

**The Texas Investment Capital Fund, Cycle 12:
Evaluation of Activities Funded
May 2003 through July 2004**

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February 2005**

Texas Education Agency

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The Office for Planning, Grants & Evaluation wishes to thank all agency staff who contributed to this report.

Citation. Texas Education Agency. (2005). The Texas Investment Capital Fund, Cycle 12: Evaluation of Activities Funded May 2003 through July 2004. Austin, TX: Author.

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Executive Summary

The Investment Capital Fund (ICF) is a state-funded competitive grant program created to improve student achievement through implementing policies and procedures consistent with deregulation and school restructuring. To achieve their program goals and address areas of local educational need, grantees must establish partnerships with school staff, school district officials, parents, and a non-profit, community-based partner. It is anticipated that through these partnerships grantees will build a constituency of teachers, parents and community leaders to hold schools and school districts accountable for achieving high academic standards.

This report provides an evaluation of Cycle 12 of the ICF grant program. Cycle 12 grantees were the first to be required to provide detailed data on program goals, strategies and activities, and student performance results that could be used by the Texas Education Agency (TEA) to evaluate the effectiveness of the ICF program in improving student achievement through deregulation and school restructuring. This report profiles Cycle 12 grantee programs and evaluates their self-reported progress toward achieving the goal of building a constituency of teachers, parents, and community leaders to hold schools and school districts accountable for achieving high academic standards. Previous research has shown that restructuring efforts that involve parent and community participation can have a positive impact on student performance by improving local educational practices.

The typical Cycle 12 ICF campus is an elementary school and a first time participant in the ICF grant program. Over two-thirds (67%) of the students served by Cycle 12 programs were enrolled in Kindergarten through Grade 5. More than three-fourths (77%) of projected teachers were involved in ICF projects and the typical Cycle 12 ICF campus emphasized teacher training and staff development, partner involvement, and improvement in ELA ability among students as core areas of focus in their ICF projects.

The findings presented in the report suggest that grantees have made progress toward achieving the important goal of building a constituency of teachers, parents, and community leaders to hold schools and school districts accountable for strong academic performance. For example:

- Over three-fourths (80%) of the ICF campuses reported that they had fully achieved or mostly achieved the goal of training school staff, parents and community leaders to understand academic standards.
- Nearly all of the ICF campuses (95%) reported that they had fully achieved or mostly achieved the goal of developing and implementing effective strategies to improve student achievement.
- Most of the ICF campuses (85%) reported that they had fully achieved or mostly achieved the goal of engaging in ongoing planning to help ensure the success of the grant program.
- Overall, ICF grantees reported that they had met most (82%) of their ICF objectives by the end of the grant period.
- On average, ICF grantees reported that the percentage of estimated parents at each campus that participated in school activities increased by 80% during the grant period.
- Each Cycle 12 campus received an average of \$5,160 in financial and in-kind contributions from their non-profit, community-based partners, in addition to an average grant award of \$40,546, to help them implement their ICF program.

A substantial number of grantees reported that there were challenges and obstacles to successful implementation of their grant program. For example:

- Just under two-thirds (60%) of the ICF campuses reported that they had fully achieved or mostly achieved the goal of organizing a large constituency of parents and community leaders to hold the campus and school district accountable for achieving high academic standards.

- The most commonly cited obstacle grantees encountered was a lack of parental and/or community leader interest in ICF projects.
- Budget constraints, due to such factors as unforeseen costs and delays in the receipt of grant funds from TEA, were also identified as a common obstacle.
- Some grantees cited the challenge posed by changing academic standards, specifically changes to TAKS passing standards, as one reason they did not achieve some of their objectives.
- Conflicts with existing district policies or programs were also cited by grantees as an obstacle to successful program implementation.

Besides these self-reported indicators of program success, this report also examines the change in the percentage of students that met Texas Assessment of Knowledge and Skills (TAKS) passing standards for reading and mathematics between the 2003 and 2004 test administrations. The 2003 TAKS test administration occurred one month prior to the beginning of the Cycle 12 projects and the 2004 TAKS administration occurred approximately 11 months after the Cycle 12 projects had been implemented. Examining the change in the percentage of students that met TAKS passing standards is one objective measure that can be used to assess the possible effects of ICF projects on student performance.

The results show that there was no statistically significant difference between grantee and comparison group campuses in the change in the percentage of students that met TAKS passing standards across this period. It should be noted, however, that the effects of campus deregulation and restructuring on student performance likely take several years to become evident. As more data is collected on future cycles of the ICF grant program, it will be possible to conduct longitudinal, comparison-group analyses of the effect of ICF projects on student performance.

Grantees also reported on the lessons they had learned during the grant period. Suggestions for program improvement included providing variable times for school activities to reduce scheduling conflicts, and offering on-site daycare services. These

were identified as important measures that could improve parental and community participation in school activities. Grantees also identified the importance of timely receipt of grant funds, and the importance of continual awareness of existing district policies and changes to academic standards, to successful program implementation. These suggested solutions comprise important information that should be considered by future grantees and TEA program staff when ICF campus programs are designed in future grant cycles.

I. Introduction and Background

The Investment Capital Fund (ICF) is a campus-level grant program that was first established by the 74th Texas Legislature in 1995 and is authorized under Section 7.024 of the Texas Education Code. The program's purposes are to improve student achievement through implementing practices and procedures consistent with deregulation and school restructuring and help schools identify and train parents and community leaders who will hold schools and school districts accountable for achieving high academic standards.

ICF grants are awarded by the Texas Education Agency (TEA) on a competitive basis and public school districts and open enrollment charter schools are eligible to apply for grants on behalf of an individual campus. Successful applicants must demonstrate the ability to put together a program to change local educational practices and contribute to students' academic success. Applicants must also design a program to address areas of local need such as core curriculum areas, enrichment areas, or bilingual education.

The enabling statute specifies that ICF grant recipients must:

- 1) demonstrate responsible use of the grant to achieve campus deregulation and restructuring to improve academic performance;
- 2) demonstrate a comprehensive plan to engage in ongoing development and training of teachers, parents, and community leaders to understand academic standards, develop effective strategies to improve academic performance, and organize a large constituency of parents and community leaders to hold the school district accountable to achieve high academic standards;
- 3) demonstrate ongoing progress in achieving higher academic performance and identifying, training, and organizing parents and community leaders who are holding the school and the school district accountable for achieving high academic standards; and
- 4) enter into a partnership with each of the following: school staff; parents of students at the school; community and business leaders; school district officers; a nonprofit, community-based organization; and the TEA.

Grant funds may also be used to implement strategies developed by the partners that are designed to enrich or extend student learning experiences outside of the regular school day.

Although the ICF grant program has been in existence for several years, the Cycle 12 grantees were the first to be required to provide detailed data on students served, program goals, strategies and activities that could be used by TEA to evaluate the effectiveness of the program in enhancing student achievement.

For Cycle 12, TEA funded 59 grant projects from 28 different school districts/charter schools. These projects represent 57 public elementary, middle and high schools, and 2 open-enrollment charter schools. Approximately \$2.4 million was awarded to Cycle 12 grantees with an average of approximately \$41,000 provided to each grantee for use during the grant period. The grant period extended from May 1, 2003 to July 30, 2004. This report focuses on the program results for this cohort of ICF grantees.

The Effects of Parental Participation and Community Involvement on Successful School Reform

The rationale underlying the ICF program, it is that family and community involvement is crucial to successful campus deregulation and restructuring efforts that lead to improved student achievement. Previous research supports this idea.

A meta-analysis of the literature on student performance found that parent and community involvement has a consistent, positive relationship to student performance (SEDL, 2002). After reviewing the literature, the authors of this study concluded that there was overwhelming evidence that when schools, families, and community groups work together to support learning, students tend to do better in school, stay in school longer, and enjoy school more. They are also more likely to have higher average grades, attend school regularly, graduate, and go on to post-secondary education (Visher and Teitelbaum, 1999). Family and community involvement has also been linked with a

higher percentage of students who meet or exceed academic standards on state achievement tests (Sanders and Epstein, 2003). Parent and community involvement may be particularly critical for student success at middle school campuses (Mackinnon, 1997).

Parental participation in school activities may also contribute to stronger communities. A study of successful campus reform found that organizing parent constituencies improves the relationship between schools and communities and provides parents with new leadership skills that may translate into increased social capital and civic participation within the community (Mediratta, et. al., 2001). Community-based campus initiatives may also achieve dropout reduction and mitigate related problems such as teen pregnancy, gang involvement, violence and other risky behaviors (Morley and Rossman, 2004).

In sum, there is strong evidence that suggests parent and community involvement is important to successful school reform and improved student performance. The purpose of the ICF grant program is to help schools in need to build partnerships with parents and community leaders to address areas of local need and to improve academic achievement among students in at-risk situations. This evaluation of Cycle 12 ICF campuses examines the extent that grantees were successful in achieving these goals.

Data Analysis and Report Organization

Each of the grantees funded for Cycle 12 of the ICF program provided information to TEA on their program's goals, objectives and strategies. The data include estimates of the number of students and parents to be served by ICF projects, counts of actual student, parent, and community participants in ICF-funded development and training activities, descriptions of the type and amount of contributions from non-profit, community-based partners, and information on the number of program activities implemented and the extent that program goals and objectives had been achieved by the end of the grant period. The data collection instruments were designed by TEA and were based on the Request for Application (RFA) to which grantees responded and which were

subsequently funded. TEA program evaluation staff determined the questions to be asked of grantees and conducted the analyses presented in this report.

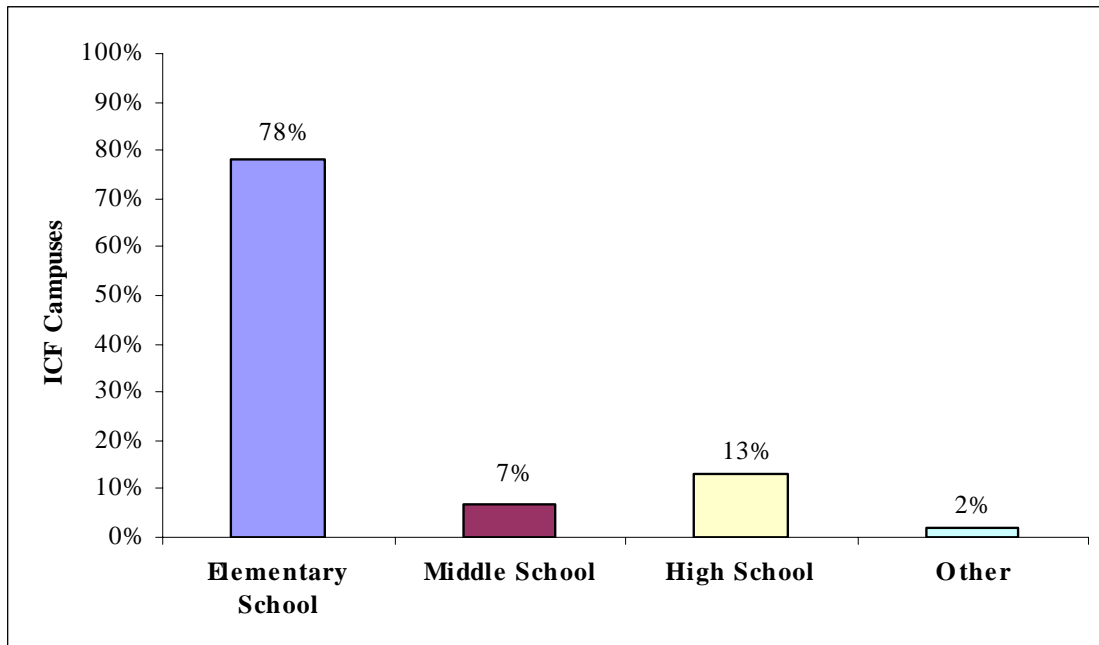
Following this introductory section, the report is organized into several main sections. Section II profiles Cycle 12 ICF campuses by describing the proportion of grantees by campus level, student, parent and teacher participation in ICF projects, and the core areas of focus of the various grant programs. Section III describes the role of non-profit, community-based collaborators in helping the grantees to implement their ICF projects. Section IV describes ICF project goals and provides descriptive data on participation in ICF-related school activities designed to achieve those goals among students, parents, community leaders, school district officials, and community-based partners. Section V reports on the grantees' self-assessments of their progress toward achieving their program goals. Section VI provides concluding observations and offers several recommendations for grantees and TEA program staff to consider in future ICF grant cycles.

II. Profile of ICF Campuses

The typical ICF campus was an elementary school and a first-time participant in the ICF program. As shown in Figure 1, over three-fourths (78%) of the Cycle 12 campuses were elementary schools, followed by high schools (13%) and middle schools (7%).

Approximately two percent of the campuses were open-enrollment charter schools. As Figure 2 shows, only seven percent of the campuses were grant recipients in recent ICF grant cycles (since the 1999-2000 school year). If a campus received a grant in one ICF cycle, that campus was ineligible to receive a grant in the very next funding cycle. However, a campus can skip a grant cycle and reapply in the following cycle (i.e., a Cycle 10 grantee would be eligible to apply in Cycle 12, but would be ineligible for Cycle 11).

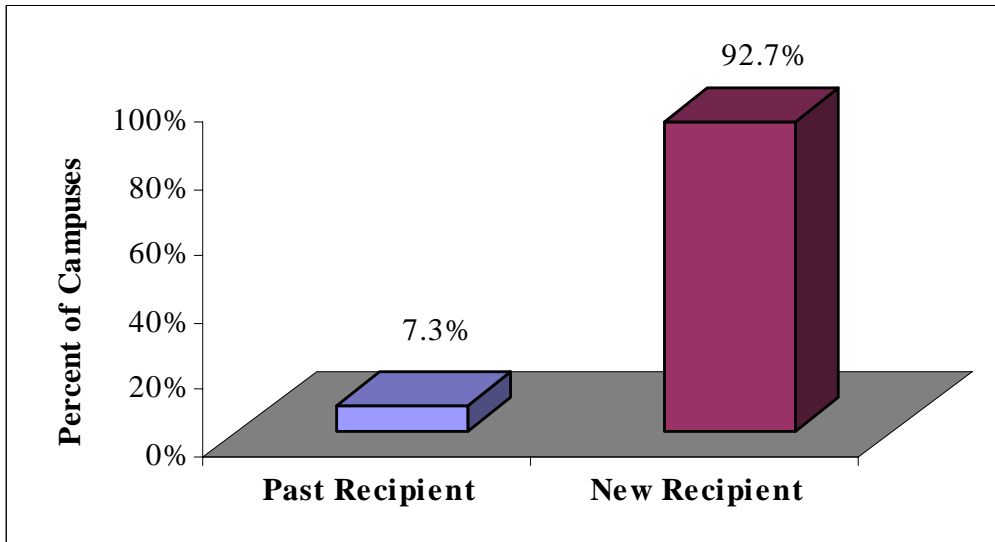
Figure 1
Proportion of Cycle 12 ICF Grantees, by Campus Level



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

Figure 2
Percentage of Cycle 12 ICF Grantees who were Past Grant Recipients in Cycles 8 through 10



Source: Final ICF Evaluation Report, Cycle 12, and ICF Funding History, 1999-2003, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

Student Participation

The grant program served over 27,000 students over the May 1, 2003 to July 31, 2004 period. As Table 1 shows, over two-thirds (67%) of the students served by Cycle 12 ICF projects were enrolled in Kindergarten through Grade 5. Approximately one in five (20%) of the students served by Cycle 12 of the ICF grant were enrolled in high school, and only a small percentage of students (6%) attended a middle school.

Table 1

Number of Students Served by Cycle 12 ICF Projects, by Grade Level

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Grade Level	Number of Students Served	Percent
Pre-Kindergarten	1,863	6.9%
Kindergarten	2,931	10.8%
Grade 1	3,048	11.2%
Grade 2	3,148	11.6%
Grade 3	2,982	11.0%
Grade 4	3,145	11.6%
Grade 5	3,019	11.1%
Grade 6	775	2.9%
Grade 7	472	1.7%
Grade 8	398	1.5%
Grade 9	1,786	6.6%
Grade 10	1,287	4.7%
Grade 11	1,271	4.7%
Grade 12	,040	3.8%
Total	27,165	100.0%

Note: Results are based on final evaluation reports by 55 grantees.

The vast majority (80%) of students projected for service by Cycle 12 ICF projects were actually served by the program (Table 2). The proportion of students served varies by grade level. Elementary school students were served at the highest rates overall. A higher percentage of Grade 5 students were served than any other grade level - approximately 96% of the students projected to be served by the grantees as indicated on their original grant applications. Grade 1 and Grade 4 students were also served at a very high rate, with approximately 91% and 92% of projected students actually served by ICF projects, respectively. The lowest service rates were among middle and high school students. With the exception of Grade 9 (80%), the percentage of middle and high school students actually served by ICF projects fell below the average for all Cycle 12 grantees. High school seniors (Grade 12) were served at the lowest rate overall, with only 46% of projected students actually served by ICF projects.

Table 2
Percentage of Students Projected to be Served Who were Actually Served by ICF
Projects, by Grade Level

Grade Level	Number of Students Served	Number of Students Projected to be Served	Row Percent
Pre-Kindergarten	1,863	2,148	86.7%
Kindergarten	2,931	3,367	87.1%
Grade 1	3,048	3,366	90.6%
Grade 2	3,148	3,672	85.7%
Grade 3	2,982	3,634	82.1%
Grade 4	3,145	3,431	91.7%
Grade 5	3,019	3,155	95.7%
Grade 6	775	1,234	62.8%
Grade 7	472	793	59.5%
Grade 8	398	828	48.1%
Grade 9	1,786	2,232	80.0%
Grade 10	1,287	1,847	69.7%
Grade 11	1,271	2,087	60.9%
Grade 12	1,040	2,287	45.5%
Total	27,165	34,081	79.7%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

As shown in Table 3, similar results are seen for students who were projected for participation in ICF enrichment and/or extension activities. Approximately 72% of all students projected for service by ICF projects participated in ICF enrichment and/or extension activities at their campus. Elementary schools were the most successful at serving the numbers of students that were originally projected to be served by the grant program. For example, grantees served approximately 82% and 83%, respectively, of their projected Grade 3 and Grade 5 students. Except for Kindergarten (60%), students in other elementary school grades were served at a rate that met or exceeded the state average. With the exception of students in Grade 9 (77%) and Grade 10 (82%), all other projected middle and high school students were served by ICF enrichment and/or extension activities at a rate lower than the average for Cycle 12 campuses. Grade 12 students were served at the lowest rate (45%).

Table 3
Percentage of Students Projected for Participation in ICF Enrichment/Extension Activities Actually Participating in Such Activities, by Grade Level

Grade Level	Number of Students Participating	Number of Students Projected to be Served	Row %
Pre-Kindergarten	457	700	65.3%
Kindergarten	1,141	1,891	60.3%
Grade 1	1,464	2,051	71.4%
Grade 2	1,678	2,348	71.5%
Grade 3	2,182	2,668	81.8%
Grade 4	2,075	2,586	80.2%
Grade 5	1,866	2,238	83.4%
Grade 6	663	1,023	64.8%
Grade 7	472	793	59.5%
Grade 8	416	811	51.3%
Grade 9	712	926	76.9%
Grade 10	411	501	82.0%
Grade 11	402	666	60.4%
Grade 12	296	665	44.5%
Total	14,235	19,867	71.7%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

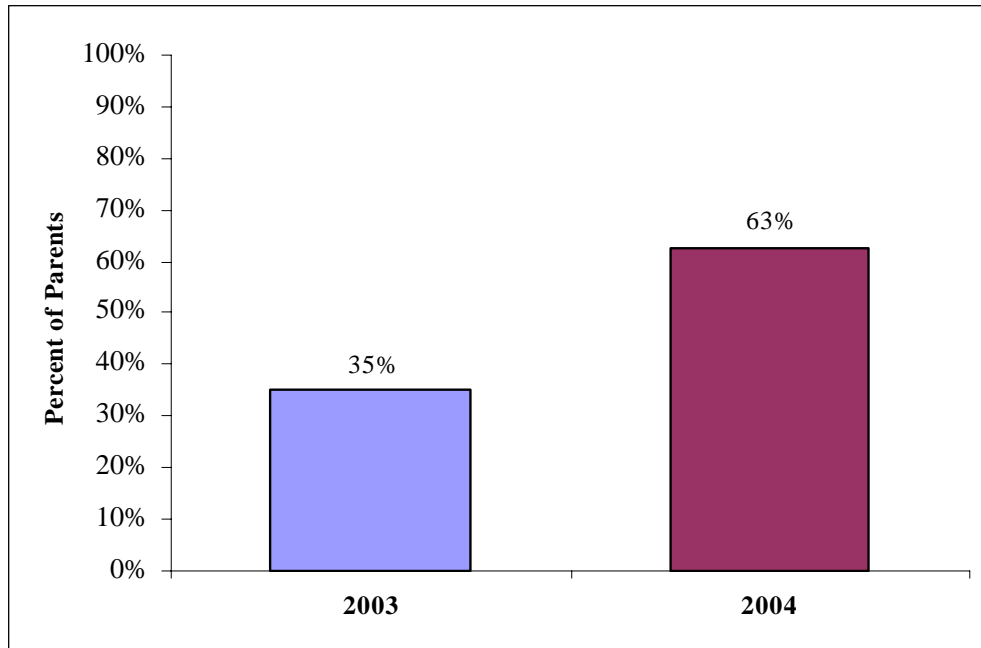
ICF grantees are required to organize a large constituency of parents, teachers and community leaders and develop a comprehensive plan to provide these individuals with training to help them hold the school and the school district accountable for improved student performance. It is assumed that the higher the percentage of eligible parents and community leaders that are participating in school activities, the more likely schools and school districts will be held accountable for higher academic standards.

Parent Participation

Grantees were asked to provide an estimate of the number of parents with students at the school and report the number of parents participating in school activities during the grant period. It is hoped that local education agencies (LEAs) will successfully use grant funds to increase parent participation in school activities at each campus. In the 2002-2003 school year (i.e., the year immediately preceding the grant), approximately 35% of all estimated parents of students at Cycle 12 campuses participated in school activities. During the 2003-2004 school year (i.e., the year the Cycle 12 ICF program was in effect), the percentage of estimated parents participating in school activities increased to 63% (Figure 3). This represents an 80% increase in the proportion of estimated parents who

participated in school activities during the course of the grant period. It seems that Cycle 12 ICF campuses have made progress toward the goal of increasing parent participation in school activities.

Figure 3
Percentage of Estimated Parents/Guardians Involved in School Activities

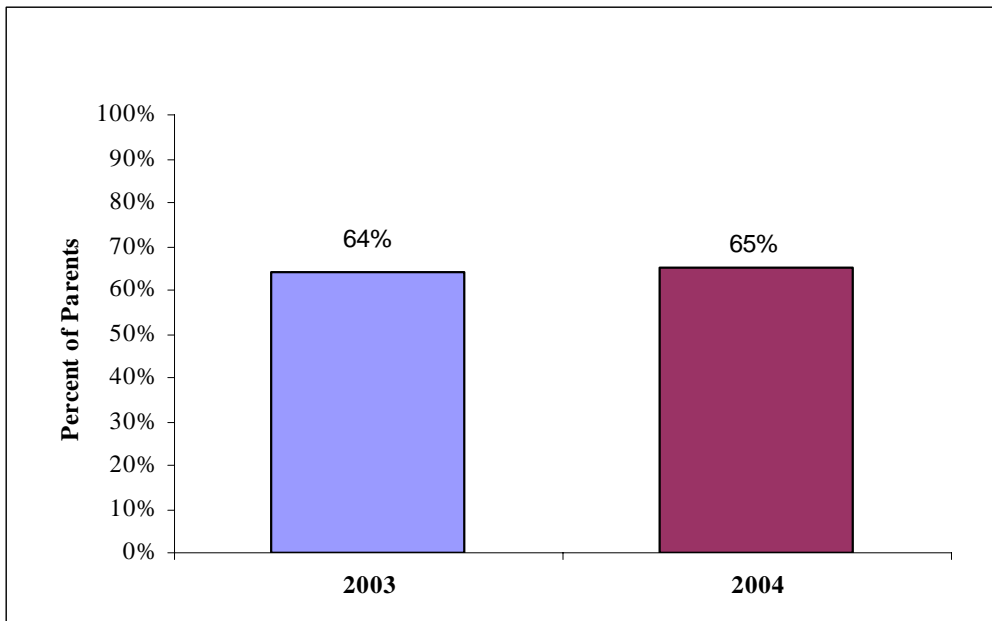


Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

Encouraging parents to participate in school activities generally is just one measure of progress toward achieving the goal of creating a parent group that holds school accountable. A key ICF program-related measure of the quality of parental participation is the percentage of parents that participate in training and/or development activities at the campus.

During the 2002-2003 school year, slightly less than two-thirds (64%) of parents that participated in school activities attended training and/or development activities at a campus (Figure 4). In the 2003-2004 school year, approximately the same percentage of estimated parents (65%) received such training. This suggests that parent training was a high priority among ICF campuses before they received the grant, and continued to remain important during the grant period.

Figure 4
Percentage of Parents/Guardians Involved in School Activities that Attended Training and/or Development Sessions at the Campus

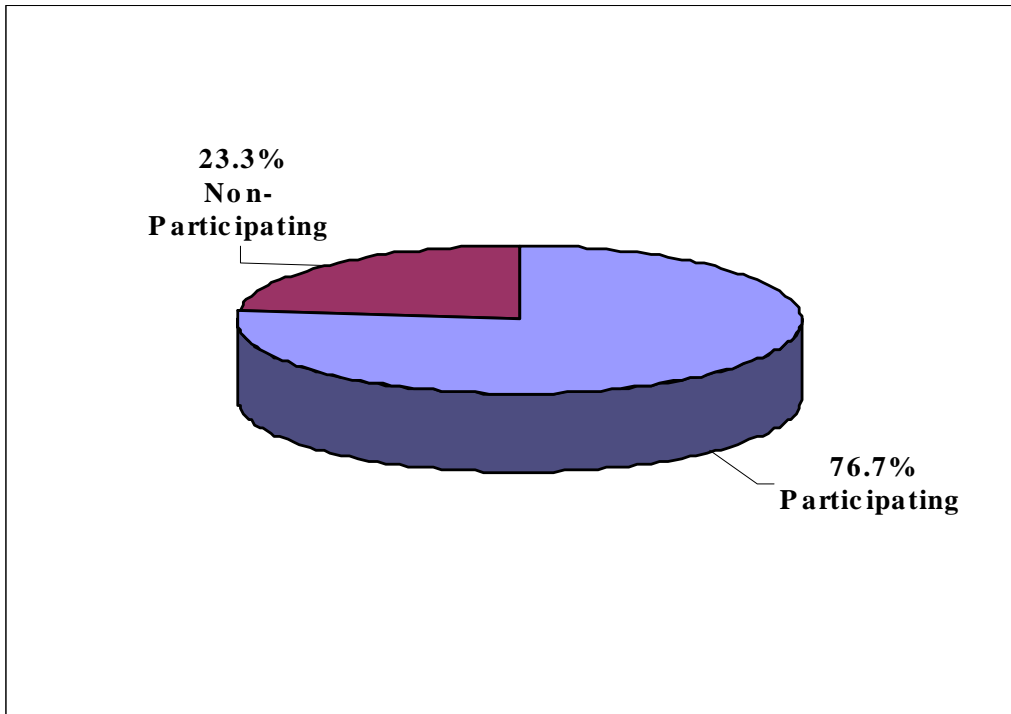


Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

Teacher Participation

Another measure of program performance is the percentage of projected teachers actually participating in ICF-related school activities. During the Cycle 12 grant period, over three-fourths (77%) of the teachers projected to be involved in Cycle 12 grant programs actually participated in ICF projects (Figure 5). It is logical to assume that the higher the percentage of teachers per campus that interact with parents of students and community-based partners, the greater the probability that an effective community-based constituency will be created to hold schools accountable. Increasing the percentage of teachers that participate in ICF projects is also assumed to improve teachers' ability to help their schools make and monitor progress toward meeting the program objectives as stated in the grant application. The high rate of teacher participation overall suggests that most Cycle 12 ICF grantees are fulfilling this important program requirement.

Figure 5
Percentage of Projected Teachers Actually Participating in ICF Projects



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

As shown in Table 4, an average of 33 teachers participated in ICF projects per funded campus, or approximately three-fourths (77%) of the average number of teachers projected for participation. These results vary substantially by campus type. High schools had the highest percentage of projected teachers actually participating – exceeding the projected number of teachers by 11% - followed closely by elementary schools (98%). On average, less than one-third of the middle school teachers projected to be involved in ICF projects actually participated. It is unclear why middle school teachers were less likely to play a role in ICF projects at their campus. This result may be related to the lower percentage of projected middle school students actually served by ICF projects at each campus, as compared to elementary or high schools.

Table 4
Average Number of Teachers Participating in ICF Projects per Campus, by Campus Level

Campus Level	Number of Teachers Participating	Number of Teachers Projected	Percent
Elementary	40	41	97.6%
Middle School	17	55	30.9%
High School	30	27	111.0%
Other	43	50	86.0%
Total	33	43	76.7%

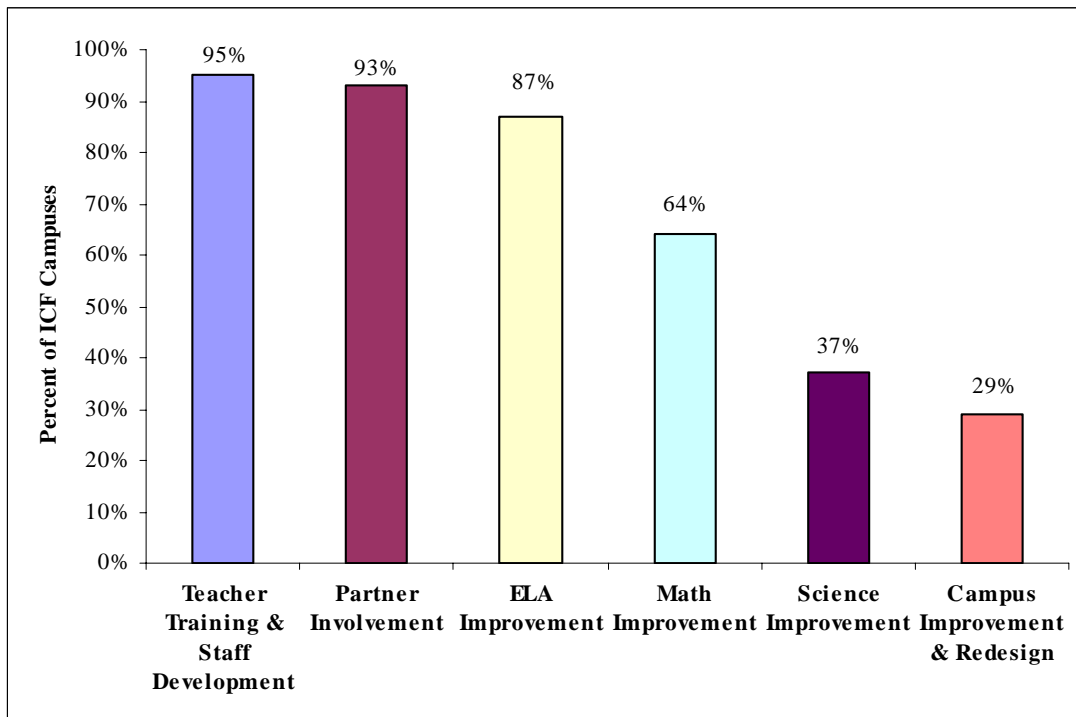
Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

Core Areas of Focus in Campus Projects

Grantees were asked to describe the core areas that were a major focus of their ICF campus projects. As indicated in Figure 6, the vast majority of campuses focused on teacher training and staff development (95%) and partner involvement (93%) as core areas for their projects. A very high percentage of campuses (87%) also emphasized improving English/language arts (ELA) ability among their students. Approximately 64% and 37%, respectively, focused on improving student math and science ability. It appears that most of the Cycle 12 campuses emphasized improving student achievement and building relationships with partners when designing their ICF projects. Less than one-third (29%) of the funded schools indicated that campus redesign and improvement was a major focus of their programs.

Figure 6
Core Areas that were a Major Focus of ICF Campus Projects



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

III. The Role of Non-Profit, Community-Based Partners and Collaborators

A key component of the ICF program is its emphasis on important role played by non-profit, community-based organizations in working with parents, school staff, and school district personnel to hold schools and school districts accountable for improving student achievement. ICF grantees were required to demonstrate a relationship with community based partners and report on the nature of their collaboration.

As shown in Table 5, non-profit, community-based partners and collaborators played several different roles in Cycle 12 ICF projects. The roles for 65 partners and collaborators that provided services in ICF projects were reported by 55 grantees. The most common role identified by grantees was providing training to teachers, parents and students to help meet grantee objectives (32%), followed by supplying materials and resources to help support ICF projects (25%). Grantees also reported that collaborators provided student tutoring and mentoring services, volunteers, and project leadership.

Table 5
Top Five Roles Played by Non-Profit, Community-Based Partners and Collaborators in Implementing the ICF Program

Role	Number of Partners and Collaborators	Percent
Provide Training to Teachers/Parents/Students	21	32.3%
Provide Materials/Resources to Support Activities	16	24.6%
Provide Student Tutoring/Mentoring	10	15.4%
Provide Volunteers	10	15.4%
Provide Leadership	8	12.3%
Total	65	100.0%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

The provision of material and resources was among the most important roles played by collaborators to help grantees achieve their program goals. On average, each Cycle 12 campus received an estimated \$8,781 in financial and in-kind contributions from their non-profit, community-based partners (Table 6). In-kind contributions by partners and collaborators accounted for the largest share of contributions. On average, the estimated value of volunteer services was \$2,427 per grantee. On average, ICF partners made

financial contributions of \$2,105 per campus. Other contributions included an average of \$1,883 for training, \$598 for facilities, \$70 for education supplies, and \$1,698 for other services.

Table 6
Estimated Monetary Value of Financial and In-Kind Contributions from Non-Profit/Community-Based Partners per Campus, by Contribution Type

Contribution Type	Estimated Value	Percent
Volunteers	\$2,427	27.6%
Facilities	\$598	6.8%
Training	\$1,883	21.4%
Educational Supplies	\$70	0.8%
Financial Contributions	\$2,105	24.0%
Other	\$1,698	19.3%
Total	\$8,781	99.9%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

The average total dollar value of community-based collaborator contributions varies by campus type. The typical ICF campus was an elementary school, and each elementary school received an average of \$6,511 in financial and in-kind contributions from their community-based partners. When added to the average grant award per campus (\$40,546), this means that the typical elementary school received an average of \$47,057 from state and private sources to fund ICF projects. High schools and open-enrollment charter schools had somewhat lower levels of collaborator contributions, resulting in an average of \$4,742 and \$5,160 provided to these campuses, respectively. Middle schools had the highest average total dollar value of collaborator contributions (\$41,250).¹ Middle school collaborator contributions were much higher on average, but if middle school campuses with unusually large contributions are removed from the analysis, their level of funding is similar to that of other campus types.

¹ The middle school reported that it had received a \$100,000 grant from a non-profit collaborator to help fund ICF projects. Given that such a large value influences the results on average total dollar value of collaborator contributions for middle schools, this finding should be interpreted cautiously.

Table 7. Average Total Dollar Value of ICF Grant Award and Community-Based Collaborator Contribution per Campus, by Campus Type

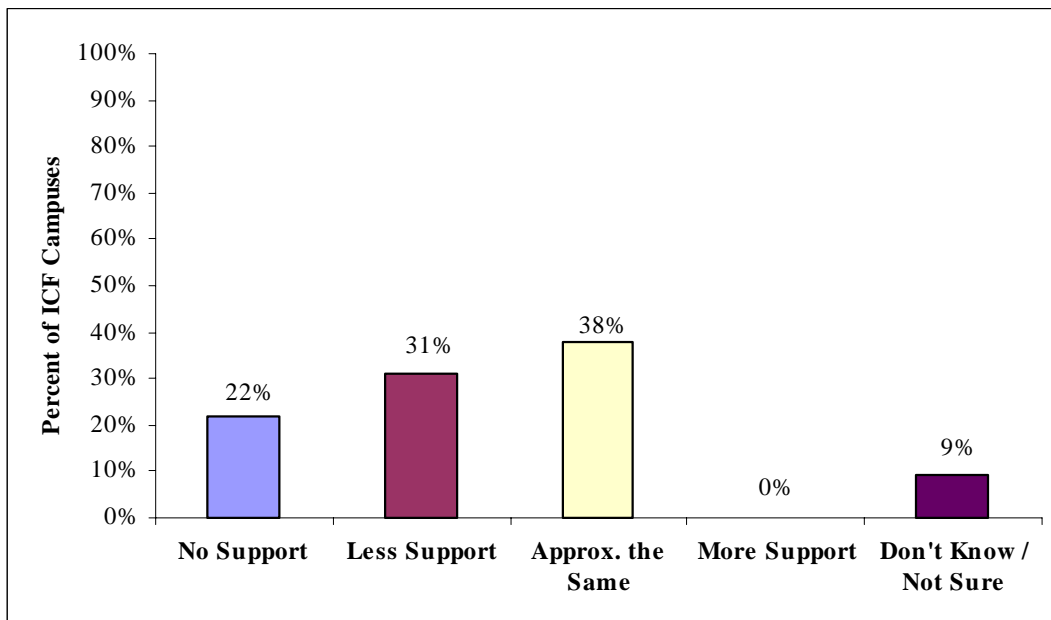
Campus Type	N	Average Contribution	Average Grant Award	Total Dollar Value
Elementary	43	\$6,511	\$40,546	\$47,057
Middle School	4	\$41,250	\$41,000	\$82,250
High School	6	\$4,742	\$40,588	\$45,330
Other	2	\$5,160	\$40,993	\$46,153

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees. One middle school reported that it received a \$100,000 grant from a non-profit collaborator. This extreme value accounts for the very large difference in average contributions between middle schools and other campus types.

Grantees were asked to provide an estimate of the perceived level of support they would have received from their non-profit, community-based partners if the schools had not participated in the ICF program. A substantial percentage (38%) indicated that they would have received the same level of support from their partners and collaborators whether or not they received ICF grant funds. This is interesting because it shows that many of these schools have already constructed viable working relationships with organizations within in their communities. Even so, more than half (53%) of the schools indicated that there would have been either no support (22%) or less support (31%) from partners without the schools' participation in the program (Figure 7). This finding suggests that the ICF program appears to have had a positive impact on the relationship between a substantial percentage of ICF campuses and their community-based collaborators.

Figure 7
Perceived Level of Support from Non-Profit, Community-Based Partners Without ICF Grant Program Funding



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

IV. ICF Project Goals and Participation in ICF-Funded Activities

The purpose of the ICF program is to assist eligible public schools to implement practices and procedures consistent with deregulation and school restructuring in order to improve student achievement and to train parents and community leaders who will hold the campus and the school district accountable for achieving high academic standards (TEC §7.024) . To fulfill the grant requirements, each ICF campus was required to demonstrate progress toward accomplishing four key goals:

1. train teachers, parents, and community leaders to understand academic standards;
2. develop and implement effective strategies to improve student achievement;
3. organize a large constituency of parents and community leaders to hold the school and the school district accountable to achieve high academic standards; and
4. engage in ongoing planning to help ensure the success of the grant program.

To measure progress toward achieving these goals, grantees were asked to report information on the number of teaching staff, students, parents, school district officers, and non-profit, community-based organizations, and community leaders participating in ICF-related training activities. As specified in the enabling statute, ICF grantees are required to enter into a partnership with all of these individuals to pursue the intentions of the grant.

In order to determine the extent of progress toward achieving the first goal, grantees provided information on the number of participants attending training events for increasing understanding of academic standards. This was the most popular category of training events, with a total of 495 participants. As expected, based on the overall objectives of the ICF grant program, the vast majority of attendees at these events were parents (45%) and students (44%). School staff comprised another eight percent of attendees. Only a very small percentage of community leaders and organizations (2%) and school district officers (less than 1%) attended these training events (Table 8).

Table 8
Average Number of Attendees at ICF Training Events for *Understanding Academic Standards*

Attendee Type	Average Number of Attendees	Percent
School Staff	40	8.1%
Parents	222	44.8%
Community and Business Leaders	6	1.2%
Students	220	44.4%
School District Offices	5	1.0%
Non-Profit/Community-Based Organizations	2	0.4%
Total	495	99.9%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

Other ICF events provided training for understanding strategies to improve academic achievement. As shown in Table 9, most of the attendees at these ICF training events were parents (36%) and students (50%). School staff and school district officers represented another nine percent and four percent of attendees, respectively. Community leaders and organizations comprised the lowest percentage (2%) of attendees at these events.

Table 9
Average Number of Attendees at ICF Training Events for *Understanding Strategies to Improve Academic Achievement*

Attendee Type	Average Number of Attendees	Percent
School Staff	41	8.8%
Parents	167	35.8%
Community and Business Leaders	4	0.9%
Students	235	50.3%
School District Offices	17	3.6%
Non-Profit/Community-Based Organizations	3	0.6%
Total	467	100.0%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

One of the statutory requirements of the ICF program is to organize a large constituency of parents and community leaders to hold the school and the school district accountable

to achieve high academic standards. Grantees held training sessions to provide parents and community leaders with the skills they need to help accomplish this goal. As Table 10 indicates, approximately half of the attendees (50%) at these training opportunities were parents, 30% were students, and 12% were school staff. Not surprisingly, community leaders and organizations were best represented at these events, comprising approximately six percent of all attendees. Only one percent of the attendees were school district officers.

Table 10
Average Number of Attendees at ICF Training Events for *Parent and Community Leader Training Related to Holding Schools/Districts Accountable*

Attendee Type	Average Number of Attendees	Percent
School Staff	30	11.8%
Parents	128	50.2%
Community and Business Leaders	12	4.7%
Students	77	30.2%
School District Offices	3	1.2%
Non-Profit/Community-Based Organizations	5	2.0%
Total	255	100.1%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

As part of the goal to develop effective strategies to improve academic performance, grantees held training events for staff development on instructional strategies. As might be expected, school staff was best represented at these events, comprising 30% of all attendees (Table 11). Parents (29%) and students (37%) were also well represented at these events.

Table 11
Average Number of Attendees at ICF Training Events for *Staff Development on Instructional Strategies*

Attendee Type	Average Number of Attendees	Percent
School Staff	82	29.7%
Parents	81	29.3%
Community and Business Leaders	3	1.1%
Students	103	37.3%
School District Offices	4	1.4%
Non-Profit/Community-Based Organizations	3	1.1%
Total	276	99.9%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

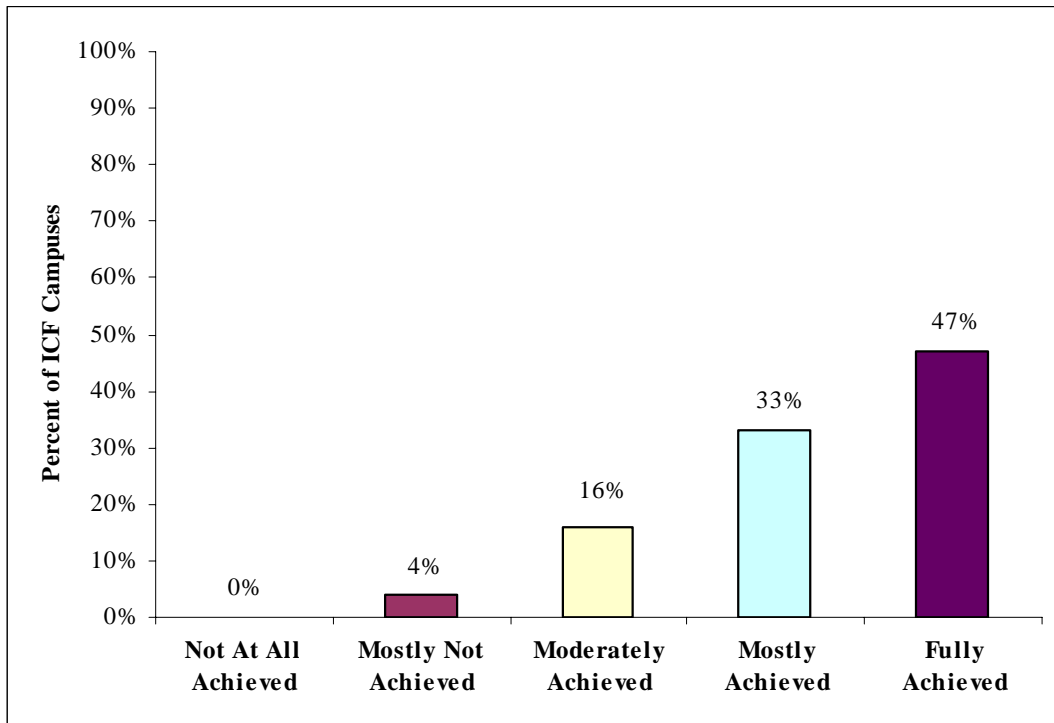
V. Goal Achievement and Program Results

Grantees were asked to report on progress they had made in achieving the primary goals of the ICF program. These goals were to: train teachers, parents, and community leaders to understand academic standards; develop and implement effective strategies to improve student achievement; organize a large constituency of parents and community leaders to hold the school and the school district accountable to achieve high academic standards; and engage in ongoing planning to help ensure the success of the grant program.

Goal 1: Train Teachers, Parents, and Community Leaders to Understand Academic Standards

Based on the results, the grantees appear to have made substantial progress toward accomplishing the goal of training school staff, parents, and community leaders to understand academic standards. The vast majority (80%) reported that they had fully achieved or mostly achieved this goal (Figure 8). Approximately 16% reported that they had made moderate progress toward achieving this goal. Only a small percentage (4%) reported that they had mostly not achieved this goal. None of the campuses reported that the goal had not at all been achieved.

Figure 8
Percentage of ICF Campuses that Achieved the Goal of *Training School Staff, Parents and Community Leaders to Understand Academic Standards*

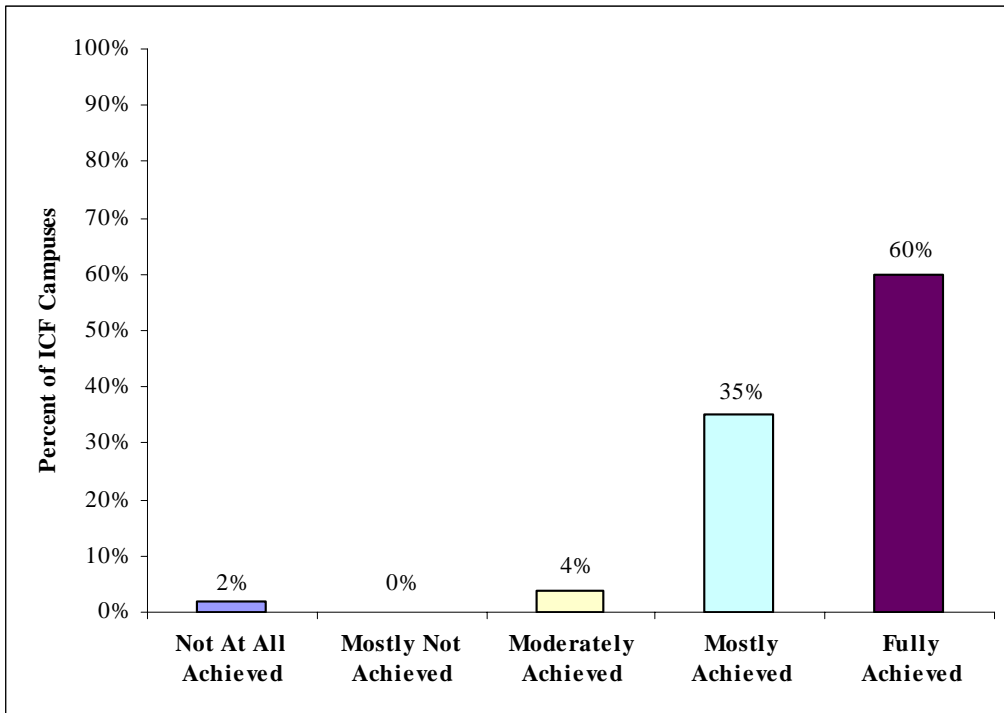


Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
 Note: Results are based on final evaluation reports by 55 grantees.

Goal 2: Develop and Implement Effective Strategies to Improve Student Achievement

Even better results were reported for progress toward achieving the goal of developing and implementing effective strategies to improve student achievement. Approximately 95% of the Cycle 12 grantees reported that they had fully achieved or mostly achieved this goal by the end of the grant period (Figure 9). Approximately four percent of the campuses reported moderate progress. Only two percent reported a lack of any progress toward achieving this goal.

Figure 9
Percentage of ICF Campuses that Achieved the Goal of *Developing and Implementing Effective Strategies to Improve Student Achievement*



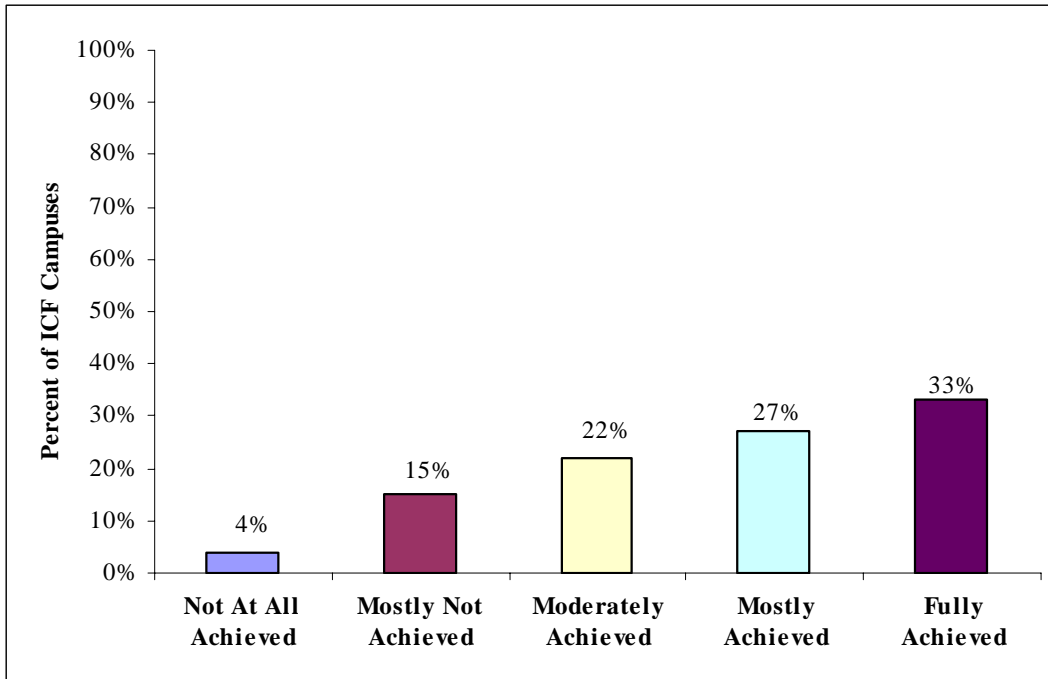
Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

Goal 3: Organize a Large Constituency of Parents and Community Leaders to Hold the School and the School District Accountable to Achieve High Academic Standards

Grantees seem to have had the most difficulty in achieving the goal of organizing a large constituency of parents and community leaders to hold schools and school districts accountable for achieving high academic standards. Nearly two-thirds (60%) of the schools reported that they had fully achieved (33%) or mostly achieved (27%) this goal (Figure 10). Another 22% reported moderate progress. Nearly one in five grantees (19%) reported little or no progress toward achieving this goal. Even so, the fact that two out of every three campuses reported substantial progress in building constituencies for holding schools accountable is encouraging.

Figure 10
Percentage of ICF Campuses that Achieved the Goal of *Organizing a Large Constituency of Parents and Community Leaders to Hold the School and School District Accountable for Achieving High Academic Standards*



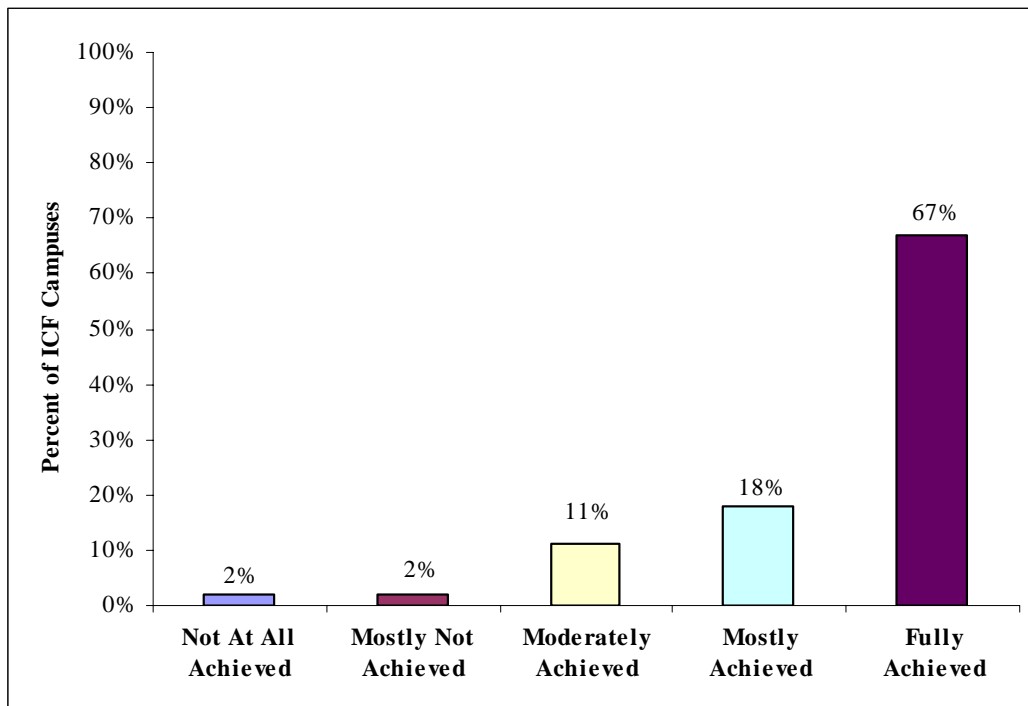
Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

Goal 4: Engage in Ongoing Planning to Help Ensure the Success of the Grant Program

Grantees reported that they were very successful in achieving the goal of engaging in ongoing planning to help ensure the success of the grant program. As Figure 11 illustrates, the vast majority (85%) of grantees reported that they had fully achieved or mostly achieved this goal during the grant period. Another 11% of the funded campuses reported moderate progress toward achieving this goal. Only four percent reported minimal progress or no progress at all toward the goal of engaging in ongoing planning to help ensure the success of the grant program.

Figure 11
Percentage of ICF Campuses that Achieved the Goal of *Engaging in Ongoing Planning to Help Ensure the Success of the Grant Program*



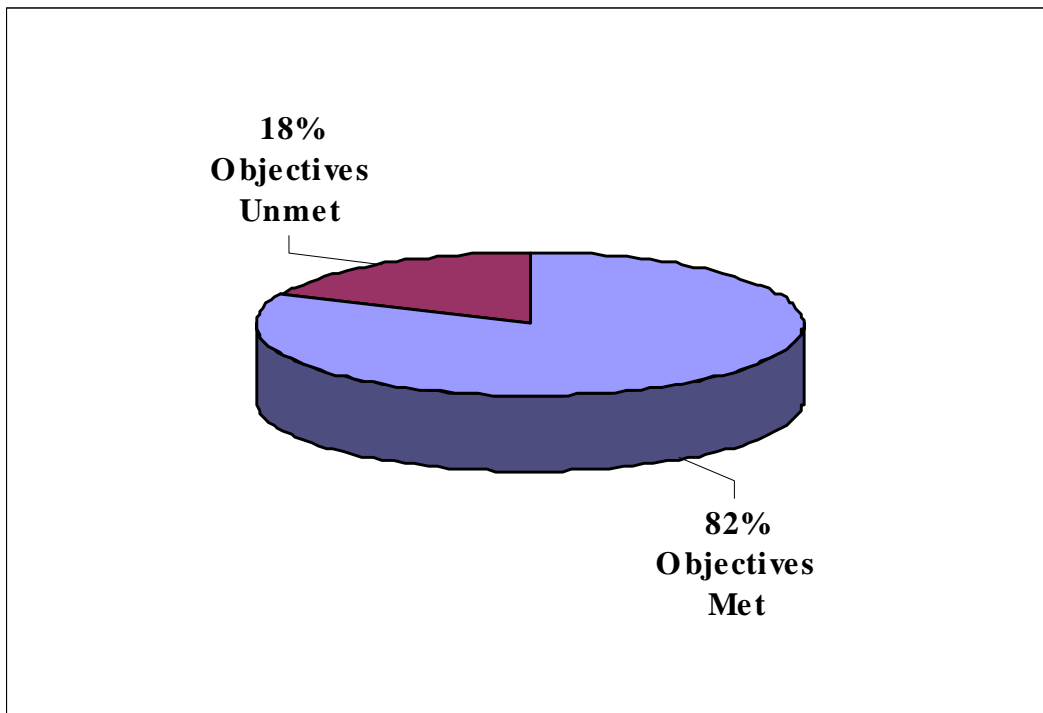
Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Percentages do not sum to 100% due to rounding. Results are based on final evaluation reports by 55 grantees.

Project Objectives

As indicated in Figure 12, the ICF grantees reported substantial success in achieving their program goals. Another measure of program success is the percentage of objectives achieved during the grant period. In the aggregate, grantees reported that they had met the vast majority of their program objectives (82%). Only 18% of their grant program objectives were unmet at the end of the grant period.

Figure 12
Aggregate Percentage of ICF Project Objectives that were Met by the End of the Grant Period



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

Grantees were asked to describe any objectives that were not achieved by the end of the grant period, and provide reasons for why those objectives were not achieved. As shown in Table 12, the most commonly identified objective not met (cited by 27% of the grantees) was achieving their targets for increasing the number of students who met academic standards. The second most commonly cited unmet objective was achieving targets set for increased parental participation in school activities (15%). Other unmet objectives mentioned by grantees include achieving targets for increasing the number of community-based collaborators (11%), achieving staff development and/or teacher training objectives (7%), and achieving targets for increasing awareness of academic standards among students (2%).

Table 12
Five Most Common Objectives Not Achieved

Objective	Number of Grantees	Percent of All Grantees
Achieving Target for Number of Students who Met Academic Standards	15	27.3%
Increased Parental Participation in School Activities	8	14.6%
Increase Number of Community Collaborators	6	10.9%
Improve Staff Development/Teacher Training	4	7.3%
Improve Student Knowledge of Academic Standards	1	1.8%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Grantees were allowed to report multiple objectives not achieved; thus, the cumulative number of grantees reflect duplicated counts. Results are based on final evaluation reports by 55 grantees.

Grantees offered many different reasons for why some of their objectives were unmet (Table 13). The most common reason (cited by six grantees) was changes in academic standards that made it more difficult for grantees to achieve their student performance targets on the Texas Assessment of Knowledge and Skills (TAKS). This reason is related to the number of grantees who reported they had not achieved their objective of meeting their targets for increasing the percentage of students who met academic standards.

After Cycle 12 grantees had established their targets, new academic standards were implemented by TEA, in part to meet the requirements of the federal No Child Left Behind Act (NCLB). Shortly after the ICF grantees had established their student performance targets associated with the grants, academic standards were raised making it more difficult for students to meet academic standards by passing the TAKS test.² Several grantees reported they were unaware of these changes and did not account for them in their planning. This is the most commonly cited reason mentioned by Cycle 12 grantees for why they did not achieve their some of their objectives.

Grantees identified several other reasons for why they did not achieve some of their objectives. Five grantees felt that they had set unrealistic targets when designing their

² See Texas Education Agency, Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period (July 2, 2004), available at the following website:
http://www.tea.state.tx.us/stplan/0509_stratplan.pdf

grant program. Based on grantee comments, this should also be interpreted in light of changes to the state's academic standards. Other reasons for unmet objectives can be lumped into three broad categories: 1) lack of parental interest; 2) lack of community interest; and 3) budget constraints. For instance, several grantees reported a lack of parent and community leader interest or commitment, including difficulty encouraging enough volunteers to participate in campus activities. Some grantees attributed this to the difficulty of reconciling school schedules with parent and community leader needs. Other grantees reported that such budgetary issues as insufficient staff, unavailability of needed space, unforeseen costs, and the late receipt of grant funds from TEA interfered with achievement of their objectives. A final reason for unmet objectives offered by grantees was teacher turnover. This was related to a lack of sufficient expertise among teachers to successfully implement program objectives.

Table 13
Ten Most Common Reasons for Why Some Objectives were Not Met

Reason	Number of Grantees	Percent of Grantees Indicating Why Objectives were Not Met
More Difficult Test Questions/TAKS Standards	6	10.9%
Unrealistic Targets	5	9.1%
Overworked/Insufficient Staff or Number of Volunteers	4	7.2%
Issues with Quality of Tutoring/Instruction	4	7.2%
Scheduling Conflicts	3	5.5%
Parental Lack of Interest	3	5.5%
Lack of Interest/Commitment by Community Leaders	3	5.5%
Unavailability of Space	2	3.6%
Budget Constraints/Late Receipt of Grant Funds	2	3.6%
Teacher Turnover	2	3.6%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Grantees were allowed to report multiple objectives not achieved; thus, the cumulative number of grantees reflect duplicated counts. Results are based on final evaluation reports by 55 grantees.

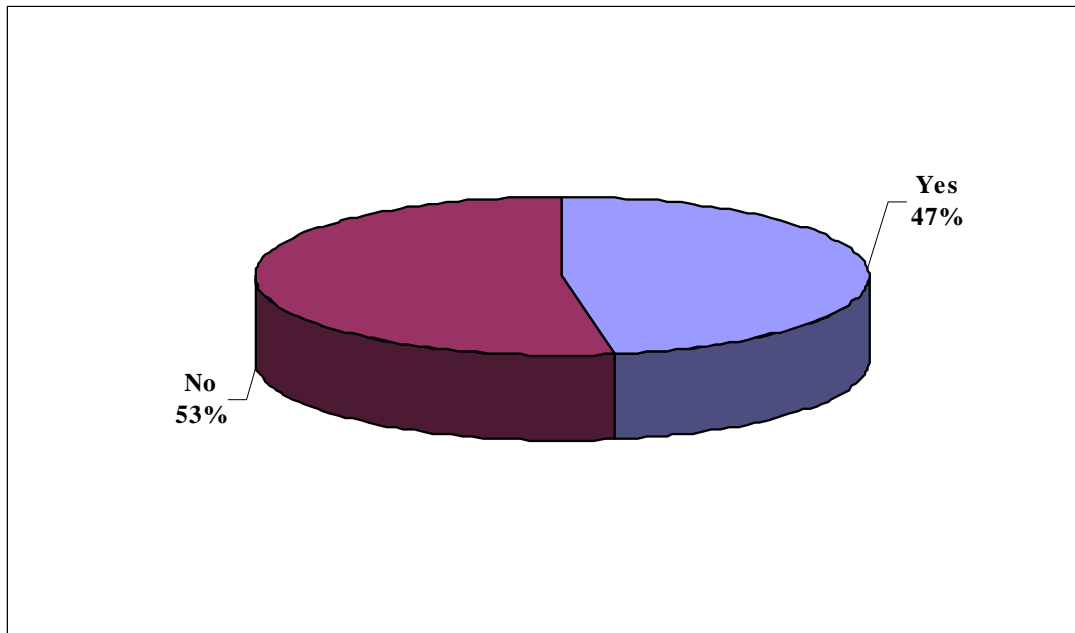
Grantees were asked to report on what they had learned from their efforts to achieve their objectives during the grant period. Only a few grantees addressed this issue. The responses address the problems of changes to academic standards and the lack of parental and community participation. Three of the grantees indicated they needed to set more realistic targets and another reported on the need account for changes to academic standards in planning. To address low parental participation rates, two grantees indicated a need for daycare services for parents and one grantee reported on the need for variable activity times for parents. Another grantee noted the importance of accounting for changes to academic standards in planning. Grantees identified these solutions as concrete steps that can be taken in future to address the problems associated with not meeting certain program objectives.

Modification of Grant Strategies

Implementation of a grant program can be a learning process for many first time grant recipients, as suggested by the substantial number of Cycle 12 grantees that modified their initial strategies during the grant period. As shown in Figure 13, over one-half

(53%) of the grantees modified the strategies they had designed to achieve their goals during the grant period.

Figure 13
Percentage of ICF Campuses that Modified Strategies during the Grant Period



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
Note: Results are based on final evaluation reports by 55 grantees.

As Table 14 indicates, the most common modification was reallocation of funds from one activity to another as grantees reassessed their needs during the grant period. For example, one grantee reallocated funds originally assigned to finance teacher training to fund a summer school reading intervention program and another shifted funds from teacher payroll and non-personnel stipends to buy supplies and materials for student field trips and to establish a science lab for students. Many grantees modified the timing and location of student activities and teacher or parent training due to scheduling conflicts. Other grantees increased the number of training sessions for parents and teachers than was originally planned for and changed the subject content of their after-school activities to reading and math.

Other modifications were made to address problems that emerged during the grant period. For example, one grantee reported that a non-profit collaborator withdrew its support of a weekend academic activity for students, leading the grantee to move the resources devoted to that activity to after-school tutoring and a TAKS prep program. Another grantee changed their community outreach program to address an apparent lack of interest from community leaders in their program. Some grantees modified or cancelled student and parent activities due to insufficient funds or a lack of parent interest

Table 14
Ten Most Common Strategy Modifications

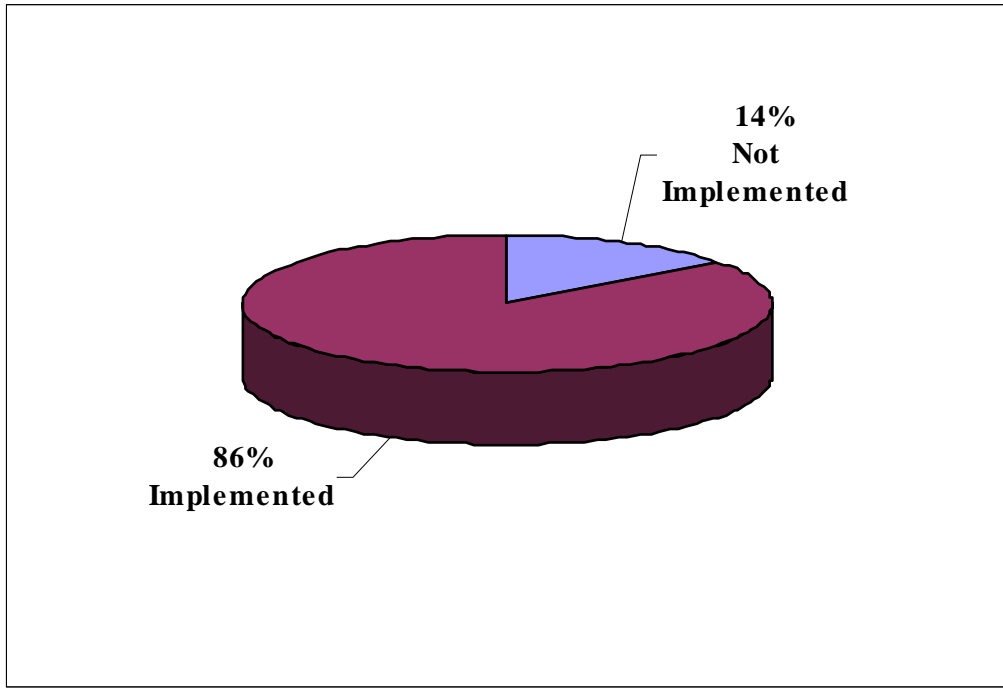
Modification	Number of Grantees	Percent of Grantees that Modified Strategies
Reallocation of Funds/Resources	8	27.6%
Timing/Location of Student Activities Modified	5	17.2%
Timing/Location of Teacher Training Modified	4	13.8%
Staff Development/Training Opportunities Modified	4	13.8%
Timing/Location of Parent Meetings Modified	3	10.3%
Parent Development/Training Opportunities Modified	3	10.3%
Student After-school Activities Modified	2	6.9%
Eliminated PTA activities	1	3.4%
Modified Community Outreach Plan	1	3.4%
Modified Academic Curriculum	1	3.4%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Grantees were allowed to report multiple objectives not achieved; thus, the cumulative number of grantees reflect duplicated counts. Results are based on final evaluation reports by 29 grantees that reported they had modified one or more strategies.

Grantees implemented the vast majority (86%) of their originally planned activities during the grant period (Figure 14). Those strategies that were not implemented were all dropped due to funding constraints or lack of parental or community interest. The most common activity not implemented (cited by 12 grantees) was parent development or training sessions held at the campus (Table 15). A large number of grantees eliminated constituency building activities such as town hall meetings or community conferences designed to build constituencies. Other grantees cut some teacher training and student activities. Interestingly, several grantees reported that they did not implement planned changes to their academic curriculum. In each case, grantees reported that their planned changes were not implemented due to conflicts with school district policy or district sponsored curriculum realignments that occurred during the grant period.

Figure 14
Aggregate Percentage of Planned Activities that were Actually Implemented by ICF Campuses



Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
 Note: Results are based on final evaluation reports by 55 grantees.

Table 15
Top Activities that were Not Implemented

Activity	Number of Grantees	Percent of All Grantees
Parent Development/Training Session	12	21.8%
Community/Constituency Building Activity	6	10.9%
Teacher Development/Training Session	5	9.1%
Student Enrichment Activity	4	7.2%
Curriculum Redesign	2	3.6%
Child Care	1	1.8%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.
 Note: Grantees were allowed to report multiple objectives not achieved; thus, the cumulative number of grantees reflect duplicated counts. Results are based on final evaluation reports by 55 grantees.

Grantees were asked to provide reasons for why some of their planned activities were not put into effect. For the most part, their responses paralleled reasons cited for why some of their objectives were not achieved. As shown in Table 16, the most common reason

cited was lack of parental interest in ICF funded activities. Scheduling conflicts, budget constraints, limited staff, and a lack of community leader interest were also listed as reasons why some activities were not implemented. Interestingly, several grantees reported that some of their planned activities conflicted with existing district policies or programs. This suggests a need for grantees to increase their awareness of such policies or programs when designing their ICF grant program.

Table 16
Ten Most Common Reasons Why Some Activities were Not Implemented

Reason	Number of Grantees	Percent of Grantees with Activities that were Not Implemented
Lack of Parental Interest	7	12.7%
Scheduling Conflicts	4	7.3%
Budget Constraints	4	7.3%
Overworked/Insufficient Staff	3	5.5%
Lack of Commitment from CBO	3	5.5%
Conflicts with District Policy/Programs	3	5.5%
Lacking Sufficient Expertise/Consultants	2	3.6%
Lack of Volunteers	1	1.8%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Grantees were allowed to report multiple objectives not achieved; thus, the cumulative number of grantees reflect duplicated counts. Results are based on final evaluation reports by 55 grantees.

Grantees were given the opportunity to summarize their experiences by identifying the most significant challenges and obstacles to their ICF program’s implementation. The issues they identified provide a listing of important factors for grantees and for TEA funding staff to consider in future grant cycles. The top obstacle that Cycle 12 grantees identified was a lack of parental interest in campus activities (Table 17). Other commonly cited obstacles include staffing shortages, scheduling conflicts, lack of commitment by community leaders, issues related to adequate funding. Interestingly, several grantees mentioned technical problems such as the lack of appropriate technology or software to support activities or excessive record keeping requirements as obstacles to successful program implementation.

Table 17
Ten Most Common Challenges and Obstacles to the Program’s Implementation

Challenge/Obstacle	Number of Grantees	Percent of All Grantees
Lack of Parental Interest	9	16.4%
Staffing Shortages	6	10.9%
Scheduling Conflicts	5	9.1%
Lack of Commitment by CBO/Community Leaders	5	9.1%
Delays in Award of Grant Funds	5	9.1%
Lack of Adequate Funding	3	5.4%
Limited Staff Expertise	2	3.6%
Lack of Appropriate Technology/Software to Resolve Technical Difficulties	2	3.6%
Excessive Record Keeping Requirements	2	3.6%
Misalignment between Curriculum and TAKS	1	1.8%

Source: Final ICF Evaluation Report, Cycle 12, Texas Education Agency, 2005.

Note: Results are based on final evaluation reports by 55 grantees.

Student Achievement Results

To determine the effect of ICF related activities on student performance, the percentage of students at Cycle 12 ICF campuses that met TAKS passing standards before and during the grant period was compared to test results among students at a comparison group of campuses with similar demographic characteristics that did not participate in the ICF program. The comparison group was created by matching each ICF campus with another campus that did not receive funding according to the following demographic criteria: region, grade level, the distribution of students by ethnicity, and the percentage of students classified as economically disadvantaged. The 2003 TAKS test administration occurred one month prior to the beginning of the Cycle 12 projects and the 2004 TAKS administration occurred approximately 11 months after the Cycle 12 projects had been implemented.

Comparing the change in the percentage of students that met TAKS passing standards across this period is one measure that can be used to assess the possible effects of ICF projects on student performance. Campus passing rates for each year are computed by dividing the number of students passing TAKS at each campus by the total number of

test-takers at each campus. For the analyses that follow, the average change in the percentage of students that met TAKS passing standards from one year to the next is compared between grantee and comparison group campuses.

There was very little difference between grantee and comparison group campuses in the change in the percentage of students that met TAKS passing standards from one year to the next. The percentage of students meeting the TAKS standard for reading increased by an average of less than one percent at both grantee and comparison group campuses, while the percentage of students meeting the TAKS standard for mathematics increased by an average of 2.8% for grantee campuses and 3.1% for comparison group campuses.

T-tests were conducted to examine whether these associations have statistical significance. Campus-level TAKS data was grouped between Cycle 12 ICF campuses and comparison group campuses and the average percentage of students in each group that improved their TAKS reading and mathematics performance from one year to the next was compared. After conducting the t-tests, and despite the observable difference between groups in TAKS reading performance described above, no statistically significant differences between groups on this measure could be discovered. There does not appear to be a statistical association between participation in the ICF grant program during Cycle 12 and student performance on TAKS tests.

It is important to note that all but four of the Cycle 12 grantees were first time recipients of an ICF grant. A fair assessment of the effectiveness of ICF-funded campus restructuring efforts on student performance very likely requires a longer period of time than one year for the effects of any changes funded by the grant to have a measurable effect. We should not therefore be surprised that after only one year no statistically significant effects of the grant on student performance could be detected. The performance of ICF campuses should be tracked across multiple years to determine whether participation in the ICF program has any measurable effect on student performance.

VI. Concluding Observations

The ICF grant program was created to improve student achievement through implementing practices and procedures consistent with deregulation and school restructuring and programs that identify and train parents and community leaders who will hold schools and school districts accountable for achieving high academic standards. This evaluation report has described Cycle 12 ICF campus projects and reported on grantees' progress toward achieving these goals and objectives. The purpose of this evaluation was to determine whether grantees had successfully implemented a program to build a constituency of teachers, parents, and community leaders to hold schools and school districts accountable.

Data provided by the grantees show that the vast majority of Cycle 12 ICF grantees were elementary school campuses. Therefore, a substantial proportion of students served by ICF projects and participating in ICF-funded enrichment/extension activities were enrolled in Kindergarten through Grade 5. On average, over three-fourths of projected teachers were involved in ICF projects at their campus. The typical ICF campus emphasized teacher training and staff development, partner involvement, and improvement in ELA ability among students as core areas of focus in their ICF campus projects.

Overall, grantees reported substantial progress toward achieving the ICF program's most important goals. Over three-fourths of the ICF campuses reported that they had fully achieved or mostly achieved the goal of training school staff, parents and community leaders to understand academic standards. Nearly all of the grantees (95%) reported that they had fully achieved or mostly achieved the goal of developing and implementing effective strategies to improve student achievement. Most grantees (85%) reported that they had fully achieved or mostly achieved the goal of engaging in ongoing planning to help ensure the success of the grant program.

Grantees were less successful in achieving the goal of organizing a large constituency of school staff, parents and community leaders to hold the campus and school district

accountable for achieving high academic standards. Only 60% of the grantees indicated that they had fully achieved or mostly achieved this goal.

Even though over one-third of the grantees reported difficulty in building a constituency of school staff, parents and community leaders to hold schools accountable, most grantees reported positive results in their efforts to encourage greater participation in school activities by several of these groups individually. On average, parental participation in school activities increased by 28 percentage points during the grant period. This is a substantial improvement that may be related to participation in the ICF grant program. In addition, each Cycle 12 ICF campus received an average of \$5,160 in financial and in-kind contributions from their community-based partners. Elementary schools, by far the most common type of ICF campus, received an average of \$6,511 in financial and in-kind contributions from their partners to help them implement their ICF program.

Despite these indicators of program success, a substantial number of grantees reported that there were challenges and obstacles to their grant program's implementation. The most commonly cited obstacle was a lack of parental and community leader interest in ICF projects. This was also cited as an important reason why some grantees did not achieve some of their program objectives, including limited progress toward building a constituency toward holding schools and school districts accountable for high academic standards. To address this obstacle, grantees modified the timing and/or location of training opportunities for parents and community members and several grantees suggested that providing variable times for school activities to reduce scheduling conflicts, and offering on-site daycare services, were important measures that could have increased interest and participation among parents and community leaders.

Other grantees reported that budget constraints posed as an obstacle to full implementation of their ICF projects. Although a few grantees indicated that these constraints were due to unforeseen costs, others identified delays in the receipt of grant funds as an important obstacle to their program's implementation. Funding limitations

were linked by the grantees to other problems such as insufficient building space for school activities, lack of appropriate technology or software, and a lack of sufficient staff to fully implement the grant program. Timely receipt of grant funds was cited by these grantees as an important means toward accomplishing their program goals are originally provided for in the grant application.

One interesting problem identified by the grantees was the challenge that changing academic standards posed to achieving some of the student performance targets that were originally established during the grant application process. In particular, some grantees reported that they did not adequately take into account changes to the TAKS passing standards during the grant period and as a result did not achieve their targets for the percentage of students at their campus that met academic standards. Other grantees noted that conflicts with existing district policy or programs were another reason why they were not able to implement some of their planned activities or meet some of their objectives. Grantees that reported these problems all noted the importance of being aware of changes to academic standards and existing district policies when designing a grant program.

Self-reported indicators of program success are one method of determining the extent that Cycle 12 ICF campuses were successfully in achieving their program goals. As important are objective measures that examine the effect of ICF-funded strategies and activities on student performance. For this evaluation, the change in the average percentage of students who met TAKS passing standards in the 2002-2003 and 2003-2004 school years was compared between grantee and comparison group campuses. The results showed that there was very little difference between grantee and comparison group campuses in the change in the percentage of students who met TAKS reading and mathematics standards. A statistical analysis found that there were no statistically significant differences between groups on either the TAKS reading standard or the TAKS mathematics standard.

It is important to note, however, that the effects of campus deregulation and restructuring on student performance likely take several years to become evident. It may be too soon in the process for the campus-level changes implemented by the Cycle 12 ICF grantees to have an effect. As more data is collected on future cycles of the ICF grant program, it will be possible to conduct longitudinal analyses of the effect of ICF campus projects on student performance.

Although grantees identified a number of obstacles to successful program implementation and offered suggestions for improvement, the data show that a majority of grantees had made substantial progress toward achieving the most important goals of their ICF program by the end of the grant period. The obstacles to program implementation and their suggested solutions is important information that should be considered by future grantees and TEA program staff when ICF campus programs are designed in future grant cycles.

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**Appendix A:
Data Collection Instrument**

TEXAS EDUCATION AGENCY

2003-2004 Investment Capital Fund Grant

Final Progress Report

Reporting Period: May 1, 2003 – July 30, 2004

Report Due: August 31, 2004

Section 1: Organizational Data and Contact Information

District Name:	<input type="text"/>		
Campus Name:	<input type="text"/>		
County-District-Campus Number:	<input type="text"/>	NOGA ID Number: (17 digits)	<input type="text"/>
School Type:	<input type="checkbox"/> Elementary School		
	<input type="checkbox"/> Middle School		
	<input type="checkbox"/> High School		
	<input type="checkbox"/> Other (e.g. K-12 Campus), please specify <input type="text"/>		
Project Focus	Please indicate which of the following core areas were a major focus of your ICF Project. (Check all that apply.)		
	<input type="checkbox"/> Teacher Training/Staff Development		
	<input type="checkbox"/> Overall Campus Improvement Redesign		
	<input type="checkbox"/> Increased Parent/Community and Business Leader Involvement		
	<input type="checkbox"/> Improved Student Achievement in Reading/English Language Arts		
	<input type="checkbox"/> Improved Student Achievement in Math		
	<input type="checkbox"/> Improved Student Achievement in Science		
	<input type="checkbox"/> Other (please specify) <input type="text"/>		
	<input type="checkbox"/> Other (please specify)		

	<input type="text"/>
Contact Information	Person Completing Final Progress Report:
First Name:	<input type="text"/>
Last Name:	<input type="text"/>
Title:	<input type="text"/>
Telephone:	<input type="text"/>
Email:	<input type="text"/>
Contact Information	Authorized Official:
First Name:	<input type="text"/>
Last Name:	<input type="text"/>
Title:	<input type="text"/>
Telephone:	<input type="text"/>
Email:	<input type="text"/>
Date Submitted (MM/DD/YYYY):	<input type="text"/>

Section 2: Students Served by ICF Grant Program

1. Please indicate the number of students who were targeted to be served in your original ICF application and the number that were actually served during the May 1, 2003 to July 30, 2004 project period.

	Measure		
Grade Level	Number of Students Targeted for Service in Original ICF Grant Application	Number of Students Actually Served by Project	Students Actually Served as a Percentage of Target
PK	<input type="text"/>	<input type="text"/>	<input type="text"/> %
K	<input type="text"/>	<input type="text"/>	<input type="text"/> %
1	<input type="text"/>	<input type="text"/>	<input type="text"/> %
2	<input type="text"/>	<input type="text"/>	<input type="text"/> %
3	<input type="text"/>	<input type="text"/>	<input type="text"/> %
4	<input type="text"/>	<input type="text"/>	<input type="text"/> %
5	<input type="text"/>	<input type="text"/>	<input type="text"/> %
6	<input type="text"/>	<input type="text"/>	<input type="text"/> %
7	<input type="text"/>	<input type="text"/>	<input type="text"/> %
8	<input type="text"/>	<input type="text"/>	<input type="text"/> %
9	<input type="text"/>	<input type="text"/>	<input type="text"/> %
10	<input type="text"/>	<input type="text"/>	<input type="text"/> %
11	<input type="text"/>	<input type="text"/>	<input type="text"/> %
12	<input type="text"/>	<input type="text"/>	<input type="text"/> %
Total	<input type="text"/>	<input type="text"/>	<input type="text"/> %

2. Please indicate the number of students who were targeted (in original ICF application) to be served through enrichment and/or extension activities outside of the regular school day and the number that were actually served during the May 1, 2003 to July 30, 2004 project period.

Grade Level	Measure		
	Number of Students Targeted for Involvement in Enrichment and/or Extension Activities Outside of the Regular School Day (in Original ICF Grant Application).	Number of Students Actually Involved in Enrichment and/or Extension Activities Outside of the Regular School Day Funded Through This Project.	Students Actually Served as a Percentage of Target
PK	<input type="text"/>	<input type="text"/>	<input type="text"/> %
K	<input type="text"/>	<input type="text"/>	<input type="text"/> %
1	<input type="text"/>	<input type="text"/>	<input type="text"/> %
2	<input type="text"/>	<input type="text"/>	<input type="text"/> %
3	<input type="text"/>	<input type="text"/>	<input type="text"/> %
4	<input type="text"/>	<input type="text"/>	<input type="text"/> %
5	<input type="text"/>	<input type="text"/>	<input type="text"/> %
6	<input type="text"/>	<input type="text"/>	<input type="text"/> %
7	<input type="text"/>	<input type="text"/>	<input type="text"/> %
8	<input type="text"/>	<input type="text"/>	<input type="text"/> %
9	<input type="text"/>	<input type="text"/>	<input type="text"/> %
10	<input type="text"/>	<input type="text"/>	<input type="text"/> %
11	<input type="text"/>	<input type="text"/>	<input type="text"/> %
12	<input type="text"/>	<input type="text"/>	<input type="text"/> %
Total	<input type="text"/>	<input type="text"/>	<input type="text"/> %

Section 3: Teacher Participation in ICF Grant Program:

Measure	Response
Total Number of Teachers Targeted on Original ICF Grant Application for Participation in Project:	<input type="text"/>
Total Number of Teachers Actually Participating in the Project:	<input type="text"/>
Actual Teacher Participation as a Percentage of Target:	<input type="text"/> %

Section 4: Parental Involvement in ICF Program

Measure	2002-2003 School Year	2003-2004 School Year
1. Number of Parents/Guardians Involved in School Activities:	<input type="text"/>	<input type="text"/>
2. Total Estimated Number of Parents/Guardians for Students at the Campus:	<input type="text"/>	<input type="text"/>
3. Percent of Parents/Guardians Involved in School Activities:	<input type="text"/> %	<input type="text"/> %
4. Number of Parents/Guardians Attending Training and/or Participating in Development Activities at the Campus:	<input type="text"/>	<input type="text"/>

Section 5: Project Objectives, Strategies and Activities

1. Please indicate the number of objectives outlined in Schedule #3 of the original ICF application, and the number and percent of those objectives actually achieved.

Measure	Response
Number of Objectives Stated on Schedule #3 of Original ICF Grant Application	<input style="width: 100%;" type="text"/>
Number of Stated Objectives that Were Met During the Project Period	<input style="width: 100%;" type="text"/>
Percentage of Objectives that Were Achieved During Project Period	<input style="width: 100%;" type="text"/> %

2. Please specify objectives that were not achieved (if any), possible reasons for why the objectives were not met, and any lessons learned.

3. Were any of the proposed strategies or activities that were originally included in the ICF grant application modified during the course of the project, May 1, 2003 - July 30, 2004?

Yes

No

4. If modifications to strategies or activities were made, please describe how they were changed and the impact that this modification had on program goals/outcomes.

5. Please indicate the number of activities described in Schedule #3 of the original ICF application, and the number and percent of those activities actually implemented:

Measure	Response
Number of Activities Described in Schedule #3E of Original ICF Grant Application that Were Scheduled to Be Implemented:	<input style="width: 100%;" type="text"/>
Number of Activities that Were Actually Implemented During the Project Period:	<input style="width: 100%;" type="text"/>
Percentage of Activities that Were Actually Implemented During the Project Period:	<input style="width: 100%;" type="text"/> %

6. Please list activities that were not implemented (if any), possible reasons why the activities were not implemented, and the impact if any this had on stated program goals/outcomes.

Section 6: Contributions of Non-profit, Community-Based Partners

1. Please describe the role of non-profit, community-based partners in implementing your program (i.e., what did they add to the program in terms of in-kind support, volunteers, training materials, financial support, etc.).

2. Please describe the estimated monetary value of the contributions that the non-profit, community-based partner(s) brought to the ICF Grant project?

Contribution	Description of Contribution	Estimated Monetary Value:
Volunteers	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Facilities	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Training	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Educational Supplies	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Financial Contributions	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Other (Please Specify)	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Other (Please Specify)	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>
Total Value	<input style="width: 95%;" type="text"/>	\$ <input style="width: 80%;" type="text"/>

3. If the campus had not been a participant in the ICF Grant Program, what level of support from non-profit, community-based partners would have been provided to the campus? (Please check only one).

No Support	Less Support	Approximately the Same Level of Support	More Support	Don't Know/Not Sure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7: Program goals and Training Sessions Conducted

1. Please rate the degree to which the following primary project goals were achieved by the end of the project period, July 30, 2004.

Goal	Not at All Achieved	2	Moderately Achieved	4	Fully Achieved
	1	2	3	4	5
1. Train school staff, parents, and community leaders to understand academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Develop and implement effective strategies to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Organize a large constituency of parents and community leaders that will hold the campus and school district accountable for achieving high academic standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Engage in ongoing planning to help ensure the success of this grant program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please list the staff development/parent training activities that were provided during the grant period, and the number of attendees/participants that were at each of the events. (Please sum the attendance totals if more than one session on a particular training topic was held).

Training Topic	Date (Month /Year)	Number of Participating Attendees					
		School Staff	Parents	Community/ Business Leaders	Students	School District Offices	Non-Profit Community-Based Organizations
Understanding Academic Standards	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Strategies to Improve Academic Achievement:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Parent and Community Leader Training Related to Holding Schools/Districts Accountable for High Academic Standards:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff Development on Instructional Strategies:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (Please Specify)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (Please Specify)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (Please Specify)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (Please Specify)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Please describe any challenges or obstacles that were encountered during the course of the grant period and how they were resolved?

4. TAKS Results for 2003 and 2004 (Only fill in passing percentages for tests administered at your campus.)

TAKS Test	Percentage of Students Passing: 2003 Administration	Percentage of Students Passing: 2004 Administration
All Tests Taken	<input type="text"/> %	<input type="text"/> %
Reading Portion	<input type="text"/> %	<input type="text"/> %
Math Portion	<input type="text"/> %	<input type="text"/> %
Social Studies Portion	<input type="text"/> %	<input type="text"/> %
Science Portion	<input type="text"/> %	<input type="text"/> %

Thank you! Please click on the submit button to send us your answers. If you do not receive a confirmation notice, your response did not successfully transmit; please resubmit.

[Click Here to Send Information](#)

Return to the [TEA Home Page](#), without sending answers.

**Appendix B:
List of Cycle 12 Grantees**

Alief Montessori Community School

Austin Independent School District

Allison Elementary
Sanchez Elementary

Beaumont Independent School District

French Elementary
Lucas Elementary
Ogden Elementary

Commerce Independent School District

Commerce Middle School

Corsicana Independent School District

Carroll Elementary

Fort Worth Independent School District

Atwood McDonald Elementary
International Newcomer Academy
W.J. Turner Elementary
Western Hills Elementary

Goose Creek Consolidated Independent School District

De Zavala Elementary
Bowie Elementary
San Jacinto Elementary

Grand Prairie Independent School District

Crockett Elementary

Heights Charter School

Hidalgo Independent School District

Hidalgo Elementary

Houston Independent School District

Almeda Elementary
Gallegos Elementary
Gregg Elementary
Patterson Elementary
Peck Elementary
Woodrow Wilson Elementary

La Joya Independent School District

Benavides Elementary
E.B. Reyna Elementary
Gonzalez Elementary
Emiliano Zapata Elementary
Kika De La Garza Elementary
La Joya Sr. High School

Lewisville Independent School District

Hedrick Elementary
Summit High School

Mansfield Independent School District

Crockett Elementary

McAllen Independent School District

Rowe High School

McKinney Independent School District

Malvern Elementary

Midland Independent School District

De Zavala Elementary

Mission Consolidated Independent School District

Castro Elementary
Leal Elementary
Marcell Elementary
Pearson Elementary
Veterans Memorial High School

Mt. Pleasant Independent School District

Mt. Pleasant High School

Pharr San Juan Alamo Independent School District

PSJA North High School
Sgt. Leonel Trevino Elementary

Plainview Independent School District

La Mesa Elementary
Thunderbird Elementary

Plano Independent School District

Memorial Elementary

Round Rock Independent School District

Bluebonnet Elementary
Wells Branch Elementary

Seguin Independent School District

McQueeney Elementary

Socorro Independent School District

Rojas Elementary
Socorro Middle School

Timpson Independent School District

Timpson Elementary

Tyler Independent School District

Bonner Elementary

Ysleta Independent School District

Ysleta Elementary