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**Community Partnerships Grants Letter of Interest**

**April 6, 2018**

**TO THE ADMINISTRATOR ADDRESSED**

**Re: Request for Competitive Letter of Interest (LOI) for Community Partnerships Grants**

# **PURPOSE**

The Texas Education Agency is preparing to award Community Partnership grants to Texas local education agencies (LEAs) to support the creation of innovative school and community partnerships. The grants will provide support and technical assistance to schools and community partnerships for wrap-around and holistic services for students. Grantees must work with technical assistance providers on a state approved list to plan and implement innovative and educationally sound ideas that contribute to the achievement and well-being of students. This collaborative approach will increase the community’s ability to effectively serve and support students and their families.

Eligible applicants are LEAs, including districts, open enrollment charters and educational service centers (ESCs), that support schools deemed eligible by the criteria identified in this Letter of Interest. While an individual school is not eligible to apply directly to the grant, the grant funds are intended to directly support the schools that meet the program’s eligibility criteria.

## Background Information

Consistent with the General Appropriations Act, 85th Legislature, Texas Education Agency Rider 43 Student Success Initiative, the Texas Education Agency (TEA) will award grants to schools with high percentages of students who do not perform satisfactorily on relevant state assessments, and serve the most struggling neighborhoods, as determined by the Commissioner of Education. The schools receiving these grants must implement a comprehensive support program that increases the number of students performing on grade level by leveraging academic, community, and governmental supports. Awards shall be prioritized based on applications that demonstrate a commitment to improved student outcomes on clearly identified performance measures. These predefined performance measures are included in this Letter of Interest.

## Eligibility Requirements

The rider requires the grants to serve schools in the most struggling neighborhoods. Therefore, only a subset of schools within an LEA will be eligible to be a part of the community partnership. TEA’s eligibility methodology is based on zip codes because they are the closest proxy TEA has for identifying neighborhoods with academically struggling schools. Eligibility may be determined as follows:

* Schools physically located in zip codes with over 85% of students enrolled in free and reduced priced lunch are automatically eligible for the grant. A list of eligible zip codes is provided in the appendix.
* Schools that are not physically located in eligible zip codes may become eligible if they serve a high enough percentage of students being sent to or received from any school that falls in an eligible zip code. A list of detailed rules and examples is included in the appendix.
* Schools that are not eligible based on either of the above requirements, but are still considered by the LEA to be in the same community as an eligible school, may become eligible based on submission of a strong justification by the LEA.

Given many LEAs oversee schools located across numerous zip codes, an LEA is eligible to submit up to three separate responses to the LOI, one for each distinct community, or group of schools, eligible for the grant. Applicants should review the implementation model options and the eligibility criteria details to determine which schools should be included in one application.

The rider also requires grants to be awarded to schools with high percentages of students who do not perform satisfactorily on state assessments. Therefore, LEAs will receive priority points for each school included in the application for the following reasons:

* Did not meet accountability standard for Index 1: Student Achievement scores.
* Focused on improving Early Childhood Education outcomes

An eligibility chart is provided in the appendix to help applicants determine which schools are eligible to be a part of the community partnerships initiative. A list of eligible zip codes is also provided in the appendix.

## Project Description and Requirements

The grant is designed to provide support, leadership, and guidance to designated schools and their communities to ensure fidelity of implementation and innovation for community partnerships. The following sections provide applicants additional information.

#### **Grant Phases and Funding**

Funding will be distributed according to the following three grant phases.

1. **Planning Phase –** The TEA will select at least eight communities to receive up to $350,000 in initial Planning Grants.
2. **Implementation Round 1 Phase**– Of the communities with planning grants, the TEA will select at least six communities to receive up to $1,000,000 in additional funds for Implementation Round 1 Grants. The TEA will select communities based on the quality of planning phase performance tasks and the ability to show progress toward the predetermined outcomes. Additional information on required performance tasks is included in this document.
3. **Implementation Round 2 Phase**- Of the communities who receive Implementation Round 1 Grants, at least four will receive up to $425,000 in additional funds for Implementation Round 2 Grants. The TEA will select communities based on the quality of performance tasks in the Implementation Round 1 phase of the grant as well as evidence of progress related to the predetermined outcomes.

#### **Grant Funding Timeline**

The following visual represents the expected timeline of the grant phases described above. The timeline is an estimate and is subject to change by TEA.



The major phases included in the visual are as follows:

* Letter of Interest to be released in Spring 2018
* Planning Phase: From grant LOI award - Fall 2018
* Implementation Round 1: From Fall 2018 – end of Spring 2019
* Implementation Round 2: From Spring 2019 – August 31, 2019
* Communities should not plan to have funding beyond these three phases

#### **Conferences**

The TEA is currently planning to host the following conferences throughout all phases of the grant. The conference list of activities and dates are subject to change at the discretion of the TEA. Grantees are expected to attend all conferences.

In addition to conferences, grantees may be required to visit at least one, TEA approved, school site that represents an exemplar model of the type of community partnership the grantee seeks to build.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Item | Description | Description | Participants | Location | Estimated Timing | Timing Rationale |
| 1 | **Conference 1:** Partnership Planning | Review planning phase expectations and performance tasks; discuss launch of partnerships | Full Group | Austin | Fall 2018 | Bring together Planning group |
| 2 | **Conference 2:** Implementation Best Practices | Review best practices; discuss barriers to date | Full Group | TBD | Spring 2019 | Bring together R1 Implementation group |
| 3 | **Conference 3:** Sustainability Planning | Enhance sustainability plan as grant nears completion | Full Group | TBD | Summer 2019 | Bring together R2 Implementation group |
| 4 | **Site Visits** | Visit TEA approved school that represents an exemplar model  | Individual Grantees | TBD | TBD | Determined based on local context |

#### **Implementation Models**

TEA has outlined the following four implementation models communities can select from as part of the initiative. The Texas Education Agency will not provide prescriptive outlines of how communities should accomplish the work, which will be left to local decision making and innovation. The applicants shall, however, provide a clear description of the implementation approach they seek to execute when they submit the Letter of Interest. There will be space to do this in the LOI application forms. Applicants may select from the models below:

**Grade Band -** Districts are seeking to improve outcomes in one or more grade bands, inclusive of Pre-K, serving students across multiple schools in the designated community.

**Feeder Pattern Improvements** – Districts are seeking to improve outcomes in a feeder pattern, inclusive of Pre-K, serving students across multiple schools in the designated community.

**Utilizing Unused Space** – Districts seeking to leverage unused community spaces to provide education-related services (free Pre-K, ECE after-school programs, etc.)

**Other Areas of Innovation** – Communities can propose an alternative area of focus they believe best meets the needs of their specific community and allows for the predetermined outcomes to be achieved.

#### **Program Metric Descriptions and Goals**

The Texas Education Agency has selected a set of predetermined outcomes to clearly outline the expectations of a successful program. The LEA must determine, and specify in their proposal, the category in which they choose to be measured. All partners are expected to work together to achieve the stated goals in the selected category. While these outcomes are required to be considered a successful program, schools and community partners will have the flexibility to determine how outcomes will be achieved through different partnership strategies and approaches.

Results must be tracked on a secure web-based tool, so all community partners have access to the data dashboard. TEA reserves the right to require grantees to use a single software vendor to support outcomes tracking and reporting.

|  |  |  |
| --- | --- | --- |
| Category | Metric Description  | Goal |
| Early Childhood | Percent of 3- and 4- year old children accessing high-quality PK programs Percent increase in the capacity of new or existing high-quality programs made availablePercent of participating students who are kinder-ready, compared to peers | Goal: 10% increase Goal: 10% increaseGoal: 75% kinder-ready |
| Elementary | Percent of 3rd and 5th graders who are proficient/meets on STAAR Reading and Math  | Goal: 50% proficient/meets |
| Middle | Percent of 8th graders who are proficient on STAAR Reading and Math; Percent of 8th-grade students entering high school with completed high school plans. | Goal: 50% meets or higherGoal: 90% of students with a high school plan |
| High School | Percent of high school students with documented plan for post-secondary; Percent of high school students passing at least **three** EOC tests | Goal: 80% of students with post-secondary planGoal: 90% passing |

#### **Required Use of TEA Approved Technical Assistance Providers**

Selected LEAs, and their community partners, will be required to complete a set of performance tasks during each phase of the grant to demonstrate progress towards outcomes. These performance tasks will be evaluated by TEA, or a TEA approved vendor, prior to the end of each phase to determine which grantees receives the next round of funding.

To ensure grantees are completing the performance tasks with high fidelity, the grantees will be required to use a portion of the grant award to hire vendors on a state-approved list. Grantees may choose which vendors on the state approved list they want to hire as well as the specific performance task the vendors should help support. Ultimately, the technical assistance received by grantees should help schools identify, plan, and implement innovative and educationally sound ideas that contribute to the improvement of school achievement. While grantees have flexibility to determine which vendors on the list they work with, and how they plan to work with them, grantees must obtain written TEA approval on their plan to engage technical assistance providers.

These technical assistance providers may include, but are not limited to, educators, direct service providers, social service or non-profit leadership, businesses, healthcare professionals, parents, community stakeholders, members of faith-based organizations, and others. The TEA is currently in the process of identifying the state approved vendors through a Request for Qualifications process.

Once TEA selects the state-approved vendors, a list will be provided to the selected LEA grantees. Grantees will work directly with the vendor to outline the statement of work that meets their specific needs. LEAs may have multiple options for how to procure services with state approved venders, including the following:

* LEAs may contract directly with vendors to obtain technical assistance
* LEAs may outsource the procurement process to their local ESC
* LEAs may outsource the procurement process to ESCs identified by the state to oversee procurement services for all grantees

TEA reserves the right to require grantees to outsource procurement to a state approved ESC. If TEA requires this method, it will be communicated to grantees prior to grant award.

For the Planning Phase of the Community Partnerships Initiative, each grantee will be **required to spend $200,000, of the allocated $350,000**, to hire technical assistance vendors on the state approved list to support the completion of the required performance tasks. Grantees will have discretion over which activities vendors support, based on the specific needs of their community.

For Implementation Round 1 of the Community Partnerships Initiative, each grantee will be **required to spend $200,000, of the allocated $1,000,000**, on technical assistance vendors on the state approved list. For Implementation Round 2 of the Community Partnerships Initiative, each grantee will be **required to spend $100,000, of the allocated $425,000**, on technical assistance vendors on the state approved list. Grantees will have discretion over which activities vendors support, based on the specific needs of their community.

#### **Overview of Key Performance Tasks**

The following performance tasks are required by the grantees.

**Planning Phase Performance Tasks**

1. Current State SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)
* Estimate Size and Scope of Impacted Population
* Needs Assessment & Root Cause Analysis
* Assessment and Mapping of Existing Resources/Assets and Work Completed To-Date
* Overview of Community Interests and Strengths
* Assessment of Existing Barriers to Change
1. Collective Action Network Development
* Develop Process to Involve Community Members
* Identify Appropriate Partners
* Build Initiative Steering Committee
* Identify and Train Effective “Backbone Organization”
* Define Roles and Responsibilities Across Network Partners
* Formalize Partnership Commitments (including signed Memorandums of Understanding)
* Set Performance Expectations Across Network
1. Vision Setting / Developing Theory of Action
* Vision Setting
* Logic Model Development
* Description of Strategies to Meet Pre-Defined Outcomes (include a description of what will be provided to whom within defined community)

**Implementation Performance Tasks:**

1. Data-Driven Performance Management
* Establishing Community Agenda – Needs Assessment and Data-Driven Decision Making
* Defining Common, Accessible, Measurable Performance Metrics
* Web-based Dashboards and Scorecards
* Data Usage - Compile, Analyze and Use Population Level Data & Indicators
* Benchmarking Performance - Process for Progress Monitoring
1. Messaging/Branding Strategy
* Communication Strategy
* Branding
* Internal/External Messaging (e.g., website, video, social media presence, etc.)
* Storytelling
1. Sustainability Plan
* Sustainability Planning (Long-term Roles, Responsibilities, Financial Support, etc.)
* Fundraising Plan
* Leveraging Community Resources
* Budgeting Support
* Aligning Long-term Incentives
1. Launch Performance Management Routines
* Implement Data-Driven Performance Routines to Track Progress
* Build Infrastructure to Support Ongoing Data Management and Analysis
1. Ongoing Collective Action Support
* Iterative Strategic Planning
* Addressing Barriers/Challenges
* Facilitation Support (e.g., Community meetings, Steering Committee meetings, etc.)
1. Provide Communication Support
* Engaging Influencers (e.g., advocacy organizations, business leaders, civic leaders, faith-based community, elected officials, healthcare providers, law enforcement leaders, philanthropies, parents, etc.)
* Fundraising Support
* Community Event Planning
* Marketing and Branding
1. Provide Leadership and Community Training
* Program Training (e.g., recruitment, hiring, retention, budgeting, advocacy, etc.)
* Data-Driven Performance Management
* Cross-Sector Leadership Topics
* Workplace Coaching (e.g., building teams, management skills, etc.)
* Change Management
1. Provide Racial Equity & Access Training
* Strategic Approach to Addressing Race & Racism
* Social Determinations of Health
* Culturally Responsive Strategies

Please Note: The bullets under each individual performance task are intended to be a guide for communities to determine what they need most. The bulleted subset of items is not designed to be a comprehensive list of activities required to complete the overall performance tasks.

#### **Matching Funds**

LEAs seeking to obtain the Round 1 Implementation Grant must raise matching funds totaling at least 20% of the implementation Round 1 grant award. Matching funds can be provided by any community organization but must be used to directly support the Community Partnerships initiative. Grantees must submit signed MOUs at the end of the planning phase to demonstrate its ability to successfully raise the matching requirements.

# **CRITICAL DATES FOR APPLICANTS**

Please review the critical dates below in the chart below and follow the submission instructions listed for each step.

TEA will review the responses to this Letter of Interest and select up to 8 LEAs to apply for planning phase grants. Successful proposers will be contacted regarding timeline, decision points, and next steps.

|  |  |
| --- | --- |
| DATE | Event |
| 04/18/2018 | Last day to submit written questions about Community Partnerships grant, no later than 5:00 P.M., CT; Send questions to specialprojects@tea.texas.gov with subject line: “CP – LOI Question <DISTRICT NAME>” |
| 04/23/2018 | Webinar for LEAs on April 23, 2018, from **3:00 P.M. CT – 4:00 P.M. CT**; Register for webinar at the following URL: <https://attendee.gotowebinar.com/register/3854158080824647170> |
| 04/25/2018 | TEA responses to submitted questions from the webinar posted |
| 04/26/2018 | **Notice of** **Intent to Submit a Response (Attachment 2A)** due to the TEA no later than 5:00 P.M., CT; Send notice to specialprojects@tea.texas.gov with subject line: “CP – LOI Notice of Intent <DISTRICT NAME>” |
| 04/30/2018 | **Applicant responses** **(Attachments 2B, 2C and 2D)** due to the TEA no later than 5:00 P.M., CT; Send to specialprojects@tea.texas.gov with subject line: “CP – LOI Response Forms <DISTRICT NAME>” |
| 05/2018 | Evaluation and selection process  |
| Fall 2018 | Planning Conference in Austin for grantees |

If any assistance is needed, please contact specialprojects@tea.texas.gov

## Informational Webinar

The purpose of the webinar will be to discuss the key programmatic requirements of the Community Partnerships grants proposal, provide an overview of the project vision, eligibility requirements, and respond to the questions that were received in writing by the due date stated above. The webinar is for informational purposes and will be held on **April 23, 2018**, from 3:00 P.M. until 4:00 P.M. at Registration URL:

<https://attendee.gotowebinar.com/register/3854158080824647170>

The webinar will be open to all LEAs eligible to apply to the grant.

## Requests for Additional Information

To ensure that no prospective proposer may obtain a competitive advantage because of acquisition of information unknown to other prospective proposers, any additional information, that is different from or in addition to information provided in this LOI will be provided only in response to written inquiries.

The TEA will not be bound by any communication with Proposers other than the written addenda issued by the Agency.

# **OVERVIEW OF REQUIRED APPLICATION MATERIALS**

## The Application Requirements

The application templates are included as attachments in the “**To The Administrator Addressed Letter.”** Please be sure to complete all attachments which are outlined in the bulleted items below. TEA will require that all parts are submitted for the application to be considered complete.

All selected grantees must adhere to the following requirements of the grant:

* Comply with any additional general requirements from TEA to ensure grantees are working towards the predetermined outcomes for the project
* Work with at least **three** partners through the duration of the grant. Of the three partners, at least one must be a community partner and one must be a government partner per Rider 43
* Use the minimum required funds outlined in this grant to purchase technical assistance support from the TEA state-approved list of vendors. Grantees must obtain written approval of its plan to work with technical assistance providers.
* Complete all performance tasks outlined in the grant. Each performance task is only considered complete once approved by TEA or a TEA approved designated reviewer
* Attend all TEA sponsored conferences held during the duration of the grant
* Cooperate with the TEA to share promptly any and all data when requested including completing program evaluation at the conclusion of the grant
* Grantees must designate and provide a Project Manager who will be available to dedicate at least 50 percent of his/her time to implementing the plan, including but not limited to, overseeing TEA required performance tasks, coordinating with community and government partners, and completing all other TEA project requests
* LEAs receiving the Community Partnerships Round 1 Implementation Grant must raise matching funds of at least 20% of the Round 1 Implementation Grant award. The matched funds must be spent directly on the Community Partnerships initiative.

# **APPENDIX**

## Description - Community Partnership Phases of Work



****

**Phase1: Creating Approved Technical Assistance Vendor List**

TEA will identify and select through a Request for Qualifications (RFQ) process a set of vendors it believes are qualified to provide high-quality technical assistance services to the Community Partnerships grantees. LEAs will be required to select a vendor from the TEA state-approved list to support the work they propose to accomplish in their grant applications.

**Phase 2: Awarding District and School Grants**

TEA will oversee a competitive grant proposal process for LEAs and at least eight communities will be awarded Planning Grants. The goal of the grants will be to support schools in communities that are providing wrap-around services to meet students’ needs and ultimately improve educational outcomes. TEA recognizes students have unmet needs outside of the classroom which will likely require LEAs to partner with other organizations to address these issues. Therefore, TEA seeks to support communities interested in building partnerships and creating strategies that require the capabilities of multiple organizations to address the root cause of the problems students are facing in their lives. TEA will host an initial Planning Phase conference in Fall 2018.

Levels of Community Readiness and Type of Grant

TEA understands each community is at a distinct stage in its readiness to create partnerships that address community needs and create outcome-oriented solutions. All LEAs awarded the initial Planning Grant funding must assess their level of community readiness and develop contextually appropriate plans to prepare to launch the initiative. An example of levels of community readiness is outlined below.

 

Source: Graphics adapted from the Community Readiness Toolbox at the University of Kansas

Where communities fall on this scale should indicate 1) what planning is necessary to prepare to launch the initiative, and 2) the sets of activities they need to focus on with technical assistance providers to achieve student impact throughout all grant phases. The Texas Education Agency envisions working alongside selected applicants from the initial planning phase through multiple rounds of implementation. TEA will launch the initiative by selecting communities to be part of the process that both 1) meet the eligibility requirements to apply, and 2) submit high-quality applications based on grant criteria.

Entry Point for Community Partnership Grants: All LEAs selected for initial participation in this grant will begin at the Planning Phase of the Community Partnerships grant. The TEA will review the applications and select at least eight communities to receive up to $350,000 in Planning Grants funding. The selected communities will go through the planning process to deliver a set of pre-established performance tasks. Upon completion of the Planning Phase, TEA will select at least six of these communities to award grant funding of up to $1,000,000 for Implementation Round 1 Grants. The TEA will select communities based on the quality and feasibility of the performance tasks in the Planning Phase of the grant. Of the six communities that receive Implementation Round 1 Grants, the TEA will select at least four of these communities to award grant funding of up to $425,000 for Implementation Round 2 Grants. The TEA will select schools in communities for the Implementation Round 2 Grants based on the quality and feasibility of the performance tasks in Implementation Round 1 grant phase, and on the community’s ability to demonstrate progress towards the predetermined outcomes.

The visual “Phases of Grants” representation for the amounts and types of funding

of this process is included below:



**Grant Period**

* Letter of Interest (LOI) to be released in Spring 2018
* Planning Phase: From date of grant LOI award - Fall 2018
* Implementation Round 1: From Fall 2018 – end of Spring 2019
* Implementation Round 2: From Spring 2019 – August 31, 2019
* Communities should not plan to have funding beyond these three phases

**Approach to implementation**

TEA has outlined the three implementation models that communities can select from as part of the initiative. LEAs must indicate which model will be used in the application.

* **Grade Band Improvements** – Districts seeking to improve outcomes in one or more grade band(s), inclusive of Pre-K, serving students across multiple schools in the designated community.
* **Feeder Pattern Improvements** – Districts seeking to improve outcomes in feeder patterns, inclusive of Pre-K, serving students across multiple schools in the designated community.
* **Utilizing Unused Space** – Districts seeking to leverage unused community spaces to provide free education related services (e.g., free Pre-K, afterschool programs, etc.).
* **Other Areas of Innovation** – Communities proposing an alternative area of focus they believe best meet the needs of their specific schools and students.

Grantees will not have prescriptive outlines for how to accomplish the work but will be held accountable to a predetermined set of outcomes for students. Each LEA will have the flexibility to determine how the agreed upon outcomes can be achieved through innovative strategies.

LEAs will be required to clearly outline which implementation model they are selecting or provide a clear description of another implementation model they wish to undertake, as part of the Community Partnerships Initiative application. Grant applicants must also provide a rationale as to why they believe the model is best suited for their community. A district may submit up to 3 different grant proposals if it has multiple schools in an eligible zip code or has multiple eligible zip codes.

While districts will determine how they plan to accomplish the work, they will still be required to adhere to some general grant policies. First and foremost, grantees must design programs to achieve a predetermined set of outcomes. These are discussed further in Phase 6 of the process “Achieving Outcomes.”

**Phase 3: Selecting a Technical Assistance Vendor**

The Texas Education Agency selects up to 8 communities that will receive the initial planning grant, and these communities must immediately prepare to launch the work of the initiative. Each community will be required to spend a portion of the grant money in each phase of the Community Partnerships initiative to hire technical assistance providers. These technical assistance providers will appear on the TEA state-approved list of vendors to support schools with strategic planning and execution of activities to achieve the predetermined outcomes of the grant.

**Phase 4: Launching Community Partnerships Work**

LEAs will work with the technical assistance providers they selected from the TEA state-approved list to launch the planning and implementation work with community partners. School communities should understand that the technical assistance support provided will vary based on where school communities fall across the different readiness levels. This support will allow the collaborative effort of services to be responsive to the unique needs of each school community based on its local context.

Grantees will be required to attend a set of conferences throughout the grant life cycle. The facilitation of conferences and activities are designed based on the overarching needs of the grantees as deemed necessary by the TEA.

**Phase 5: Monitoring Fidelity of Implementation**

LEAs will work with the technical assistance providers they selected from the TEA state-approved list to ensure they are meeting the Fidelity of Implementation (FOI) as required by TEA. These interim implementation metrics will be central themes of this project to ensure the community partnerships initiative can achieve the final goal of improving outcomes for students.

Grantees will develop a set of agreed upon FOI metrics with TEA. Failure to meet these metrics may result in grantees not being selected to receive the next phase of grant funding.

The identification of these FOI metrics will serve as a guide for the project and the grantee. With support from the technical assistance provider, regular progress reports to TEA are expected. The exact dates and times for reporting will be developed between the grantee, the technical assistance providers, and TEA. During implementation, it is very likely that reporting periods will be every two weeks. The goal of tracking these FOI metrics is to ensure grantees, and technical assistance providers are taking the appropriate actions to remain on track towards achieving the predetermined education outcomes discussed in the next section – Phase 6. More information on FOI metrics can be found in the application at the end of this document.

**Phase 6: Achieving Outcomes**

All LEAs must achieve a set of predetermined education outcomes described below in this section. While these outcomes are required, community partners will have the flexibility to determine how outcomes will be achieved through different partnership strategies and approaches.

The TEA has selected a set of minimum required metric descriptions and predetermined goal outcomes in advance to depict expectations of a successful program. LEAs applying must specify which outcomes all partners are committed to achieving, and how they intend to accomplish these goals with their set of proposed implementation strategies. The predetermined outcomes are outlined in Section I, Part C, Category 5 of this document.

LEAs will have the autonomy to determine how the community will achieve the predetermined outcomes. Interim benchmarking data outcomes must be tracked on a web-based tool so all school community partners have access to the data dashboard.

## Selection Criteria

Proposals will be selected based on the ability of each Proposer to carry out all the requirements contained in the Letter of Interest. The following diagram shows the scoring criteria and associate points that will be used to review responses to the Letter of Interest.

|  |  |  |
| --- | --- | --- |
| Item | Community Partnerships Grant Scoring Criteria | Possible Points  |
| 1 | **Quality of Program Description** | **50** |
| 1.1 | Clearly articulated project goals and target outcomes  | 10 |
| 1.2 | Clearly articulated implementation model and supporting rationale  | 10 |
| 1.3 | Describes the strategies within the implementation model to support goal attainment | 10 |
| 1.4 | Describes current performance tasks completion and plans for deeper implementation | 10 |
| 1.5 | Describes community partnerships that will support addressing priorities based on the needs assessment. | 10 |
| 2 | **Community Partnerships Initiative Planning** | **30** |
| 2.1 | A detailed description of completed activities in preparation for the planning phase of the Community Partnerships Initiative | 10 |
| 2.2 | Clearly articulated project plan depicted over time with clear milestones and deliverables | 10 |
| 2.3 | A description of the management structures and tools to monitor milestone progress and completion | 10 |
| 3 | **Quality of Management Plan** | **40** |
| 3.1 | Description of the leadership support structure that will ensure program implementation | 10 |
| 3.2 | Describes how stakeholders will be including in executing the initiative | 10 |
| 3.3 | Describes the resources that will be used to match grant funding  | 10 |
| 3.4 | Describes how the LEA will sustain the program beyond the grant life cycle | 10 |
| 4 | **Quality of Data Collection and Program Evaluation** | **20** |
| 4.1 | Appropriateness of proposed fidelity of implementation metrics  | 10 |
| 4.2 | Process for collecting and reporting formative and summative data to local stake holders and to the Texas Education Agency | 10 |
| 5.0 |  **School Commitment** | **40** |
| 5.1 | Alignment of school mission and vision with the goals of the grant initiative  | 10 |
| 5.2 | Rationale for how Community Partnerships fits into its overall strategies for school improvement  | 10 |
| 5.3 | Describes how Community Partnerships initiative will improve achievement levels  | 10 |
| 5.4 | Describes its campus leadership personnel and other resources that will support implementation of Community Partnerships.  | 10 |
|   | **TOTAL** | **180** |

## Eligibility Criteria Chart

Only a subset of schools within an LEA will be eligible to apply given the rider requires grants to be awarded to schools in the most struggling neighborhoods. Based on this intent, TEA’s eligibility methodology is based on zip codes, given they are the closest proxy TEA has for identifying neighborhoods of struggling schools. A school is eligible if it meets **at least one** of the following three criteria outlined in the chart below. This chart is provided to help the LEA determine which schools are eligible for the grant based on the eligibility criteria and the implementation model selected.

|  | Eligibility Criteria for School *(A school is eligible if it meets at least one of the following three criteria)* |
| --- | --- |
| General Criteria | **Criteria 1: Inside of Approved Zip Code** A school physically located in one of the zip codes included on list provided TEA in appendix is eligible for grant. This list includes zip codes where over 85% of students are enrolled in free and reduced lunch. | **Criteria 2: Outside of Approved Zip Code** Schools that are not physically located in eligible zip codes may become eligible if they support a high enough percentage of students being sent to or received from any school that falls in an eligible zip code.  | **Criteria 3: Other rationale**Schools that are not eligible based on either of the above requirements, but are still considered by the LEA to be in the same community as an eligible school, may become eligible based on a strong justification by the LEA. |
| Additional Eligibility Details Related to Applicant's Selected Implementation Model | **All Implementation Models:*** This eligibility criteria applies to all schools, regardless of the community’s selected implementation model
 | **If Applicant Selects Feeder Pattern Model:** * If school in approved zip code **receives at least 10%** of students from a school located outside of an approved zip code, then the school outside of the zip code becomes eligible

**If Applicant Selects Grade Band Model:** * If a school outside an approved zip code **sends at least 50%** of students to a school located in an approved zip code, then the school outside the zip code becomes eligible
* If a school outside of approved zip code **receives at least 50%** of its students from a school located in an approved zip code, then the school outside the zip code becomes eligible
 | **If Applicant Selects Unused Spaces or Other Innovative Model:*** If a school does not meet Criteria 1 or Criteria 2, applicant may provide a rationale as to why school should be considered eligible by TEA
* An individual school will only be approved using Criteria 3 if majority of schools included in applicant’s proposal are approved using Criteria 1 or Criteria 2
* Applicant must describe how schools proposed under Criteria 3 meet the intent of grant to serve struggling schools
* Applicant must describe why school should be considered eligible given it does not meet Criteria 1 or Criteria 2
* TEA has right to determine if applicant’s proposed school is eligible based on its Criteria 3 rationale
 |

The following chart includes a list of potential questions applicants may face when determining whether a school is eligible. TEA has provided a list of responses to these questions to help guide applicants through the process of determining eligibility. While this list of questions does not provide exhaustive examples, it is intended to provide clarity for decision making purposes by the LEA.

|  |  |
| --- | --- |
| Potential Questions: | TEA Responses: |
| Can a school that is paired with a TEA eligible school participate in the initiative? For example, we have an Early Childhood campus and it is paired with an eligible elementary school for state accountability. | * **Step 1:** The applicant should first look to see if school in question is physically located in a zip code on the list of eligible zip codes provided by TEA. If the answer is yes, then the school is eligible based on Criteria 1.
* **Step 2:** If the school is question is not eligible based on Criteria 1, then the applicant should determine if the school is sending a high enough volume of students to a school in an eligible zip. For instance, assume the applicant selected a feeder pattern implementation model. If students from the Early Childhood campus make up 11% of the students attending the elementary campus physically located in an eligible zip code, then the Early Childhood campus becomes eligible based on Criteria 2
* **Step 3:** If the school in question is not eligible based on Criteria 1 or 2, the LEA should submit a proposal for including the school based on Criteria 3. In this example, the applicant may propose that the campus should be eligible because it is paired with an eligible school due to a feeder relationship. This example is subject to change based on specific details of the application.
 |
| We are targeting our Middle School for improvement. May the elementary schools participate even if some schools are not located in the eligible zip code? | * **Step 1:** The applicant should first look to see if the elementary school in question is physically located in a zip code on the list of eligible zip codes provided by TEA. If the answer is yes, then the school is eligible based on Criteria 1.
* **Step 2:** If the school in question is not eligible based on Criteria 1 and therefore is not located in an eligible zip code, then the applicant should determine if the school is sending a high enough volume of students to the Middle School in the eligible zip code. If the Middle School in the eligible zip code **receives at least 10%** of students from the elementary school in question, then the elementary school becomes eligible based on Criteria 2.
 |
| Some of our students eating free meals due to CEP live in an eligible zip code, yet attend a school just outside of the eligible zip code due to attendance boundary zoning. Will the school they attend be eligible for participation in the initiative? | * **Step 1:** The applicant should first look to see if school in question is physically located in a zip code on the list of eligible zip codes provided by TEA. If it is, then the school is eligible based on Criteria 1.
* **Step 2:** If the school is question is not eligible based on Criteria 1, then the applicant should determine if the school is sending a high enough volume of students to a school in an eligible zip. For instance, assume the applicant selected a feeder pattern implementation model. If students from the school in question make up at least 10% of the students in the feeder middle school or high school that is located in an eligible zip code, then the school in question becomes eligible based on Criteria 2
* **Step 3:** If the school in question is not eligible based on Criteria 1 or 2, the LEA should submit a proposal for including the school based on Criteria 3. In this example, the applicant may explain that a large percentage of students attending a non-eligible school live in an eligible zip code. This example is subject to change based on specific details of the application.
 |
| We want to propose a plan that targets Middle Schools for improvement. Two of the middle schools targeted for improvement are physically located in the eligible zip code, while two are not. All middle schools are in the same school district, so will all schools be able to participate in the initiative? | * **Step 1:** The applicant should first look to see if school in question is physically located in a zip code on the list of eligible zip codes provided by TEA. If it is, then the school is eligible based on Criteria 1.
* **Step 2:** Based on the question, it is clear the applicants are implementing a grade band implementation model. Given this, if the school outside an approved zip code **sends at least 50% of students** to a school located in an approved zip code, then the school outside the zip code becomes eligible based on Criteria 2. Alternatively, if a school outside of approved zip code **receives at least 50%** of its students from a school located in an approved zip code, then the school outside the zip code becomes eligible based on Criteria 2.
* **Step 3:** If the school in question is not eligible based on Criteria 1 or 2, the LEA should submit a proposal for including the school based on Criteria 3. In this example, the applicant may explain why improvement across all four middle schools is beneficial to the community. It may include also provide evidence that serving all four schools, instead of only the two in the eligible zip code, increases the LEAs ability to improve outcomes across all schools. This example is subject to change based on specific details of the application.
 |

## Lists of Eligible Zip Codes

The follow assumptions were made to determine the zip codes on the eligibility list:

|  |
| --- |
| Calculation Information |
| Analysis based on 2016-17 campus level data |
| Calculated the Percent of Economically Disadvantaged Students Per Zip Code:Total % of Economically Disadvantaged Students by zip code = (Sum of # of Economically Disadvantaged Students in All Campuses within zip code) / (Sum of Total Membership of all campuses within zip code) |
| Definition of Total # of Economically Disadvantaged: The count of students eligible for free or reduced-price lunch or eligible for other public assistance |
| Eligible zip codes have at least 85% of students who are Economically Disadvantaged. |

The chart below includes a list of eligible zip codes by district or open enrollment charter school. If a school is physically located in one of these zip codes, it is eligible based on Criteria 1.

|  |  |  |
| --- | --- | --- |
| # | District or Open Enrollment Charter Name | Eligible Zip Code |
| 1 | A+ ACADEMY | 75217 |
| 2 | ACADEMY FOR ACADEMIC EXCELLENCE | 75203 |
| 3 | ACADEMY FOR ACADEMIC EXCELLENCE | 75212 |
| 4 | ACADEMY FOR ACADEMIC EXCELLENCE | 75220 |
| 5 | ACADEMY OF ACCELERATED LEARNING IN | 77087 |
| 6 | ACCELERATED INTERMEDIATE ACADEMY | 75146 |
| 7 | ACCELERATED INTERMEDIATE ACADEMY | 77085 |
| 8 | ADVANTAGE ACADEMY | 75051 |
| 9 | ALDINE ISD | 77002 |
| 10 | ALDINE ISD | 77022 |
| 11 | ALDINE ISD | 77032 |
| 12 | ALDINE ISD | 77037 |
| 13 | ALDINE ISD | 77039 |
| 14 | ALDINE ISD | 77060 |
| 15 | ALDINE ISD | 77091 |
| 16 | ALDINE ISD | 77093 |
| 17 | ALIEF ISD | 77036 |
| 18 | ALIEF ISD | 77099 |
| 19 | AMARILLO ISD | 79104 |
| 20 | AMARILLO ISD | 79107 |
| 21 | AMHERST ISD | 79312 |
| 22 | AMIGOS POR VIDA-FRIENDS FOR LIFE P | 77081 |
| 23 | ANTHONY ISD | 79821 |
| 24 | ANTON ISD | 79313 |
| 25 | ARLINGTON ISD | 75051 |
| 26 | ARLINGTON ISD | 76010 |
| 27 | ARLINGTON ISD | 76014 |
| 28 | ARROW ACADEMY | 77060 |
| 29 | AUSTIN ACHIEVE PUBLIC SCHOOLS | 78723 |
| 30 | AUSTIN ISD | 78721 |
| 31 | AUSTIN ISD | 78723 |
| 32 | AUSTIN ISD | 78741 |
| 33 | AUSTIN ISD | 78752 |
| 34 | BALMORHEA ISD | 79718 |
| 35 | BEAUMONT ISD | 77701 |
| 36 | BEAUMONT ISD | 77702 |
| 37 | BEAUMONT ISD | 77703 |
| 38 | BEXAR COUNTY ACADEMY | 78228 |
| 39 | BISHOP CISD | 78380 |
| 40 | BLOOMINGTON ISD | 77977 |
| 41 | BOVINA ISD | 79009 |
| 42 | BRAZOS SCHOOL FOR INQUIRY & CREATI | 77091 |
| 43 | BROOKS ACADEMY OF SCIENCE AND ENGI | 78204 |
| 44 | BROWNSVILLE ISD | 78520 |
| 45 | BROWNSVILLE ISD | 78521 |
| 46 | BRYAN ISD | 77801 |
| 47 | CANUTILLO ISD | 79821 |
| 48 | CARROLLTON-FARMERS BRANCH ISD | 75212 |
| 49 | CEDARS INTERNATIONAL ACADEMY | 78752 |
| 50 | CHAPEL HILL ISD | 75705 |
| 51 | CHILLICOTHE ISD | 79225 |
| 52 | CHILTON ISD | 76632 |
| 53 | CITYSCAPE SCHOOLS | 75223 |
| 54 | CLARKSVILLE ISD | 75426 |
| 55 | COLUMBUS ISD | 78950 |
| 56 | COPPELL ISD | 75212 |
| 57 | CORPUS CHRISTI ISD | 78401 |
| 58 | CORPUS CHRISTI ISD | 78405 |
| 59 | CORPUS CHRISTI ISD | 78416 |
| 60 | COTTON CENTER ISD | 79021 |
| 61 | COTULLA ISD | 78014 |
| 62 | COTULLA ISD | 78019 |
| 63 | CROWLEY ISD | 76140 |
| 64 | CYPRESS-FAIRBANKS ISD | 77092 |
| 65 | DALLAS ISD | 75180 |
| 66 | DALLAS ISD | 75203 |
| 67 | DALLAS ISD | 75208 |
| 68 | DALLAS ISD | 75209 |
| 69 | DALLAS ISD | 75210 |
| 70 | DALLAS ISD | 75211 |
| 71 | DALLAS ISD | 75212 |
| 72 | DALLAS ISD | 75215 |
| 73 | DALLAS ISD | 75216 |
| 74 | DALLAS ISD | 75217 |
| 75 | DALLAS ISD | 75219 |
| 76 | DALLAS ISD | 75220 |
| 77 | DALLAS ISD | 75223 |
| 78 | DALLAS ISD | 75227 |
| 79 | DALLAS ISD | 75228 |
| 80 | DALLAS ISD | 75229 |
| 81 | DALLAS ISD | 75231 |
| 82 | DALLAS ISD | 75233 |
| 83 | DALLAS ISD | 75235 |
| 84 | DALLAS ISD | 75246 |
| 85 | DALLAS ISD | 75253 |
| 86 | DAMON ISD | 77430 |
| 87 | DEL VALLE ISD | 78725 |
| 88 | DEL VALLE ISD | 78741 |
| 89 | DESOTO ISD | 75212 |
| 90 | DONNA ISD | 78516 |
| 91 | DONNA ISD | 78537 |
| 92 | DR M L GARZA-GONZALEZ CHARTER SCHO | 78416 |
| 93 | DRAW ACADEMY | 77063 |
| 94 | DUMAS ISD | 79013 |
| 95 | DUNCANVILLE ISD | 75212 |
| 96 | EAGLE PASS ISD | 78853 |
| 97 | EAST AUSTIN COLLEGE PREP | 78721 |
| 98 | EAST CENTRAL ISD | 78208 |
| 99 | EAST CENTRAL ISD | 78223 |
| 100 | EAST FORT WORTH MONTESSORI ACADEMY | 76103 |
| 101 | EDCOUCH-ELSA ISD | 78538 |
| 102 | EDCOUCH-ELSA ISD | 78543 |
| 103 | EDGEWOOD ISD | 78208 |
| 104 | EDGEWOOD ISD | 78226 |
| 105 | EDGEWOOD ISD | 78228 |
| 106 | EDGEWOOD ISD | 78237 |
| 107 | EDINBURG CISD | 78503 |
| 108 | EDINBURG CISD | 78540 |
| 109 | EDINBURG CISD | 78541 |
| 110 | EDINBURG CISD | 78542 |
| 111 | EDINBURG CISD | 78549 |
| 112 | EHRHART SCHOOL | 77701 |
| 113 | EL PASO ISD | 79901 |
| 114 | EL PASO ISD | 79903 |
| 115 | EL PASO ISD | 79905 |
| 116 | EL PASO ISD | 79930 |
| 117 | EL PASO LEADERSHIP ACADEMY | 79901 |
| 118 | ERATH EXCELS ACADEMY INC | 78390 |
| 119 | EVERMAN ISD | 76140 |
| 120 | EXCEL ACADEMY | 77002 |
| 121 | EXCEL ACADEMY | 77081 |
| 122 | FABENS ISD | 79838 |
| 123 | FANNINDEL ISD | 75449 |
| 124 | FANNINDEL ISD | 75469 |
| 125 | FORT WORTH ISD | 76103 |
| 126 | FORT WORTH ISD | 76106 |
| 127 | FORT WORTH ISD | 76111 |
| 128 | FORT WORTH ISD | 76115 |
| 129 | FORT WORTH ISD | 76119 |
| 130 | FORT WORTH ISD | 76164 |
| 131 | FRENSHIP ISD | 79415 |
| 132 | FT HANCOCK ISD | 79839 |
| 133 | GALENA PARK ISD | 77015 |
| 134 | GALENA PARK ISD | 77029 |
| 135 | GARLAND ISD | 75212 |
| 136 | GATEWAY ACADEMY CHARTER DISTRICT | 78046 |
| 137 | GEORGE I SANCHEZ CHARTER | 77023 |
| 138 | GEORGE I SANCHEZ CHARTER | 77076 |
| 139 | GOLDEN RULE CHARTER SCHOOL | 75051 |
| 140 | GOLDEN RULE CHARTER SCHOOL | 75211 |
| 141 | GOLDEN RULE CHARTER SCHOOL | 75217 |
| 142 | GOLDEN RULE CHARTER SCHOOL | 75233 |
| 143 | GOODRICH ISD | 77335 |
| 144 | GRAND PRAIRIE ISD | 75051 |
| 145 | GRAND PRAIRIE ISD | 75212 |
| 146 | HARLANDALE ISD | 78211 |
| 147 | HARLANDALE ISD | 78214 |
| 148 | HARMONY SCHOOL OF EXCELLENCE | 77091 |
| 149 | HARMONY SCIENCE ACAD (EL PASO) | 79412 |
| 150 | HARMONY SCIENCE ACAD (SAN ANTONIO) | 78520 |
| 151 | HARMONY SCIENCE ACADEMY | 77099 |
| 152 | HART ISD | 79043 |
| 153 | HEARNE ISD | 77859 |
| 154 | HIDALGO ISD | 78557 |
| 155 | HIDALGO ISD | 78577 |
| 156 | HOUSTON GATEWAY ACADEMY INC | 77012 |
| 157 | HOUSTON GATEWAY ACADEMY INC | 77087 |
| 158 | HOUSTON ISD | 77002 |
| 159 | HOUSTON ISD | 77011 |
| 160 | HOUSTON ISD | 77012 |
| 161 | HOUSTON ISD | 77013 |
| 162 | HOUSTON ISD | 77015 |
| 163 | HOUSTON ISD | 77016 |
| 164 | HOUSTON ISD | 77017 |
| 165 | HOUSTON ISD | 77020 |
| 166 | HOUSTON ISD | 77022 |
| 167 | HOUSTON ISD | 77023 |
| 168 | HOUSTON ISD | 77026 |
| 169 | HOUSTON ISD | 77028 |
| 170 | HOUSTON ISD | 77029 |
| 171 | HOUSTON ISD | 77031 |
| 172 | HOUSTON ISD | 77033 |
| 173 | HOUSTON ISD | 77036 |
| 174 | HOUSTON ISD | 77037 |
| 175 | HOUSTON ISD | 77047 |
| 176 | HOUSTON ISD | 77048 |
| 177 | HOUSTON ISD | 77050 |
| 178 | HOUSTON ISD | 77063 |
| 179 | HOUSTON ISD | 77071 |
| 180 | HOUSTON ISD | 77074 |
| 181 | HOUSTON ISD | 77076 |
| 182 | HOUSTON ISD | 77078 |
| 183 | HOUSTON ISD | 77081 |
| 184 | HOUSTON ISD | 77085 |
| 185 | HOUSTON ISD | 77087 |
| 186 | HOUSTON ISD | 77091 |
| 187 | HOUSTON ISD | 77092 |
| 188 | HOUSTON ISD | 77093 |
| 189 | HURST-EULESS-BEDFORD ISD | 76111 |
| 190 | IDEA PUBLIC SCHOOLS | 78202 |
| 191 | IDEA PUBLIC SCHOOLS | 78203 |
| 192 | IDEA PUBLIC SCHOOLS | 78220 |
| 193 | IDEA PUBLIC SCHOOLS | 78237 |
| 194 | IDEA PUBLIC SCHOOLS | 78516 |
| 195 | IDEA PUBLIC SCHOOLS | 78520 |
| 196 | IDEA PUBLIC SCHOOLS | 78521 |
| 197 | IDEA PUBLIC SCHOOLS | 78537 |
| 198 | IDEA PUBLIC SCHOOLS | 78541 |
| 199 | IDEA PUBLIC SCHOOLS | 78542 |
| 200 | IDEA PUBLIC SCHOOLS | 78574 |
| 201 | IDEA PUBLIC SCHOOLS | 78577 |
| 202 | IDEA PUBLIC SCHOOLS | 78589 |
| 203 | IDEA PUBLIC SCHOOLS | 78599 |
| 204 | IDEA PUBLIC SCHOOLS | 78741 |
| 205 | INSPIRED VISION ACADEMY | 75217 |
| 206 | IRVING ISD | 75212 |
| 207 | JUBILEE ACADEMIC CENTER | 78210 |
| 208 | JUBILEE ACADEMIC CENTER | 78211 |
| 209 | JUBILEE ACADEMIC CENTER | 78223 |
| 210 | JUDSON ISD | 78219 |
| 211 | KARNACK ISD | 75661 |
| 212 | KIPP DALLAS-FORT WORTH | 75216 |
| 213 | KIPP DALLAS-FORT WORTH | 75227 |
| 214 | KIPP INC CHARTER | 77017 |
| 215 | KIPP INC CHARTER | 77022 |
| 216 | KIPP INC CHARTER | 77023 |
| 217 | KIPP INC CHARTER | 77047 |
| 218 | KIPP INC CHARTER | 77063 |
| 219 | KIPP INC CHARTER | 77074 |
| 220 | KIPP INC CHARTER | 77078 |
| 221 | KIPP INC CHARTER | 77099 |
| 222 | KIPP SAN ANTONIO | 78204 |
| 223 | KIPP SAN ANTONIO | 78237 |
| 224 | LA FE PREPARATORY SCHOOL | 79901 |
| 225 | LA JOYA ISD | 78560 |
| 226 | LA JOYA ISD | 78573 |
| 227 | LA JOYA ISD | 78574 |
| 228 | LA JOYA ISD | 78576 |
| 229 | LA JOYA ISD | 78595 |
| 230 | LA VERNIA ISD | 78159 |
| 231 | LA VILLA ISD | 78562 |
| 232 | LAKE WORTH ISD | 76106 |
| 233 | LANCASTER ISD | 75146 |
| 234 | LANEVILLE ISD | 75667 |
| 235 | LAREDO ISD | 78040 |
| 236 | LAREDO ISD | 78043 |
| 237 | LAREDO ISD | 78046 |
| 238 | LIFE SCHOOL | 75146 |
| 239 | LIFE SCHOOL | 75211 |
| 240 | LOCKHART ISD | 78616 |
| 241 | LONGVIEW ISD | 75603 |
| 242 | LUBBOCK ISD | 79404 |
| 243 | LUBBOCK ISD | 79411 |
| 244 | LUBBOCK ISD | 79412 |
| 245 | LUBBOCK ISD | 79415 |
| 246 | LUEDERS-AVOCA ISD | 79533 |
| 247 | LUMIN EDUCATION | 75223 |
| 248 | MALONE ISD | 76660 |
| 249 | MARATHON ISD | 79842 |
| 250 | MARLIN ISD | 76661 |
| 251 | MCALLEN ISD | 78503 |
| 252 | MESQUITE ISD | 75180 |
| 253 | MESQUITE ISD | 75212 |
| 254 | MESQUITE ISD | 75253 |
| 255 | MISSION CISD | 78573 |
| 256 | MISSION CISD | 78574 |
| 257 | MONTE ALTO ISD | 78538 |
| 258 | MORGAN ISD | 76671 |
| 259 | MORTON ISD | 79346 |
| 260 | MORTON ISD | 79353 |
| 261 | MULESHOE ISD | 79353 |
| 262 | MULLIN ISD | 76864 |
| 263 | NACOGDOCHES ISD | 75964 |
| 264 | NEW FRONTIERS CHARTER SCHOOL | 78223 |
| 265 | NEW FRONTIERS CHARTER SCHOOL | 78224 |
| 266 | NEW SUMMERFIELD ISD | 75780 |
| 267 | NEWMAN INTERNATIONAL ACADEMY OF AR | 76010 |
| 268 | NIXON-SMILEY CISD | 78159 |
| 269 | NORTH EAST ISD | 78208 |
| 270 | NORTHSIDE ISD | 78228 |
| 271 | NOVA ACADEMY | 75227 |
| 272 | NOVA ACADEMY (SOUTHEAST) | 75227 |
| 273 | OLFEN ISD | 76875 |
| 274 | PASADENA ISD | 77017 |
| 275 | PASADENA ISD | 77506 |
| 276 | PHARR-SAN JUAN-ALAMO ISD | 78516 |
| 277 | PHARR-SAN JUAN-ALAMO ISD | 78577 |
| 278 | PHARR-SAN JUAN-ALAMO ISD | 78589 |
| 279 | POINT ISABEL ISD | 78578 |
| 280 | POR VIDA ACADEMY | 78210 |
| 281 | PORT ARTHUR ISD | 77640 |
| 282 | PREMIER HIGH SCHOOLS | 78043 |
| 283 | PREMIER HIGH SCHOOLS | 78521 |
| 284 | PREMIER HIGH SCHOOLS | 78577 |
| 285 | PREMIER HIGH SCHOOLS | 78589 |
| 286 | PREMIER HIGH SCHOOLS | 78741 |
| 287 | PRESIDIO ISD | 79845 |
| 288 | PROGRESO ISD | 78579 |
| 289 | PROMISE COMMUNITY SCHOOL | 77011 |
| 290 | PROMISE COMMUNITY SCHOOL | 77074 |
| 291 | RAMIREZ CSD | 78376 |
| 292 | RAUL YZAGUIRRE SCHOOL FOR SUCCESS | 77017 |
| 293 | RAUL YZAGUIRRE SCHOOL FOR SUCCESS | 78520 |
| 294 | RAYMONDVILLE ISD | 78580 |
| 295 | RICE CISD | 77434 |
| 296 | RICHARD MILBURN ALTER HIGH SCHOOL | 77506 |
| 297 | RICHARD MILBURN ALTER HIGH SCHOOL | 79412 |
| 298 | RICHARDSON ISD | 75231 |
| 299 | RICHARDSON ISD | 75235 |
| 300 | RICHARDSON ISD | 75240 |
| 301 | RIO GRANDE CITY CISD | 78548 |
| 302 | RIO HONDO ISD | 78583 |
| 303 | ROBSTOWN ISD | 78380 |
| 304 | ROMA ISD | 78584 |
| 305 | RULE ISD | 79547 |
| 306 | SAN ANTONIO ISD | 78201 |
| 307 | SAN ANTONIO ISD | 78202 |
| 308 | SAN ANTONIO ISD | 78203 |
| 309 | SAN ANTONIO ISD | 78204 |
| 310 | SAN ANTONIO ISD | 78207 |
| 311 | SAN ANTONIO ISD | 78208 |
| 312 | SAN ANTONIO ISD | 78210 |
| 313 | SAN ANTONIO ISD | 78214 |
| 314 | SAN ANTONIO ISD | 78219 |
| 315 | SAN ANTONIO ISD | 78220 |
| 316 | SAN ANTONIO ISD | 78223 |
| 317 | SAN ANTONIO ISD | 78225 |
| 318 | SAN ANTONIO ISD | 78226 |
| 319 | SAN ANTONIO ISD | 78228 |
| 320 | SAN ELIZARIO ISD | 79849 |
| 321 | SAN ISIDRO ISD | 78588 |
| 322 | SANTA MARIA ISD | 78592 |
| 323 | SANTA ROSA ISD | 78593 |
| 324 | SER-NINOS CHARTER SCHOOL | 77081 |
| 325 | SHARYLAND ISD | 78573 |
| 326 | SHARYLAND ISD | 78574 |
| 327 | SLATON ISD | 79702 |
| 328 | SOCORRO ISD | 79927 |
| 329 | SOUTH PLAINS ACADEMY CHARTER DISTR | 79412 |
| 330 | SOUTH SAN ANTONIO ISD | 78211 |
| 331 | SOUTH SAN ANTONIO ISD | 78224 |
| 332 | SOUTH SAN ANTONIO ISD | 78242 |
| 333 | SOUTHSIDE ISD | 78264 |
| 334 | SOUTHWEST ISD | 78211 |
| 335 | SOUTHWEST ISD | 78224 |
| 336 | SOUTHWEST ISD | 78242 |
| 337 | SOUTHWEST PREPARATORY SCHOOL | 78220 |
| 338 | SOUTHWEST PREPARATORY SCHOOL | 78228 |
| 339 | SOUTHWEST SCHOOL | 77074 |
| 340 | SOUTHWEST SCHOOL | 77092 |
| 341 | SOUTHWEST SCHOOL | 77099 |
| 342 | SPRING ISD | 77002 |
| 343 | ST ANTHONY SCHOOL | 75215 |
| 344 | STEP CHARTER SCHOOL | 77074 |
| 345 | STEP CHARTER SCHOOL | 77099 |
| 346 | TAFT ISD | 78390 |
| 347 | TEKOA ACADEMY OF ACCELERATED STUDI | 77640 |
| 348 | TENAHA ISD | 75974 |
| 349 | TEXANS CAN ACADEMIES | 75208 |
| 350 | TEXANS CAN ACADEMIES | 75217 |
| 351 | TEXANS CAN ACADEMIES | 77017 |
| 352 | TEXANS CAN ACADEMIES | 77071 |
| 353 | TEXANS CAN ACADEMIES | 78211 |
| 354 | TEXAS COLLEGE PREPARATORY ACADEMIE | 75227 |
| 355 | TEXAS COLLEGE PREPARATORY ACADEMIE | 78723 |
| 356 | TEXAS EMPOWERMENT ACADEMY | 78721 |
| 357 | TEXAS PREPARATORY SCHOOL | 78723 |
| 358 | THE RHODES SCHOOL | 77091 |
| 359 | THE VARNETT PUBLIC SCHOOL | 77013 |
| 360 | THE VARNETT PUBLIC SCHOOL | 77028 |
| 361 | TORNILLO ISD | 79853 |
| 362 | TRINITY BASIN PREPARATORY | 75203 |
| 363 | TULOSO-MIDWAY ISD | 78460 |
| 364 | TWO DIMENSIONS PREPARATORY ACADEMY | 77039 |
| 365 | UNITED ISD | 78043 |
| 366 | UNITED ISD | 78046 |
| 367 | UNIVERSITY OF TEXAS UNIVERSITY CHA | 78210 |
| 368 | UNIVERSITY OF TEXAS UNIVERSITY CHA | 78619 |
| 369 | UNIVERSITY OF TEXAS UNIVERSITY CHA | 78723 |
| 370 | UPLIFT EDUCATION | 75212 |
| 371 | UPLIFT EDUCATION | 75220 |
| 372 | UPLIFT EDUCATION | 75235 |
| 373 | UVALDE CISD | 78829 |
| 374 | VALLEY VIEW ISD | 78577 |
| 375 | VANGUARD ACADEMY | 78516 |
| 376 | VANGUARD ACADEMY | 78577 |
| 377 | WACO CHARTER SCHOOL | 76707 |
| 378 | WACO ISD | 76701 |
| 379 | WACO ISD | 76707 |
| 380 | WACO ISD | 76711 |
| 381 | WALLER ISD | 77446 |
| 382 | WALNUT SPRINGS ISD | 76690 |
| 383 | WAXAHACHIE FAITH FAMILY ACADEMY | 75167 |
| 384 | WEST OSO ISD | 78405 |
| 385 | WEST OSO ISD | 78416 |
| 386 | WHITEFACE CISD | 79353 |
| 387 | WICHITA FALLS ISD | 76301 |
| 388 | WICHITA FALLS ISD | 76303 |
| 389 | WINFIELD ISD | 75493 |
| 390 | YES PREP PUBLIC SCHOOLS INC | 77012 |
| 391 | YES PREP PUBLIC SCHOOLS INC | 77020 |
| 392 | YES PREP PUBLIC SCHOOLS INC | 77026 |
| 393 | YES PREP PUBLIC SCHOOLS INC | 77031 |
| 394 | YES PREP PUBLIC SCHOOLS INC | 77033 |
| 395 | YES PREP PUBLIC SCHOOLS INC | 77036 |
| 396 | YES PREP PUBLIC SCHOOLS INC | 77039 |
| 397 | YES PREP PUBLIC SCHOOLS INC | 77050 |
| 398 | YES PREP PUBLIC SCHOOLS INC | 77074 |
| 399 | YES PREP PUBLIC SCHOOLS INC | 77091 |