



**2025-2026 TIA Renewal and Continuous Improvement Grant
Informal Discretionary Competition (IDC) Due 11:59 p.m. CT, December 4, 2024**

NOGA ID

Authorizing legislation

Authorized by ESEA of 1965 as amended by P.L. 114-95, ESSA, Title II, Part A, Sec. 2101(c)(B)(v)(II)

This IDC application must be submitted via email to **competitivegrants@tea.texas.gov**.

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

TEA must receive the application by **11:59 p.m. CT, December 4, 2024**.

Application stamp-in date and time

Grant period from

January 17, 2025 to August 31, 2026

Pre-award costs are not permitted for this grant program.

Required Attachments

- 1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Amendment Number

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

NA

Applicant Information

Organization Legacy Preparatory Charter Academy CDN 057846 Campus Mesquite West ESC 10 UEI L194EN2F3LD3

Address 2727 Military Parkway City Mesquite ZIP 75149 Vendor ID 1274013601

Primary Contact Brandi Braley Email bbraley@legacypca.com Phone 214-264-4432

Secondary Contact Josie Eatman Email jeatman@legacypca.com Phone 972-533-4909

Certification and Incorporation

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

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

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

Authorized Official Name Brandi Braley Title Director of Innovation

Email bbraley@legacypca.com Phone 214-264-4432

Signature *Brandi Braley* Date 11/18/2024

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2025-2026 TIA Renewal and Continuous Improvement Grant Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2025-2026 TIA Renewal and Continuous Improvement Grant Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements.
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. The LEA assures that it will remain in compliance with all requirements related to the Teacher Incentive Allotment (TIA).
- 8. The LEA assures that this IDC application has the support of the superintendent and other relevant senior LEA officials.
- 9. The LEA assures that they will make every effort to publish materials and make them publicly available for stakeholders.
- 10. The LEA assures that it will make every effort to contract with an approved Technical Assistance Provider by April 1, 2025 that will be able to meet the scope of work and deliverable(s) timeline outlined in this grant.
- 11. The LEA assures that the primary point of contact will remain aware of this work and involved in matters related to implementation of the TIA local designation system. Additionally, the LEA assures that the primary point of contact will address any requested updates, requested meetings or communications, on progress related to this grant.

Summary of Program

Outline activities and strategies that will be implemented to meet the goals of the grant. Describe any identified barriers to expanding eligible teaching assignments in the approved local designation system, and how the district will address those barriers through the scope of work with the Technical Assistance Provider (TAP).

Based on the findings and next steps outlined in the 2023-2024 Data Validation Report from Texas Tech University, Legacy Preparatory Charter School will focus on strengthening its teacher observation systems and practices. The primary emphasis will be on developing and implementing calibration systems to enhance inter-rater reliability, ensuring that evaluations are consistent, accurate, and aligned across different observers. In addition, the school will prioritize targeted data collection and analysis to identify and address any skew or inconsistencies in the current observation data. Areas of the observation system that were found to require improvement will be refined, with a focus on ensuring that the evaluation process is both reliable and effective in capturing key aspects of instructional quality.

This work will be supported by a strategic partnership with the local regional service center, which will assist in the development of systems, protocols, and training to further strengthen the observation process. Through these efforts, Legacy Preparatory aims to build a more robust and effective teacher evaluation framework that will ultimately enhance instructional quality and student achievement.

Legacy Preparatory includes all teaching assignments within the approved local designation system, ensuring that every teacher's performance is evaluated. However, a skew between elective courses and core content courses has been identified on some campuses, leading to differentiated observations and ratings for these two categories. This distinction allows for a more tailored evaluation process while maintaining consistency and fairness across all teaching assignments. By focusing on evaluations through the lens of the established rubric rather than the content of the class, this approach ensures that teacher performance is assessed based on instructional quality and teaching practices, rather than the subject matter being taught.

Qualifications and Experience for Key Personnel

Outline the required qualifications and experience for primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program. Include whether the position is existing or proposed.

Title and Responsibilities of Position

Required Qualifications and Experience

Regional Service Provider will help develop calibration protocols, facilitating, calibration sessions, training and professional development for administrators, support in data collection and analysis, refine the observation system, and progress monitoring. This is a proposed position.

Background and knowledge of TIA and certified T-TESS rater. Experience with development of rubrics and qualifying what is being looked for based on the descriptions within the rubric. Data literate, proficient in excel and understands correlation coefficients.

Principals will participate in the process of inter-rater reliability trainings, data monitoring, and identifying look fors within the T-TESS rubrics. This position exists already.

Must be T-TESS certified and be responsible for current teacher evaluations. Must have background knowledge of TIA and district protocols for TIA.

Director of Innovation: Grant Manager, will schedule all trainings and calibrations with the Regional service provider, compile all documents created during the work sessions, monitor and adjust personnel involved with the process, maintain all data and analysis that takes place. Identify areas of need with regional service provider. This position exists already.

At least 3 years experience in leadership, Master level knowledge of TIA, Data literate, proficient in excel and formulas used in calculations for districts locally approved TIA system.

Current teachers will provide feedback on observation and feedback that is provided to them through a focus group. This position already exists.

Current teacher in a TIA assigned course that qualifies for eligibility of designation.

T-TESS Operator will be responsible for implementing the changes developed by the regional service providers, grant manager and principals. They will also participate in inter-rater reliability trainings and identifying look fors within the rubrics dimensions. This is a current position.

Must have T-TESS certification, knowledge of best practices within the classroom, proficient in T-TESS rubric

Goals, Objectives, and Strategies

How will the LEA establish and document clear district-level goals, with measurable outcomes, which align to at least one key area of the TIA system renewal process including, but not limited to: 1. Teacher Observation Systems & Practices (i.e. Inter-rater Reliability); 2. Student Growth Measure Expansion (i.e. Portfolios, SLOs, or Assessment Systems); 3. Change Management & Systems Implementation (i.e. Data Systems or Compensation Planning).

The goals of the grant will be to develop a comprehensive system that provides clear and precise "look fors" for each of the dimensions within Domains 2 and 3 of the T-TESS (Texas Teacher Evaluation and Support System). This system will establish specific, observable criteria for evaluating teacher practices in areas such as instruction, and learning environment, ensuring that evaluators can consistently identify key indicators of effective teaching. Additionally, the grant aims to strengthen the correlation between teacher observations and student growth outcomes, fostering a more direct connection between instructional quality and student achievement. By refining the evaluation process with these clear benchmarks, the grant will support data-driven decision-making and contribute to improved teaching practices that positively impact student learning.

When taking these goals and developing measurable outcomes we have determined the following as measurable outcomes for the goals. Goal #1 we will have a finalized set of clear, observable "look fors" developed for each dimension within Domains 2 and 3 of the T-TESS rubric, providing specific criteria for evaluating teacher practices by the end of the first semester of the 2025-2026 school year. Goal #2 we will have consistency and reliability in teacher evaluations by following the implementation of calibration systems, inter-rater reliability among observers will increase by at least 10% (as measured by consistency in ratings across observers on a sample of evaluations) by the end of the second semester of the 2025-2026 and 50% of teachers will receive at least one observation with feedback focused on the newly developed "look fors" for Domains 2 and 3 within the school year. Goal #3 is to strengthened correlation between teacher observations and student growth outcomes. By the end of the school year, the correlation between teacher observation ratings (specifically in Domains 2 and 3) and student growth outcomes (as measured by state or district assessments) will increase by at least 10% compared to baseline data.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Domains 2 and 3 of the T-TESS framework focus specifically on key areas of teaching that directly influence student learning: Instruction (Domain 2) and Learning Environment (Domain 3). These domains are critical to the purpose of the Texas Education Agency (TEA) Teacher Incentive Allotment (TIA) System Renewal and Continuous Improvement Grant, which aims to increase teacher effectiveness, support ongoing professional development, and ultimately improve student outcomes. Domain 2 focuses on the instructional strategies and practices that teachers use to promote student learning. It encompasses several key areas such as alignment to standards, content knowledge, use of data, and differentiation. This domain is directly related to student outcomes because instructional practices are a critical factor in student achievement. Effective instruction leads to greater student engagement, understanding, and mastery of content, ultimately improving academic performance. In the context of the TIA System Renewal and Continuous Improvement Grant, Domain 2 is central to enhancing teacher quality by ensuring that teachers use research-based instructional practices that lead to positive student outcomes.

Performance and Evaluation Measures (Cont'd)

Domain 3 focuses on the classroom environment and the ways in which teachers foster a space where students feel safe, supported, and motivated to learn. It includes classroom culture, classroom management, and clear expectations. The learning environment is intrinsically linked to student outcomes because students are more likely to perform well in a classroom where they feel supported, safe, and engaged. A positive learning environment promotes higher levels of student participation, reduces behavioral disruptions, and fosters a mindset of success. By enhancing Domain 3, the TIA System Renewal and Continuous Improvement Grant will help us to improve the conditions in which students learn, thereby boosting both their academic and socio-emotional outcomes.

By partnering with a regional service provider, we will systematically examine all factors involved in implementing the T-TESS framework to evaluate teachers in Domains 2 and 3. Through a detailed review of the rubrics and the identification of specific "look fors" for each descriptor, we will create a clear, district-defined document that outlines exactly what evaluators should be observing. This will eliminate ambiguity and ensure consistency across evaluations, preventing the misinterpretation of criteria that could lead to inflated or under-rated ratings. Additionally, this process will support our efforts to implement calibration practices, which will enhance inter-rater reliability and ensure that evaluations are both accurate and fair across all observers.

Budget Narrative

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

The proposed budget for the program is designed to effectively meet the needs and goals of enhancing teacher evaluation processes through the T-TESS framework, specifically in Domains 2 and 3. A significant portion of the budget will be allocated to contracting with Region 10 Education Service Center, a regional service provider with expertise in teacher evaluation and professional development. Region 10 will provide specialized training in the T-TESS rubric, focusing on the development of clear "look fors" for Domains 2 and 3, as well as conducting calibration sessions to improve inter-rater reliability among evaluators. The budget will also cover the creation and distribution of materials essential for the successful implementation of the program. A portion of the budget will be allocated to the creation and development of the systems and protocols necessary for implementing the teacher observation process. A portion of the budget will also be designated for monitoring the program's progress and evaluating its effectiveness. Overall, the proposed budget is carefully structured to support the key components of the program, including high-quality training and professional development, the creation of essential materials, and the development of robust systems and protocols. By allocating resources to these areas, the budget ensures that the program will effectively achieve its goals of improving teacher evaluations, enhancing inter-rater reliability, and ultimately fostering improved student outcomes.

TEA Program Requirements

1. Scope of Work: Describe the scope of work the LEA will develop that aligns with the goals (in section 1a of Goals, Objectives, and Strategies) that defines major tasks, subtasks, activities, and/or deliverables for the chosen Technical Assistance Provider.

Project Overview: Developing and implementing a comprehensive teacher observation system based on the T-TESS rubric, focusing on Domains 2 & 3, to enhance teacher effectiveness and improve student outcomes.

Deliverables: Finalized observation rubric look fors, calibration training materials, a system for collecting and analyzing observation data, and a report on program effectiveness.

Tasks: Review of current observation system, creation of "look fors," training for evaluators, pilot testing of the system, collection and analysis of data, feedback and adjustments.

Sub Tasks: Interim data checks, Interim Student Assessments

Activities: Review the T-TESS Rubric, Collaborate with Stakeholders, Finalize and Distribute Look Fors Document, Plan and Schedule Professional Development Workshops, Conduct Calibration Training, Continuous Support and Feedback, Develop a Calibration Schedule, Conduct Calibration Checkpoints, Analyze Reliability Data, Design Data Collection Tools, Train Evaluators on Data Entry and Analysis, Implement Data Collection and Feedback Loops, Regular Data Review and Analysis, Conduct Teacher and Evaluator Feedback Surveys, Revise and Improve the Observation System, Identify Areas for Teacher Growth, Offer Targeted Professional Development, Monitor Teacher Progress, Establish Long-Term Observation and Calibration Practices, Cultivate a Culture of Continuous Improvement

Deliverables: A detailed analysis report identifying areas of clarity and alignment within Domains 2 and 3 of the T-TESS rubric. A draft and final document of the "look fors" for Domains 2 and 3. A training schedule and program agenda for professional development workshops, training materials and a feedback loop document and follow-up session schedule to provide ongoing support. A formal calibration schedule, calibration checkpoint reports, and comprehensive inter-rater reliability analysis report. Data collection tools, and a functional data collection system. A long-term sustainability plan and report outlining strategies for fostering a culture of continuous improvement within the district.

Timeline: The project will begin in January 2025 and conclude by August 2026, with quarterly milestones and reports.

2. Stakeholder Engagement: Define the process for reporting progress and outcomes to stakeholders related to the continuous improvement of the local designation system through implementation and capacity-building partnership with the Technical Assistance Provider.

The process for reporting progress and outcomes to stakeholders related to the continuous improvement of the local designation system through the implementation and capacity-building partnership with the Technical Assistance Provider (TAP) will be structured, transparent, and aligned with the goals of the project. The process ensures that all stakeholders—teachers, administrators, district leaders, evaluators, and external partners—are kept informed and engaged throughout the project. The reporting process will include regular updates, feedback loops, and data-driven analyses, all aimed at promoting accountability and fostering continuous improvement. This will be through the following:

Quarterly Reports: To update on key milestones, data collection progress, and emerging trends.

Mid-Year Review: An in-depth report assessing overall program progress, identifying challenges, and discussing any necessary adjustments.

End-of-Year Report: A comprehensive summary of the year's activities, lessons learned, program impact, and recommendations for future adjustments or sustainability.

Types of Reports:

Progress Reports: Focus on activities completed, milestones achieved, and any adjustments to timelines or processes.

Outcome Reports: Present data and findings that show the impact of the local designation system on teacher performance, inter-rater reliability, and student growth outcomes.

Feedback Reports: Based on qualitative and quantitative data gathered from surveys, focus groups, or interviews with stakeholders, highlighting key insights and areas for improvement.

Equitable Access and Participation

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

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

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

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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

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

You may duplicate this page

Amended Section

Reason for Amendment

