in the lesson planning and feedback cycle. Specifically, lesson plans consistently were missing the following: 1) opening activities; 2) time specifications for amount of time to spent on each step of the lesson; 3) frequent checks for understanding; 4) daily formative assessment aligned to the objective; and 5) sufficient details that a substitute and/or teacher could pick up the plan and use it effectively. Additionally, diagnostic results indicated a need to develop and implement a system supporting lesson plan feedback that includes action steps supporting teacher growth. Last of all, there is a need for campus leaders to further develop skills for evaluating objectives and their alignment to activities; gauge the expected level of rigor and provide teachers with precise feedback focused on actions that would have the greatest positive impact on student learning in a timely manner. During the month of January, the Campus Leadership Team will share research-based, remote learning best practices during weekly PLC's. At each session, a master teacher will also showcase a high-quality lesson they implemented during the fall semester with step-by-step guidance.

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.

- The response should include action steps to be taken to overcome these challenges.

Anticipated challenges to school transformation efforts include the following: 1) improve lesson plans by revising and customizing the current template while iCurriculum as a resource; 2) time management details with lesson plans for completing tasks; 3) providing support and training on the use of the quick-view lesson plan template; 4) updating and developing tools to facilitate lesson alignment to standards, goals and rigor; 5) developing exemplars; and 6) identifying student learning outcomes and instructional practices that need refinement.

The biggest barrier that school leaders will face is to change the mindset of current instructional personnel for moving away from using pre-populated lesson plan templates to using a lesson plan format requiring deeper dives into lesson development. Other challenge for leaders include: 1) time management for participation by all stakeholders (both leadership and instructional) in professional development to build capacity; 2) working around COVID19 restrictions that will determine form and fashion for the delivery of training; 3) the leadership team improving their own individual skills regarding conducting classroom walk throughs and providing feedback with action plans to assist teachers in improving teaching and learning; and 4) developing and implementing an instructional monitoring tool and system that facilitates providing quality feedback to teachers in a timely manner.

Priority Point Information – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

F rating

D rating

C rating

B rating

A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

71% - 85% Eco Dis

86% - 100% Eco Dis

Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

Rural

Town

Suburban

City

**2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP**

Pathway 1 – ESC Supported VIP

Pathway Options:

Texas Instructional Leadership (TIL) is a program through which training and support is provided to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction.

Positive Behavioral Interventions and Support (PBIS) is the application of evidence based strategies and systems to assist schools in decreasing problem behavior, increasing academic performance, increasing safety, and establishing positive school culture.

District Name: Edinburg CISD CDN: 108904

Campus Name: Memorial Middle School 9-Digit Campus Number: 108904045

Question 1: Identify the Campus Grant Project Contact responsible for managing the implementation of the grant.

Fermin Gonzalez III, Principal

Question 2: How did the applicant determine the ESF Prioritized Focus Area for the campus?

ESF Diagnostic ESF-Self Assessment

Question 3: What are the two to three ESF Prioritized Focus Area(s) identified by the campus?

Check all that apply

1.1 2.1 3.1 4.1 5.1 5.3

Question 4: Which ESC Supported VIP is chosen by the campus? Select all that apply

Texas Instructional Leaders (TIL) Positive Behavioral Interventions and Support (PBIS)

Question 5: If the campus is engaging with TIL, with which cohort will the campus participate?

Check all that apply

Action Coaching Data-Driven Instruction
 Student Culture Routines Lesson Planning and formative assessment

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 6: Has the Applicant connected with the ESC VIP, at the campus' service region, regarding application of this grant and the intention of collaboration with the VIP? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 7: Has the Applicant received confirmation from the ESC VIP indicating availability to support? *This is a requirement of the application

Yes. ESC Staff Name: No

Question 8: Describe the needs identified in the ESF Diagnostic or Self-Assessment at the campus to support systemic changes for school improvement.

In our analysis of the ESF diagnostic, the review of lesson plans and classroom observations included visual of content/language objectives and alignment, opening/closing activities, and think/exit checks for understanding. Memorial Middle School utilizes the 5E Model for lesson planning. The lesson plans did not include time allotments that indicate the amount of time spent on each step of the lesson. Multiple differentiated paths of instruction to clearly define the curricular goal or paths to meet specific needs of students with disabilities and English Learners (EL) among other student groups. Daily formative assessments along with an exemplar response and enough detail that a substitute teacher or another teacher could pick up the plan and use it effectively in the classroom. There was no evidence to indicate a formal lesson plan feedback system in place where campus leaders review lesson plans for alignment to the standards, alignment to the scope and sequence, the expected level of rigor, and provide teachers with timely feedback. Teachers and campus leaders need professional development on planning with a purpose, how to build effective day to day lesson plans that will drive students learning and develop a plan for rigor and adapt teaching to meet students' needs. Campus leaders need to observe frequently and consistently to identify key action steps for areas of growth. Campus leaders will develop a system to monitor teacher development and follow up by utilizing a monitoring planning tool to provide effective feedback in a timely manner to strengthen culture and instruction.

2021-2023 Title I, 1003 ESF - Focused Support Grant
Program Attachment: Pathway 1 – ESC Supported VIP

Question 9: Describe challenges the campus anticipates in implementing improvement efforts aligned to the ESF Prioritized Focus Area(s) that must be addressed by the district/campus over the grant cycle.

The response should include action steps to be taken to overcome these challenges.

In the fall, Memorial Middle School Campus Administration and Teacher leaders will participate in constructive dialogue to change some of the systematic processes at our campus. Having a working dialogue to review what we have in place and discuss how we can improve the system of lesson plan alignment. This would ensure that all staff are aware and understand the importance of the partnership with Region I ESC Texas Instructional Leadership (TIL) Institute with a focus on 5.1 Module on Lesson Planning.

In January, scheduling PLC meeting outside the regular school hours for the planning of exemplar lessons will be put in place. Providing professional development for teachers and administrators to ensure the knowledge and skills stay relevant and up to date. Professional development helps develop educators; improved instructional strategies, improved teaching, and improved outcomes for students. How can we improve by using the same thing that is in place?

Setting goals - Begin with the target outcome.

5.1 Objective-driven daily lesson plans with formative assessments.

What are the problem areas on campus? How can we focus on those areas to overcome the problem areas on campus? What student learning outcomes need

Priority Point Information – If the applicant does not complete this section Priority Points will not be awarded.

1. What was the campus' State Accountability Rating in 2019? <https://txschools.gov/>

F rating

D rating

C rating

B rating

A rating

2. What percentage of the campus was identified as Economically Disadvantaged in the 2019-2020 TAPR Report? <https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html>

71% - 85% Eco Dis

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Other

3. How was the campus defined on the 2018-2019 NCES report? <https://tea.texas.gov/reports-and-data/school-data/campus-and-district-type-data-search>

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