

**Expansion Competition Absolute Priority 2 (General)**  
**Texas A&M Research Foundation**  
**S411A220007**

**Project Research-based Strategies and Artificial Intelligence for School Enhancement:**

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Applicant Name: Texas A&M Research Foundation

Project Title: Project Research-based Strategies and Artificial Intelligence for School Enhancement:

Turning Around Schools (RAISE)

Type of Grant Requested: (select one)  Early-Phase  Mid-Phase  Expansion-Phase

Absolute Priorities the Project Addresses: (select all that apply)

Absolute Priority 1—Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Absolute Priority 3-- Field-Initiated Innovations—Promoting (STEM) Education

Absolute Priority 4-- Field-Initiated Innovations—Meeting Student Social, Emotional, and Academic Needs

Competitive Preference Priorities the Project Addresses: (select all that apply)

Competitive Preference Priority 1—Promoting Equity in Student Access to Educational Resources and Opportunities

Competitive Preference Priority 2-- Addressing the Impact of COVID-19 on Students, Educators, and Faculty

Total number of students to be served by the project: 964,500 students over 5 years

Grade level(s) to be served by the project: Elementary-PK-5

Your definition of high-need students: High needs students include diverse learners inclusive of English learners and economically challenged students in urban, suburban, and rural underperforming schools that are in need of turning around.

Brief description of proposed project, including project activities: RAISE will deliver three components based on WWC studies of strong and moderate evidence: (a) Component 1 (based on New Leader Program's moderate evidence) will deliver an Urban Principal Residency Preparation program in schools that are failing in Houston ISD, the largest district in Texas, with three diverse cohorts over the five years, which will lead to (i) an advanced credential for the individual, (ii) an increase in the number of highly effective diverse principals or other school leaders in schools with high concentrations of high-need students, (iii) instruction for these leaders on the provision and use of strategies that are supported by promising evidence for Principal Residents in learning how to and in enhancing and turning around failing schools as a result of COVID-19; (b) Component 2 (based in the Building Assets Reducing Risks Program's strong evidence with professional development for turnaround) will offer numerous evidence-based virtual PD (VPD) sessions via our existing platform Massive Open Online Professional Innovative Learning (MOOPIIL) supported by rich and authentic Virtual Professional Learning Communities (VPLC) supported by a Virtual Mentor Coach (VMC); Component 3: (based in the Building Assets Reducing Risks Program's strong evidence for turnaround schools) Principals or other school leaders will be provided with evidence-based school turnaround activities that include: (i) PD on turnaround strategies to current leaders and (ii) provide a machine learning [ML], artificial intelligence [AI] dashboard (District School

Performance Predictor Artificial Intelligence Platform, DPSS) to increase the quality of predictions for enhancing student learning and turning around schools.

Summary of project objectives and expected outcomes: In sum, there are 3 RAISE components aligned with the directives of the Absolute and Competitive Priorities addressed. We have a sufficiently large pool of partners and connections with districts across Texas alone where we have implemented successfully to carry out this expansion plan, which will be the basis with our initial 31 partner districts and 350 failing high-need elementary schools each year. However, we will deliver strategies at the national level as well. The Education Leadership Research Center has developed a relationship with a national marketing company, Market Data Retrieval (MDR), to recruit school leaders across the United States. The outcomes are: a QED tested residency training model for failing schools for day-one ready principals; Summer Leadership Institutes for national school leaders, three RCTs conducted with failing schools and with virtual professional development in two components, Top-Class Institutes, Micro and Macro-Credentials, National Think Tanks, and Artificial Intelligence District School Performance Predictor.

Describe how the proposed project is innovative: The work in RAISE is equally effective for state and national leaders at all stages with the scaling of just-in-time innovative VPD, VPLC, and VMC on turnaround strategies based on the strong evidence in the BARR study and the NLP study of moderate evidence. Second, the development provided will build developing leaders' competencies to improve the instructional capacity of teachers in failing and high-needs schools to improve student achievement turn schools around, particularly related to learning recovery needed after COVID-19. Third, RAISE will be able to advance our understanding of "how" experienced and novice leaders can turn around a failing school. The focus and difference in this Expansion project related to turnaround is that RAISE targets leadership in the turnaround strategies in all three components at a state and national level.

Identify other studies and/practice related to the proposed project: Building Assets and Reducing Risk (BARR) Validation study (Corsello & Sharma, 2015), New Leader Program (Gates, 2014)

Proposed implementation sites: 1750 total over 5 years of failing elementary schools across Texas; nationally, there will be over 13,500 school leaders will be recruited for participation from sites across the country, with a total of 19,190 participants in this grant.

List all organizations partnering with this project: Official Cost-Share Partners: Zoom (TAMU), Canvas (TAMU), Education Leadership Research Center (TAMU); Other Partners: Center for Research and Reform in Education (CRRE) at Johns Hopkins University, Inline Resources, Brenham Independent School District (ISD), Bryan ISD, Conroe ISD, Cotulla ISD, College Station ISD, Damon ISD, Duncanville ISD, Edna ISD, Freer ISD, Fort Worth ISD, Gainesville ISD, Giddings ISD, Harmony Public Schools, Hearne ISD, Houston ISD, Huntsville ISD, International Leadership of Texas, Magnolia ISD, Madisonville ISD, Mount Pleasant ISD, Navasota ISD, New Summerfield ISD, Pearsall ISD, Pharr-San Juan-Alamo ISD, Spring ISD, Temple ISD, Tomball ISD, Waller ISD, Wharton ISD, Wimberley ISD