

San Antonio ISD Teacher and School Leader Proposal

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(a) Need for Project

(i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses: San Antonio Independent School District (SAISD) is San Antonio's founding school district, serving the inner city for more than 100 years. Today SAISD educates approximately 49,000 students annually across more than 90 schools. SAISD ranks third in student population among 15 area school districts and is the 13th largest of Texas' 1,057 school districts. SAISD encompasses 79 square miles within the city of San Antonio, Texas, with a total population of 328,316 residents. San Antonio is located in Bexar County in South Central Texas, approximately 150 miles north of the U.S. border with Mexico. It is the seventh-most populous city in the nation and the second-most populous city in Texas and the Southern U.S., with 1.54 million residents in 2019. More than half (63%) of all residents are Latinx, and 6.6% are African-American.

The District has an unrelenting determination to improve its students' lives by preparing them for wherever their educational journey takes them. By offering magnet programs at neighborhood high schools as well as Advanced Placement (AP) courses, expanding dual credit opportunities and providing the International Baccalaureate (IB) framework at nine campuses at the elementary, middle, and high school levels, the only district in the city to do so. Regardless of their academic abilities or where they live, all Bexar County students can apply to enroll in any of the district's 48 Choice School or Magnet Programs, which focus teaching and learning around STEM, Dual Language, International Baccalaureate, or Montessori curricula. This Teacher and School Leader Incentive Program project, titled Equity-Centered Educator Pipeline Initiative, will

serve 3,000 teachers who educate students across all but one SAISD school, The Advanced Learning Academy, where only 49% of all students are eligible for free or reduced-price lunch. Nearly all (89%) students across the district and 100% in target schools are eligible for free or reduced-price lunch. The overwhelming majority (96%) of all SAISD students are students of color, primarily Hispanic, and one in every five students is an English learner. Nearly all (84%) of the Class of 2018 graduated on time, up from 79.8% in AY 2015-16, and of all college-goers in AY 2018-19, more than half enrolled in a four-year university. SAISD has more than doubled the percent of students who are college ready in both English and math to 24.9% in AY 2019-20 from 10% in AY 2015-16. Yet when compared to averages for their peers in more affluent public schools in ESC Region 20, SAISD students are far less likely to pass state assessment exams, end-of-course exams in math and English, or to participate in dual credit, IB, or AP courses that would better prepare them for success in higher education. SAISD students also matriculate to college at lower percentages than our neighboring districts.

Nearly half (48%) of all families within the district have incomes of less than \$35,000 per year. Nearly all (92%) SAISD students are economically disadvantaged, meaning they are eligible for free or reduced-price lunch or other public assistance programs. One in every five (19%) SAISD students is an English language learner, and 12.2% are challenged by intellectual, physical, or behavioral disabilities. Our students need access to experienced, high-quality educators to ensure they are progressing on grade level, and to prepare them for advanced courses that will put them on track to succeed in college. Experienced bilingual teachers are needed to facilitate the continued expansion of dual language programs, which are now offered in 61 of all 93 elementary, middle and high schools. As elementary students age, the district will need to grow middle and

high school dual language programs, as SAISD strives for students who graduate bilingual in Spanish, biliterate, and bicultural.

For the past five years, the district has focused on transforming its Human Capital Management System (HCMS) to include a Performance-Based Compensation System (PBCS) to attract more experienced, high-quality teachers and principals with the educational backgrounds we need to improve student performance and offer rigorous courses in our High-Need Schools. Before the district paid and evaluated educators the same way for decades, using a lock-step system of compensation that uses “steps” to determine pay levels according to longevity and education level only.

With help from a \$46 million, five-year Teacher Incentive Fund (TIF) grant awarded by the U.S. Department of Education in fall 2016, the district developed a PBCS for high-quality teachers and principals that allowed them to earn higher pay to incentivize work in High-Need Schools. After years of experimentation and identification of best practices, the district is moving to a proposed multi-measure teacher designation system that will incorporate domains and metrics that collectively define excellent teaching based on SAISD’s values for teacher development and performance. It is an evolution of the TIF grant-funded PBCS that will meet the state’s rigorous requirements under the House Bill 3 Teacher Incentive Allotment (TIA). As part of this bill, the legislature and TEA have committed to supporting districts with initiatives that recognize excellent teaching via state-funded performance bonuses.

SAISD will begin to designate teachers in the 2020-21 school year under its new PBCS, which will allow teachers to earn up to an additional \$36,000 per year. Teachers with at least two years of full-time service in High-Need SAISD schools and who teach state accountability-tested

subjects are eligible will be eligible for one of three TIA designations – Recognized, Exemplary, and Master – starting in the 2020-21 school year, making them eligible for up to an additional \$36,000 per year. By the 2022-23 school year, the PBCS will evolve further, enabling all eligible SAISD teachers across all grade levels and subjects to earn a TIA designation. Each designation is earned via a combination of years of experience; education level; earned certifications; participation in professional development opportunities and extra duties such as providing after school tutoring and student teacher mentoring; and level of performance that is determined using Texas Teacher Evaluation and Support System (TTESS) framework.

The evolution of the district’s PBCS and the performance-based bonuses it provides are powerful incentives to attract and retain more experienced, effective teachers to the district who can help high-need students thrive. But SAISD lacks the personnel and structured programs it needs to recruit enough promising teachers and to retain more of them by ensuring they attain the experience, level of education, and certifications they need to access additional compensation through the PBCS. Typically the district has to recruit, vet, hire and train 500 educators each year, or 17% of its entire teaching staff. More than one-third were within their first five years of teaching in AY 2020-21. Efforts to recruit and retain high-quality, experienced teachers are complicated by the significant shortage of educators in the region.

We typically begin each school year with more than 100 teaching vacancies and are currently working with university partners to secure pre-service teachers as long-term substitutes until SAISD can fill vacant positions with fully certified educators. Existing partnerships with area universities and non-profit organizations that seek to provide a pipeline of new teachers into SAISD and other High-Need LEAs are underfunded, limiting the number of undergraduate and

graduate students who can attain hands-on experience and a strong personal connection to our schools via paid, one- to two-year internships. Credentialing and certification programs for instructional assistants, substitute teachers, and other staff who wish to transition to teaching are not currently incorporated into the district's existing career development pipelines. SAISD employs at least 900 instructional assistants and substitute teachers each school year, many of whom have an interest in teaching full-time but lack a structured professional development pathway to facilitate the transition.

In addition to struggling with recruiting enough high-quality educators to fill the district's teaching vacancies, SAISD has inadequate funding and opportunities to help experienced teachers work toward earning a higher TIA designation and larger bonuses under the PBCS by attaining certification or an advanced degree in a high-need area. Teachers can earn an additional \$2,000-\$4,000 each year by obtaining a masters degree or Ph.D. in bilingual or special education or in targeted math and science disciplines, by earning National Board Certification, and/or by obtaining Texas Education Agency (TEA) certification in high-need areas, including Career and Technical Education (CTE), bilingual/ESL education, and/or special education. Currently SAISD has approximately \$200,000 devoted to assisting teachers with obtaining these credentials in AY 2021-22. The cost of certification exam preparation and testing averages \$6,000 per faculty member, creating a \$300,000 annual shortfall that will prevent the district from achieving its goal of credentialing at least 80 teachers in high-need areas each year.

SAISD also lacks adequate opportunities for experienced teachers to work toward qualifying for TIA designation and performance-based compensation by participating in targeted professional development and/or by serving as school leaders on their campus, either by mentoring

student or novice teachers, serving on committees, and/or providing out-of-class time and summer instruction to students. And despite serving a student population that is majority underrepresented, SAISD has inadequate funding and programming to place equity at the center of our teacher and school leader development. If educators are not trained to recognize and act to improve upon intentional and unintentional bias, disproportionality, and exclusionary practices, they are far less likely to be effective in our majority minority High-Need Schools, which jeopardizes their ability to qualify for TIA designation and additional, performance-based pay. Funding shortages in the district's Office of Academics and School Leadership – which includes Curriculum and Instruction, Special Education, Dual Language, Organizational Learning, Social Emotional and Academic Development (SEAD), and College, Career and Military Readiness (CCMR) – result in limited opportunities for teachers and school leaders to participate in professional development around culturally sustaining practices. Typically less than 50 teachers are involved in sustained professional development around these topics each year, a fraction of the 3,000 who serve in the district's High-Need Schools.

This Teacher School Leader Incentive project, titled the Equity-Centered Educator Pipeline Initiative (ECEPI), builds capacity to identify and retain high-quality, culturally competent teachers in SAISD's high-need schools through four components and their associated activities. This work will create or improve pathways to effective service and long-term retention in the district's High-Need Schools by targeting promising educators in middle and high school, cultivating their interest in serving in our schools through college completion to hiring and new teacher induction, and then supporting them at all points along their career path to ensure they benefit from performance-based compensation that will encourage them to keep serving in our

schools, whether they seek to eventually transition to a principalship or to remain in the classroom full-time while serving in school leadership roles. This project will:

- Leverage approximately \$250,000 in annual district funding and existing partnerships with four area universities to improve efforts to recruit high-quality, diverse educators to SAISD;
- Leverage approximately \$575,000 in annual district funding and existing partnerships with four area universities, ESC Region 20, IDRA, and the New Teacher Center to improve the training and retention of novice teachers;
- Leverage approximately \$400,000 in annual district funding and an existing partnership with Education Service Center (ESC) Region 20 and local university partners to develop support services and incentives for teachers to earn degrees and/or certification in high-need areas that count toward obtaining a TIA designation;
- Leverage approximately \$25,000 in district funding to develop a badging and micro-credentialing system and professional development podcast that builds toward TIA designation while supporting continued growth in culturally responsive and sustaining pedagogy; student mental health and wellbeing and trauma-informed care; supporting special student populations in the general education classroom; high-quality engagement and management strategies; and in use of innovative assessment practices that support struggling or reluctant learners.

(ii) Building upon similar or related efforts to improve Relevant Outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources: This project will leverage approximately \$6.75 million in existing school

district and partner resources to implement innovative near-term and long-term strategies to recruit more diverse, high-quality teachers who demonstrate potential to be school leaders, and to retain more of them by helping these educators attain the years of experience, level of education, certifications, and cultural competency they need to earn up to an additional \$36,000 in annual pay through the district's existing PBCS. SAISD has received approximately \$2 million in TIA allotment funding from the Texas Education Agency (TEA) to fund its PBCS for teachers in AY 2021-22 and will provide an additional \$1.7 million in district funds to match. We anticipate receiving additional funding from the state to cover performance bonuses for effective teachers each year thereafter. Additional efforts to improve recruitment and retention of diverse, high-quality educators include:

- **Teach for America:** The non-profit recruits existing teachers and professionals outside education to become TFA "Corps Members" who commit to teaching for two years in low-income communities. Each year for the last 11 years, TFA San Antonio has partnered SAISD to transition approximately 50 diverse professionals to full-time teaching positions in High-Need Schools and other leadership roles within the district and beyond. Grant funding will support the development and implementation of a new bridge program to better onboard TFA Corp Members to the district including an expanded orientation.
- **Wallace Foundation:** In June 2021, the Wallace Foundation awarded SAISD and its university and non-profit partners with an \$8.5 million, five-year grant to develop an equity-centered principal pipeline. This initiative partners the district with two principal preparation programs and the TEA to articulate equity-centered leader standards, develop a leader tracking system, and strengthen the pipeline from aspiring administrator to

assistant principal to the principalship. Efforts will create a strong professional development pipeline to prepare principals and assistant principals to access the higher tiers of the district's existing PBCS system for administrator pay. In SAISD, the school leader PBCS has four tiers and also includes differential pay based on school size, level, and need.

- **Pre-service teachers:** The district currently partners with four Hispanic-Serving universities to allow undergraduate and graduate students who are pursuing education degrees to complete hands-on teaching requirements via paid one-year internships. Students are paired with a mentor teacher to complete their required clinical teaching hours and a portfolio to demonstrate their skills. The district also recently implemented the Green Apple Project, an initiative to recruit diverse SAISD students into the teaching profession via awareness campaigns in middle school and up to four elective courses in high school that provide opportunities for hands-on learning in our classrooms. Students support whole group and small group instruction, classroom management, planning and preparation, and supervising students in areas such as the cafeteria, playground and at arrival and dismissal. They can earn a state Education Aide certification from the TEA that will qualify alumni to serve as substitute teachers or instructional assistants while they are pursuing a bachelor's degree in education.
- **SAISD Foundation:** Teachers can compete for three types of Foundation-funded grants – \$100 new teacher grants and \$500 and \$5,000 grants that are open to all teachers. Funds are raised annually from the Foundation's Inspire Awards, Golf Fore Excellence Tournament, the annual employee giving campaign, and from individual community

donors. In 2019, Wells Fargo launched the Wells Fargo Mini-Grant Endowment Fund. The fund is now at \$200,000 with a final goal for \$500,000

- **Dual credit expansion:** The district has received a \$390,000 TEA grant to expand the number of teachers who are eligible to teach dual credit courses that enable high school students to complete an associate degree, complete the Texas Core Curriculum, and/or earn up to 60 hours of college credits toward a baccalaureate degree before high school graduation. Over the next three years, the grant will cover the cost to credential additional dual credit teachers, enabling them to earn higher TIA designations and performance-based bonuses each year.

(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students: The district's five-year goals include obtaining a TEA rating of "Accomplished" for at least 70% of all schools by 2025; increasing the percentage of all students who perform on grade level to meet or exceed state standards by 2025, up from 18 percentage points below state averages in AY 2019-20; ensuring that at least 45% of all students pass Algebra I by the 8th grade, and that at least half (50%) of all high school students graduate on-time with college credit, up from 23% in AY 2019-20. This project is part of a comprehensive effort to achieve these goals. Interventions focus on improving systems for recruiting promising teachers, and for positioning them to benefit from SAISD's PBCS, particularly by attaining a TIA designation, to help retain more whose students are performing on or above grade level. The new and improved professional development pathways this project will create will also emphasize obtaining masters degrees and certification in high-need areas – including special education, bilingual/ESL, CTE, and high school-level math

– to ensure SAISD can meet its goals for the percentages of students who pass Algebra I by the 8th grade and who earn college credit as part of on-time graduation from ECHS, P-TECH, or other School of Choice programs.

(iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs: Low-income schools with high minority populations such as SAISD's are three to ten times more likely to have novice teachers in the classroom than school districts in more affluent, predominantly white schools. TEA reports SAISD students are more likely to be educated by less-experienced teachers when compared to more affluent public school districts throughout ESC Region 20.

Teacher Experience, Education, Turnover Comparisons	SAISD	North East ISD	North Side ISD	Alamo Heights ISD	Judson ISD	ESC Region 20	State Average
% of economically disadvantaged students	89.4%	49.5%	47.8%	19.7%	70.3%	59.6%	60.2%
% beginning teachers	7.1%	4.5%	6.3%	6.9%	2.6%	7.8%	7.4%
% of teachers with 1-5 years of experience	30.1%	22.3%	25.7%	15.4%	27.5%	26.1%	27.9%
Average years of experience of teachers	10.5	12.4	11.6	13.3	11.2	11.1	11.1
Teacher turnover rate	17.5%	13.2%	10.2%	15.1%	14.1%	15.5%	16.8%

Source: 2019-20 TEA TAPRs.

With little experience and the immense challenge of educating students with widespread academic under-preparedness and/or limited English proficiency – challenges that have been amplified by the COVID-19 pandemic – SAISD teachers are more likely to struggle and leave the teaching professional altogether, or they leave SAISD to fill higher-paying teaching vacancies at the many larger, more affluent suburban school districts that surround our district. This reduces the number of experienced, high-quality teachers for the more than 72% SAISD students who are considered academically at-risk by the TEA. This project will build SAISD’s capacity to recruit diverse, high-quality teachers and to retain more of them in High-Need Schools by creating more opportunities for teachers to benefit from the district’s existing PBCS, which defines excellent teaching and rewards it with up to an additional \$36,000 in annual compensation. Research and institutional data show that this and similar performance-based compensation systems can increase access to highly effective teachers for students in High-Need Schools. When the TIF grant program was awarded in AY 2015-16 and founded a system for teacher performance-based compensation in SAISD, target schools were performing among the lowest 5% of all campuses in the state. The district would have earned an “F” under the TEA’s current accountability system ratings for overall performance.

In 2019, the last year that the state assigned accountability ratings and four years into TIF grant implementation, SAISD earned a “B.” Of the 23 SAISD schools TIF targeted, all but four received TEA ratings of a “C” or higher in 2019 and were no longer listed as in “Improvement Required” status by the state. The compensation gap between SAISD and more affluent districts in ESC Region 20 has also narrowed significantly. When the teacher PBCS was piloted in AY

2015-16, the difference in average teacher pay at SAISD and Alamo Heights, the region's highest-paying public school district, was \$2,998. In AY 2019-20 it fell to \$1,822. The PBCS is helping to attract more experienced, educated teachers to the district. Since TIA designations prioritize teachers who serve in High-Need Schools, eligible SAISD educators can earn higher salaries by working in SAISD instead of a more affluent public school district. In the past five years, the percentage of all SAISD teachers with a master's degree has increased from 32.6% to 34.4%, the percentage of first-year teachers has decreased from 8.6% to 7.1%, and the district has increased the overall percentage of teachers with 11-20 years of experience from 24% to 26.8%.

(b) Project Design

(i) The extent to which the proposed project Demonstrates a Rationale: Multiple components of the project that are illustrated in the logic model on page 15 are likely to improve accomplishment of expected outcomes and their associated milestones. SAISD has designed services to replicate several interventions that the Institute of Education Sciences What Works Clearinghouse (WWC) has found to have a statistically significant improvement on high-need students' academic achievement.

Teach for America: "TFA is a highly selective route to teacher certification that aims to place non-traditionally trained teachers in high-need public schools. Many TFA teachers hold bachelors' degrees from selective colleges and universities, in fields outside of education. TFA teachers commit to teach for at least two years. TFA teachers receive five to seven weeks of in-person training over the summer before they begin teaching, then continue to receive professional development and one-on-one coaching from TFA while teaching, in addition to support provided by their schools and districts. As full-time employees of the public schools where they work, TFA

teachers receive the same salary and benefits as other first- or second-year teachers in their school or district.”¹ A WWC review found teachers who are trained through TFA have statistically significant, positive effects on students’ achievement in math, science, social studies and English.² This project will create a new, two-day Summer Institute that will employ equity-focused curriculum to strengthen Corps Members’ readiness for the classroom, TFA staff will be asked to serve on a new Teacher Induction Advisory Board to guide the district on new teacher needs and the best ways to address them; and the district will partner with TFA to create the SAISD’s Pathway to Teaching Guide, an interactive notebook with activities to better prepare student teachers to effectively serve in our High-Need Schools.

National Board for Professional Teaching Standards (NBPTS) Certification: “NBPTS establishes standards for accomplished teachers and awards professional certification to teachers who can demonstrate that their teaching practices meet those standards. ... Those seeking certification from the NBPTS must complete a computer-based assessment and three portfolio entries. The certification process can take one to five years.”³ A WWC review of teachers who obtained NBPTS certification found statistically significant, positive differences in their 3rd-8th grade students’ level of math and English language arts (ELA) achievement.⁴ Obtaining NBPTS certification automatically qualifies SAISD teachers to attain a Recognized TIA designation for

¹ U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2016, August). Teacher Training, Evaluation, and Compensation intervention report: Teach For America. Retrieved from <http://whatworks.ed.gov>

² Ibid.

³ What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2018, February). Teacher Training, Evaluation, and Compensation intervention report: National Board for Professional Teaching Standards Certification. Retrieved from <https://whatworks.ed.gov>

⁴ Ibid.

up to an additional \$17,000 in annual performance-based compensation. In partnership with ESC Region 20 and the Texas Coalition, the district piloted a NBPTS certification initiative this school year, serving seven teachers who will be in their second year of the program in AY 2021-2022, along with an additional 16 teachers. This project will provide funding to significantly expand the number of SAISD teachers who receive NBPTS certification each year. When fully implemented, SAISD will submit more than 50 new candidates for NBPTS certification annually building a cadre of board certified educators in the district each year.

New Teacher Center: With funding from a Department of Education i3 Validation grant, “The New Teacher Center implemented high-quality teacher mentoring and induction”⁵ for K-8 teachers in Broward County Public Schools (BCPS) located in Florida and Chicago Public Schools (CPS) located in Illinois. “This program provided professional development, research-based resources, and online formative assessment tools for new teachers, mentors, and school leaders. New teachers received two years of support from mentors.

⁵ What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2018, August). A Comprehensive Model of Teacher Induction: Implementation and Impact on Teachers and Students. Evaluation of the New Teacher Center’s i3 Validation Grant, Final Report. Retrieved from <http://whatworks.ed.gov>.

Each new teacher was assigned a mentor and met weekly with their mentor for a total of 180 minutes each month. Online formative assessments were used to guide observation cycles and lesson planning.”⁶ This project will allow the SAISD New Teacher Support Specialists’ to participate in New Teacher Center training that will inform their work with all beginning through second-year teachers in the district.

(ii) The proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives

Review of the relevant literature: High-performing teachers often seek employment at high-performing, more affluent schools.⁷ This means that, despite their increased likelihood of academic underpreparedness, our students are more likely to be educated by teachers who are less experienced and less effective.⁸ High turnover also “harms student achievement, discourages educators, and is expensive for districts.”⁹ In response, this project leverages SAISD’s existing state-funded PBCS to create a diverse, equity-centered teacher pipeline that will recruit and retain more diverse, high-quality educators to the district. Research of Dallas ISD’s PBCS shows that “providing extra school-specific salary based on prior effectiveness ratings could be used to attract highly effective teachers to the most disadvantaged schools. When instituted, effective teachers

⁶ Ibid.

⁷ Manzeske, D., Garland, M., Williams, R., West, B., Manzella Kistner, A., Rapaport, A. (Spring 2016). Teacher Performance Pay Signals and Student Achievement: Are Signals Accurate, and How Well Do They Work? SREE conference presentation. Retrieved from <https://files.eric.ed.gov/fulltext/ED567121.pdf>

⁸ Ibid.

⁹ The Grade Network. (December 2, 2018). The Impact of Teacher Turnover on Student Learning. Retrieved from <https://www.thegraidenetwork.com/blog-all/impact-of-teacher-turnover-on-student-learning>

responded, and achievement in these disadvantaged schools rose substantially to approach the district average.”¹⁰ An evaluation of a similar PBCS in Washington, D.C. found that the district was able to attract teachers who affected statistically significant gains in students’ levels of achievement in math and reading.¹¹

Every aspect of the pipeline this project will create is meant to diversify the teaching pool and improve high-quality teacher recruitment efforts and to better prepare all teachers to qualify for and maintain the TIA designation they will need to receive additional, performance-based compensation, a motivator for remaining in our High-Need Schools. This includes strategic recruitment to the teaching profession beginning in middle school, a “grow your own (GYO)” strategy that “has the potential to recruit and effectively prepare middle and high school students to be successful teachers who will understand and appreciate the context-specific needs of their future students.”¹² The project will build SAISD’s capacity to provide two years of intentional induction and new teacher support through mentorship, coaching, and continuous development. Similar initiatives have significantly improved new teacher retention.^{13 14 15} Finally, grant funding

¹⁰ Ibid.

¹¹ Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher Turnover, Teacher Quality, and Student Achievement in DCPS. Educational Evaluation and Policy Analysis, 39(1), 54–76. <https://doi.org/10.3102/0162373716663646>

¹² Coffey, H., Putman, S.M., Handler, L.K., Leach, W. (2019). Growing Them Early Recruiting and Preparing Future Urban Teachers Through an Early College Collaboration Between a College of Education and an Urban School District. Teacher Education Quarterly, Winter 2019, 35-54. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1202462.pdf>

¹³ Moore, A. (May 2016). Stepping up Support for New Teachers. Educational Leadership, 73(8), 60-64. Retrieved from <https://eric.ed.gov/?id=EJ1100635>;

¹⁴ BetterLesson. (2019). Tackling Teacher Turnover with Instructional Coaching. Retrieved from https://info.betterlesson.com/hubfs/Collateral/Whitepapers/Tackling_Teacher_Turnover_with_Instructional_Coaching%20.pdf

¹⁵ Ingersoll, R. & Kralik, J.M. (2004) The Impact of Mentoring on Teacher Retention: What the Research Says. University of Pennsylvania Graduate School of Education Publications.

will allow the district to improve its ability to provide targeted succession planning through professional learning, certification, and advanced degree programs. Teachers' participation will be incentivized through newly developed credentialing programs that provide more avenues to TIA designation and subsequent performance-based bonus pay. This will better equip SAISD teachers to provide inclusive, effective learning environments for students to ensure they benefit from the PBCS, as emerging research shows students' academic performance can improve significantly when "salaries are better aligned with classroom effectiveness."¹⁶

Project implementation plan: In response to Absolute Priority 1: Human Capital Management Systems (HCMS) or Performance Based Compensation Systems (PBCS), SAISD has proposed a project that seeks to expand participation in the district's existing teacher PBCS. The project will fund efforts to recruit more diverse, high-quality educators to the district and create more opportunities to position them to benefit from the district's existing, state-funded PBCS by obtaining a Recognized, Exemplary, or Master TIA designation. As part of this work, grant funding will cover the cost of a new software-based system to identify promising educators that uses data from the district's existing Texas Teacher Evaluation and Support (T-TESS) performance appraisal system, along with additional T-TESS training for teachers and the principals and paraprofessional staff who support them.

Retrieved from http://www.redfforma.cl/documentos_sitio/47027_WORKSHOP_3_OPTIONAL_-_Houston_-_The_Impact_of_Mentoring_on_Teacher_Retention.pdf

¹⁶ Hanushek, E.A. (January 2020). The Unavoidable: Tomorrow's Teacher Compensation. Hoover Education Success Initiative. Retrieved from <http://hanushek.stanford.edu/sites/default/files/publications/Hanushek%202020%20HESI%20teacher%20compensation.pdf>

The T-TESS rubric includes four domains and sixteen dimensions, including a growth measure that tracks multiple aspects of students' academic achievement. These include teachers' ability to measure student progress, meet needs of diverse learners, and ensure social emotional development and academic achievement and growth. The T-TESS – developed by the TEA and implemented in all Texas public school districts – provides educators with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities that are designed to increase their effectiveness. Each year's appraisal cycle includes a pre-conference with goal setting and formulation of an individual professional development plan; frequent observations and coaching cycles by veteran teachers or principals; and a post-conference where teachers and principals review T-TESS scores, justification behind each rating, and plans for continued professional development in the following school year. In response to Absolute Priority 2: High-Need Schools, project activities will benefit educators who serve in High-Need Schools, as all but one of the district's 93 campuses educates populations where at least half (50%) of all students are eligible for free or reduced-price lunch.

In response to Competitive Preference Priority 1: Supporting Educators and Their Professional Growth, project implementation will increase the number and percentage of well-prepared, experienced, effective, and diverse teachers within SAISD. Efforts focus primarily on teachers, as the Wallace Foundation recently provided an \$8.5 million, five-year grant award to conduct similar activities that focus on school principal recruitment and development. This project incorporates evidence-based strategies to recruit and retain more high-quality educators throughout SAISD, including:

- Expanding recruitment of diverse, talented educators through expansion of existing student teacher internship programs with four Hispanic-Serving universities and the implementation of new, software-based tools to better identify and place promising preservice and novice teachers;
- Implementing new programs and expanding existing ones to better prepare, support, and develop talented teachers, including expanded new teacher training that incorporates equity-focused New Teacher Center resources and implementation of a new, equity-focused framework for new teacher induction and support; additional training for mentor teachers who support pre-service and beginning teachers through their second year; and additional training for teachers and principals around the T-TESS teacher appraisal system;
- Expanding existing programs that support teachers in obtaining NBPTS certification and state certification in special education, bilingual/ESL education, and CTE; and
- Implementing new professional development opportunities and incentives to better prepare all teachers to meet the needs of diverse learners. This includes increasing participation in the TEA's Reading Academy program and creating a microcredentialing system for participation in internal professional development opportunities that focus on culturally relevant teaching. Credentials will count toward obtaining TIA designation and additional compensation via the PBCS to incentivize teachers' participation.

In response to Competitive Preference Priority 2: Increasing Educator Diversity, this project will significantly expand the availability of student teaching internships for undergraduate and graduate students who are pursuing Education degrees at four Hispanic-Serving universities

in San Antonio and San Marcos, Texas. The Office of Academics and School Leadership will also work with educational consultants, an external grant evaluator, and university partners to better align student teacher internship experiences around equity and culturally responsive teaching. Grant funds will expand two “grow your own” projects that seek to recruit and support the next generation of SAISD educators from among our own students who are interested in teaching careers, 96% of who are Hispanic or African-American.

The project provides funding to expand several professional growth and leadership opportunities for SAISD educators, including more than doubling the number of experienced educators who participate in the district’s yearlong Teacher Leader Academy and in an educational law fellowship program that is provided by St. Mary’s University, a Hispanic-Serving university in San Antonio. Curriculum focuses on preparing teachers and school leaders to influence school, district, or state policies and practices around cultural responsiveness and improved educator diversity. Grant funding will expand high-quality professional development for novice and veteran teachers. The project will also cover the cost of developing and implementing a new software-based system and New Teacher Induction Framework to assist with implementing bias-free human resources practices that identify, place, and support diverse teachers in our High-Need Schools.

Project Component 1: Improving efforts to recruit high-quality, diverse educators

Activity 1: Grant funding will allow SAISD to partner with the Texas Council of International Studies (TCIS) and The University of Texas at San Antonio (UTSA), Texas State University, Texas A&M University San Antonio (TAMUSA), and Our Lady of the Lake University (OLLU) to recruit and employ at least 40 teacher residents each year who specialize in bilingual/ESL education, special education, or teaching International Baccalaureate® (IB) courses at any of the

district's eight IB schools. Residents who have recently earned at least a bachelor's degree or who are pursuing a master's degree in education and state certification in their discipline will be paired with a mentor teacher and will receive additional instructional coaching in their discipline, summer training, and access to frequent networking opportunities with their peers, veteran educators, and school principals.

Activity 2: Additional funds for certification exam fees will at least double the number of SAISD high school students who participate in the district's Green Apple Project. SAISD high school students who are interested in a teaching career can take up to four elective courses that provide hands-on learning opportunities with mentor teachers in our elementary schools or high school special education programs. This project will cover the cost of the state Educational Aide certification exam, which will qualify students to work as substitute teachers, instructional assistants, or tutors while they are pursuing an undergraduate degree in Education from one of our university partners. In partnership with Phi Delta Kappa International for education professionals, the district will develop a system to attract and retain black educators. Activities include focus groups with current and potential African-American educators; the creation of a Black Educator Lab School that implements PDK's Educators Rising initiatives, a nationwide Grow Your Own teacher CTE program that inspires high school students to pursue education as a career; and recruitment from Historically Black Colleges and Universities in Texas.

Activity 3: Grant funds will cover the cost of creating a new "Paraprofessional to Ph.D." pathway for 10 paraprofessional staff members who wish to transition to teaching full-time. After an annual competitive selection process that is overseen by the district's Organizational Learning with feedback from the Office of School Leadership, up to 10 participants will receive tuition assistance

for state certification exams and to complete up to the last half of a bachelor's degree, if needed. In exchange, participants must commit to teaching in a High-Need SAISD school for at least one year. This will establish an official pathway to TIA designation for staff who wish to transition to teaching full-time, a first for the district.

Activity 4: Grant funding will assist the district with building and maintaining a database of top students who show the greatest promise to succeed in High-Need Schools. Ratings will be aligned with existing T-TESS teacher performance appraisal tools and include administrator and mentor teacher recommendations, responses to survey/questionnaire, interviews, and additional credentials such as transcripts of professional learning, badges, and industry certifications. Office of Talent Management personnel and school principals will have access to the database to facilitate bias-free decision making around teacher hiring and placement throughout the district.

Component 2: Improve the training and retention of novice teachers

Activity 1: Additional grant-funded programming will ensure all new through second-year teachers receive at least 40 hours of mentoring and professional development each year through the district's New Teacher Academy. Six full-time, existing New Teacher Support Specialists will create and deliver training using New Teacher Center resources, additional research-based, equity-minded teaching strategies, and scenarios from the field. Training will be delivered via a new two-day summer intensive that is available to all beginning teachers that is developed and implemented in partnership with Teach for America; during quarterly "Connections Cafes," afterschool gatherings of new through second year teachers, their mentors, and New Teacher Support Specialists; and through a new Culturally Responsive Teaching (CRT) Professional Learning Network for second-year teachers. The CRT Professional Learning Network will start with UTSA

Department of Education faculty training SAISD New Teacher Support Specialists in a framework for culturally efficacious mentoring, and then co-developing activities to implement with second-year teachers who join the network in the grants' second year. In addition, each new through second-year teacher will be paired with an experienced, effective mentor teacher to assist them via two class observations each year. Mentor teachers meet with first-year teachers weekly and second-year teachers every other week. They assist them with the activities that are contained in a New Teacher Academy online course that aligns to the phases of a new teacher's development and to typical activities throughout each academic year. Mentor teachers also assist with the "logistical" challenges that all new teachers must learn to address, and in supporting the social-emotional development of a new teacher through frequent mentoring sessions and information sharing.

Activity 2: The project will provide funding to develop a New Teacher Induction and Retention Coaching Framework for the district. A group of 10 instructional specialists and 10 coaches will use their ongoing experience and external expertise to identify skills/strategies for better meeting the needs of new teachers in our High-Need Schools. Results will inform all professional development for new through second-year teachers and their teacher mentors and instructional coaches. Teacher Induction and Retention staff will develop and deliver a training session for campus leaders for eight pilot campuses and, beginning in the project's second year, a mentor-mentee program for all campus leaders to support each other while implementing the Framework and its accompanying toolkit. Instructional Coaches will provide technical assistance to campuses as they implement and revise the program throughout the life of the project and beyond. Principals

will also collaborate with New Teacher Support Specialists to create Campus Teacher Induction and Retention Frameworks that are unique to their school.

Activity 3: Grant funding will allow the district to collaborate with Teach for America and IDRA to create the Pathway to Teaching Guide, an interactive online resource with activities that better prepare student teachers with the knowledge and skills to effectively serve students in High-Need Schools. It will primarily address the unique context of a socioeconomically diverse, urban population through research-based SEAD and restorative practices strategies for classroom management and establishing an inclusive classroom environment.

Activity 4: The project will strengthen and expand the district's internal professional development programs for veteran mentor teachers who help train student teachers and novice educators who are within their first two years of teaching. This includes more than doubling participation in the Mentor Fellows Academy, a yearlong training program for experienced teacher mentors that focuses on understanding best practices/standards in mentoring, a conceptual framework for culturally proficient practices, strategies for reframing internalized oppression and internalized domination, utilizing coaching cycles to improve instruction, and sustaining and creating effective mentoring communities. Participants will demonstrate implementation of their learning via a portfolio and complete a capstone project to synthesize the year-long learning experience. Their work will inform an innovation configuration map, a tool to self-assess their capacity to implement the SAISD Mentoring Framework.

Through this project, the district will implement a professional learning badge for mentor teachers who participate in a foundational mentor training/orientation, including the SAISD Mentoring Institute, a new one-day, conference-style event for mentor teachers; the Mentor

Fellows Academy; and for Mentor Academy alumni who work with New Teacher Support Specialists and UTSA faculty to determine strategies/activities to support future fellows and to facilitate implementation of Academy training and assessment of practices into the classroom. All activities will count toward earning a TIA designation and subsequent additional compensation through the district's existing state-funded PBCS to encourage faculty participation.

Activity 5: Grant funding will build capacity of the district's Office of Academics staff, including New Teacher Support Specialists, Instructional Support Specialists, and Instructional Coaches. The district will partner with ESC Region 20 to provide in-depth training on the T-TESS teacher appraisal system, which is the basis for instruments that are used to observe all student and full-time teachers, so that staff are able to provide more effective feedback and training around T-TESS' three domains – planning, instruction, and learning environment. New Teacher Support Specialists will become certified to deliver Crucial Conversations training to mentor teachers and other new teacher support staff. Lessons will focus on improving communication skills in challenging situations. They will also participate in several New Teacher Center trainings and Coaching for Equity professional learning programs that focus on recentring education around diverse student populations, improving school climate, and aligning and strengthening the district's equity-focused instructional culture.

Activity 6: Grant funding will assist in ensuring the district has a more objective, unbiased, and systematic way to determine which preservice teachers have the potential to be a quality first-year teacher. Veteran school administrators who have extensive experience in evaluating teacher performance and who are external to SAISD will be hired on a contract basis to use the T-TESS rubric to observe student teachers. Their feedback will inform a new software-based tool that will

assist school principals and hiring managers in determining where to focus new teacher recruitment efforts. The district's New Teacher Support Specialists will also create professional development opportunities for new teachers to better understand the T-TESS learning environment domain. The training will address classroom routines and procedures, classroom environment and culture, and managing student behavior.

Component 3: Develop support services and incentives for teachers to earn certification in high-need areas that count toward obtaining a TIA designation

Activity 1: The district will significantly increase the number of teachers who obtain NBPTS certification and state certification in high-need areas. Like SAISD staff members who are in the Paraprofessional to Ph.D. Pathway, teachers who seek certification will compete to participate in grant-funded ESC Region 20 exam preparation courses, and exam fees will be covered by the project. Leaders in SAISD's Organizational Learning Department, in partnership with ESC 20 and the Texas Coalition, will host frequent cohort-building activities with participating teachers, mentor teachers, and experts in each high-need area. Participating teachers must commit to remaining in the district's High-Need Schools for at least two years.

Activity 2: Grant funding will cover the cost for at least 40 teachers to obtain a masters degree or Ph.D. in a high-need areas that count toward TIA designation, including special education, bilingual/ESL, or a science, technology, engineering, or math (STEM) field. Teachers who are within at least their third year with the district and who demonstrate the greatest promise and commitment to teaching in SAISD will receive the full cost of tuition covered by grant funds, along with the cost of state certification exam(s) in their discipline(s). The SAISD Organizational Learning Department and partner university representatives will host frequent cohort-building

activities with participating teachers and school and community leaders to support students along their way to graduation. Participants must commit to teaching in SAISD for at least two years.

Component 4: Support continued growth in responsive and sustaining pedagogy

Activity 1: Grant funding will cover the cost of collaborating with an educational consultant and UTSA, TAMUSA, OLLU and Texas State to better align university student teacher internship requirements with strategies to develop the skill sets SAISD teachers need to thrive. This includes identifying students' skill deficits in working with high-need students especially and strategies to overcome them, along with ways to improve communication of university research to practitioners in the district. Typically 100 undergraduate and graduate students serve as student teacher interns in SAISD schools while pursuing education majors at one of these four Hispanic-Serving universities. Education majors complete one semester to yearlong hands-on teaching requirements for graduation with an emphasis on early childhood education, special education, or bilingual education. They are paired with an SAISD teacher mentor and participate in district staff development activities.

Activity 2: Grant funding will allow more new and veteran teachers to work toward internal credentialing and TIA designation by participating in additional equity-focused professional development opportunities. This includes the TEA's Reading Academy, a yearlong intensive that helps educators understand the science of teaching and reading better, especially to high-need students; participation in discipline-specific conferences; and participation in the district's existing Teacher Leader Academies, cohorts of veteran educators who meet for one year to receive training that supports their ascent into school leadership roles. The Mentor Fellows Academy is part of the Teacher Leader Academies initiative, along with cohorts that focus on culturally relevant teaching

and bilingual/ESL and special education. Grant funds will also cover the cost of participation in St. Mary's University's Policy/Educational Law Fellowship, a 30-hour workshop to help educators better understand policy environments to help them advocate for public education, especially diversity in urban education.

Activity 3: Grant funding will allow the Office of Academics to create and host a monthly professional development podcast that allows teachers to access equity-centered curriculum at their own pace on their own time. Content will help teachers understand more about the communities we serve and ways to meet their needs. Potential topics include: strategies for building relationships with families, understanding the needs of immigrant students and military families, and the history of “redlining” in San Antonio that has contributed to extreme socioeconomic segregation in the inner city. Content will build teachers’ cultural and community competencies so they respond to students and families in ways that are empathetic and that leverage the assets they bring.

Methodological tools to ensure successful achievement of project objectives: We expect implementation of this project and the additional district- and partner-funded initiatives that support it to result in the following relevant outcomes, which are aligned with the Department of Education’s performance measures for the TSL Incentive Program:

Outcome 1: By September 30, 2024, the district’s annual turnover rate for all teachers and annual turnover rate for teachers in high-need areas – including CTE, bilingual/ESL, and special education) will be less than the ESC Region 20 average of 15.5% (baseline 17.5%-22% annual teacher turnover rate in AY 2019-20);

Outcome 2: By September 30, 2024, the percentage of all teachers who are rated as “proficient” or higher on T-TESS will have increased by at least five percentage points, (baseline to be determined in the project’s first year);

Outcome 3: By September 30, 2024, the percentage of all teachers who show improvements on the student growth component of their annual evaluation rating will have increased by at least five percentage points, (baseline to be determined in the project’s first year);

Outcome 4: By September 30, 2024, at least 12% of all SAISD teachers will earn performance-based compensation based on a TIA designation, (baseline: 6% in AY 2021-22).

A full-time Project Coordinator will produce quarterly reports on which activities the project provides, who provides them, how many and which teachers are accessing them, and the frequency and duration of grant-funded activities. He or she will compare this information with data on teacher retention and performance as measured by T-TESS appraisals, TIA designation status, and amount of performance-based compensation earned. The Coordinator will measure progress toward accomplishing summative outcomes by comparing updated data to baselines at least quarterly throughout the life of the project. In addition, the Coordinator will compile results of qualitative surveys that are distributed to teachers at the end of each grant-funded activity to solicit feedback on how programming and/or services have affected their knowledge level and/or beliefs and to solicit feedback on how activities could be improved. An external evaluator will also conduct a series of focus groups with SAISD teachers, principals, and professional staff who support teachers to further inform qualitative evaluation of the project.

(iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes: In addition to

measuring adherence to the implementation timeline, the Project Director will use results of quarterly qualitative and quantitative evaluation to identify patterns of teacher participation in activities and/or performance-based compensation amounts that are most effective in facilitating student success and teacher retention in High-Need Schools. Results will identify and disclose any unanticipated outcomes using quantifiable measures whenever possible. The Director will analyze, compile, and report all evaluation results to SAISD's Deputy Superintendent for Academics & School Leadership, an external evaluator, and a Project Advisory Committee at least quarterly to receive continuous feedback on how the project can be improved. The Director will ensure all recommendations are implemented immediately and with fidelity.

(c) Management Plan

Responsibilities, timelines, and milestones for accomplishing project tasks: A full-time, grant-funded Project Director will serve as a liaison to the Department of Education and will collaborate with Organizational Learning staff to manage day-to-day activities of the project and supervise all grant-funded staff. He or she will chair a Project Advisory Committee and lead efforts to monitor the development and provision of services to teachers, staff, students, and partners. The Director will lead and oversee the development and implementation of procedures to maintain project records, including the nature and frequency of all activities that are provided and their resulting impacts. The Director will identify and engage an external evaluator to establish protocols for internal evaluation of the project, including data collection and reporting with help from SAISD's Office of Assessment, Research, Evaluation, and Testing. The Director will collaborate with the project's full-time, grant-funded Coordinator to implement ongoing internal and external evaluation to ensure modifications to the project's implementation plan are made immediately

when needed. He or she will share reports that communicate progress toward achieving expected outcomes for school district and community stakeholders at least quarterly and for the Department of Education at least annually. The Director will be also responsible for managing the grant budget in collaboration with a full-time, grant-funded Budget Analyst who will monitor expenditures to ensure compliance with federal, state, and school district regulations. SAISD's Director of Organizational Learning and Support will hire, train, and supervise the Project Director.

A full-time, grant-funded Coordinator will assist the Director and Organizational Learning staff with implementing the project, including coordinating focus groups for project evaluation and internal project marketing and communication activities; maintaining tracking and reporting systems and procedures to monitor adherence to the implementation timeline, teacher participation and individual outcomes, and collective progress toward achieving expected outcomes; and developing and maintaining internal controls to protect educator and student confidentiality. The Coordinator will maintain close working relationships with all university and nonprofit partners to maximize their participation in the project.

A part-time, grant-funded Budget Analyst will assist the Director with ensuring all funds are expended efficiently and in full accordance with federal, state, and school district regulations. He or she will provide a full range of professional budgeting and financial analysis, including cost projections, monitoring of budget balances, distribution of grant funds, and collection and documentation of cost share. The Budget Analyst will collect proper documentation for all grant expenditures and initiate all grant expenditures in the school district's software-based finance system. He or she will support the development of all partnerships and contracts, including

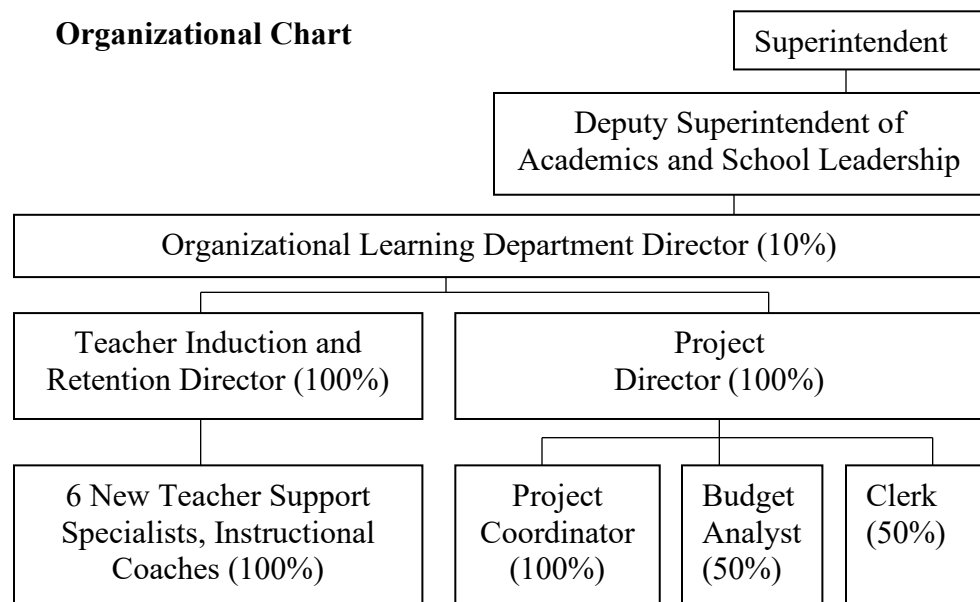
screening and securing vendor invoices and W-9 forms and conduct quarterly audits of program and fiscal records.

A part-time, grant-funded Clerk will coordinate submission of grant- and district-funded employee time sheets and vacation schedules to ensure completeness, approval signatures, and processing in a timely manner; coordinate travel arrangements for participating teachers and staff, including reservations and payments; and manage per diem requests and expense report reimbursements for all travel. The Clerk will prepare, track, order, and maintain all inventory and supplies and support the Director in the evaluation of performance of all grant-funded staff. He or she will also help prepare interim and annual reports and field questions from families, school personnel, and partners.

SAISD's Organizational Learning Director will supervise the Project Director and work with them, the Project Coordinator, external partners, and Teacher Induction and Retention staff – including full-time New Teacher Support Specialists, Instructional Coaches, and Instructional Assistants – to deliver all services to teachers and principals.

A Project Advisory Committee will meet at least monthly in the project's first year and at least quarterly thereafter to receive updates

Organizational Chart



on project implementation and progress toward achievement milestones and expected outcomes. Members will provide feedback on how the project can be improved and suggestions for programming and services. Members will include the district's Chief Academic Officer, Organizational Learning Director, Induction Director, Dual Language Director, Special Ed Director, College, Career and Military Readiness Director (CCMR); Human Capital Management Director; Hiring Manager (Talent Partner/Principal); and representatives from partner universities, TFA, ESC Region 20, AND IDRA.

Project Tasks and Milestones: October 1, 2021 - September 30, 2024	Year 1			Year 2			Year 3		
	F	SP	SM	F	SP	SM	F	SP	SM
All grant-funded staff hired, trained	X								
Educational consultant, external evaluator identified, retained	X								
External student teacher T-TESS Appraisers hired, trained		X		X	X		X	X	
Advisory Committee meets, provides feedback	X	X		X	X		X	X	
Project Tasks and Milestones: October 1, 2021 - September 30, 2024	Year 1			Year 2			Year 3		
	F	SP	SM	F	SP	SM	F	SP	SM
Teacher Induction and Retention staff complete New Teacher Center, Crucial Conversations, Coaching for Equity training		X		X	X		X	X	
Use of district New Teacher Induction and Retention Coaching Frameworks piloted, revised	X	X		X	X		X	X	
Use of campus New Teacher Induction and Retention Coaching Frameworks piloted, revised	X	X		X	X		X	X	
Use of Pathway to Teaching Guide piloted, revised		X		X	X		X	X	

Student teacher internship redesigned with consultant(s), university partners	X	X	X						
Microcredentialing program guidelines for professional development, mentor teacher participation implemented			X	X	X	X	X	X	X
T-TESS Appraisers, principals with high-needs vacancies observe student teachers, provide feedback		X		X	X		X	X	
Use of software-based student teacher tracking tool piloted, revised			X	X	X	X	X	X	X
Podcast developed, publishes at least monthly			X	X	X	X	X	X	X
Summer intensive for new TFA Corps members			X			X			X
At least 100 veteran teachers complete foundational or advanced mentor training that is informed by the New Teacher Center, TFA and UTSA	X	X			X	X	X	X	
At least 40 new teachers will complete yearlong residencies to specialize in ESL and IB			X			X			X
At least 70 SAISD high school students participate in the Green Apple Project			X			X			X
At least 20 staff participate in the Paraprofessional to Ph.D. pathway program			X			X			X
Project Tasks and Milestones: October 1, 2021 - September 30, 2024	Year 1			Year 2			Year 3		
	F	SP	SM	F	SP	SM	F	SP	SM
All beginning through second-year teachers complete at least 40 hours of mentoring and professional development through the SAISD New Teacher Academy.	X	X	X	X	X	X	X	X	X
At least 85% of all first-year teachers receive at least 10 hours of training in how to improve their T-TESS score			X			X			X

At least 800 teachers complete professional development through the TEA Reading Program, district Teacher Leader Academies, equity-focused professional learning communities; conference attendance; and/or the St. Mary's Education Policy Fellowship						X			X
200 teachers earn national or state certification in high-need areas						X			X
40 teachers to obtain a masters degree or Ph.D. in a high-need areas			X			X			X
Internal, external evaluation of the project	X	X	X	X	X	X	X	X	X

(d) Adequacy of Resources

(i) The likelihood that the proposed project will result in system change or improvement:

We expect this project to help SAISD retain hundreds of additional high-quality teachers each year by establishing research-based systems, programming, and policies that recruit effective educators and fully develop their potential. This teacher pipeline initiative develops preparation, recruitment and selection, and professional learning aspects of the HCMS directly to have an indirect but positive affect on teacher performance evaluation and compensation. The approach adds a series of credentialing programs including bachelors, masters, PhD, and certification options for staff as part of a new pathway to full-time teaching, a first for SAISD. Our focus is high-quality teachers in high-need areas to ensure students' immediate needs are met, and to ensure the district is poised to grow its highly successful School of Choice programs. Instead of grant- or locally funded stipends for teachers who meet high-need criteria, this project incentivizes participation by tying targeted professional development to credentialing that will better situate a teacher for career advancement and eligibility for performance-based bonus pay, a more sustainable approach. Implementation of similar PCBS systems and related supports – including new teacher mentoring

and coaching – have made significant, positive impacts on student academic achievement in High-Need Schools.^{17 18}

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population: SAISD hires approximately 400 new teachers annually, and started the 2021-2022 school year with more than 100 vacancies. The need to strengthen the pipeline from university programs and student teaching to assuming a teaching position in the district is great. As the number of students selecting a career in education continues to decline and experienced teachers seek retirement, the shortage of new teachers becomes even more pronounced. Our district has specific areas of need to best serve our community including bilingual teachers, special education teachers, and CTE teachers. This project will establish systems, resources, personnel, and programming to prepare at least an additional 200 preservice and first-year teachers to serve in SAISD’s High-Need Schools each year, including additional teachers certified in NBPTS or high need state certification areas. Additionally, at least 100 educators will earn graduate degrees in high-need areas. To ensure additional high-quality teachers remain in the district, the project creates new systems and opportunities for effective teachers to better their practice while working toward TIA designation and subsequent performance-based compensation bonuses. New, internally developed credentialing programs will be established to tie completion of targeted professional development and/or assuming school leader roles to TIA designation eligibility.

¹⁷ Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017)

¹⁸ Moore, A. (May 2016)

(iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant

A multi-year financial and operating model and accompanying plan: The work of the Project Director and Coordinator, along with all grant-funded support staff, and all project activities will be sustained by existing staff in the district's Organizational Learning Department after funding ends. State funds will continue to cover the cost of performance-based compensation for effective teachers. The project will cover one-time costs for establishing additional professional development resources, evaluation frameworks, and tracking systems that will assist with identifying promising preservice teachers. A software-based tracking program and professional development podcast will continue to be managed by the Organizational Learning Department and supported by district staff after the grant ends. The work of grant-funded external experts who serve as T-TESS Appraisers, and of district-funded Teacher Induction and Retention staff who complete in-depth training in New Teacher Center best practices, Crucial Conversations, and T-TESS appraisal, will be sustained via an equity-focused redesign of the student teacher internship curriculum, the creation of a New Teacher Induction Framework, the creation of new and/or revised professional development training.

The district will leverage approximately \$3.7 million in annual district- and state-funded performance-based compensation allotments to cover the cost of expanded participation in SAISD's existing PBCS, and this project will cover the cost of training 300 mentor teachers who can continue to support preservice and novice teachers each year. The ongoing costs of tuition assistance for high-need degree completion and state certification preparation and exam fees will

be partially sustained with at least \$400,000 in district funds, along with additional grant dollars that are secured over the next five years.

Demonstrated commitment of any partners: SAISD has received commitment from several partners who will play integral roles in recruiting and retaining more high-quality teachers in our schools.

ESC Region 20: One of 20 regional education service agencies within Texas that assist school districts in improving student performance and increasing the efficiency and effectiveness of school operations. ESC Region 20 will assist with strengthening the district's existing new teacher mentoring and induction program, training and support for SAISD staff who are interested in obtaining a Paraprofessional Certificate and/or becoming a Substitute Teacher or Instructional Assistant, and training for teachers who seek NBPTS certification and/or state certification in bilingual/ESL education, special education, or CTE.

TAMUSA, UTSA, OLLU, Texas State: Each of these four Hispanic-Serving universities will partner with SAISD to redesign teacher internship curriculum to include a renewed focus on equity and to better align curriculum with the needs of SAISD schools. Faculty and academic advisors from each College of Education will assist students with applying for existing student teacher internship opportunities and will facilitate program marketing efforts for SAISD personnel, including classroom visits, e-mails and/or text message campaigns to eligible students, and print announcements that are posted throughout classroom facilities. UTSA's Academy for Teacher Excellence (ATE) will also provide training for teacher mentors and interns with an emphasis on cultural competency and use of The Culturally Efficacious Observation Protocol (CEOP), a tool that assists in assessing teacher practices and student engagement using a sociocultural

transformative framework, informed by diversity pedagogy, critical pedagogy, and Flores, Sheets and bilingual/bicultural critical pedagogy. This instrument was designed to assist the educators in their journey towards cultural efficaciousness. All university partners offer multiple degree program concentrations for existing SAISD staff or faculty who are training to fill high-need areas within the district, including special education, bilingual education, and early childhood education. Opportunities for hands-on instruction, including clinical teaching internships, are a significant part of each degree program.

Teach for America: The nonprofit recruits outstanding and diverse leaders to become TFA “Corps Members” who commit to teaching for two years in low-income communities. For the last 12 years, TFA San Antonio has identified, trained, and placed approximately 50 full-time, paid teacher residents in SAISD schools each year. TFA will assist the district with developing a summer intensive experience for all new TFA Corps members; with development of the Pathway to Teaching Guide, an interactive online resource with activities that better prepare student teachers with the knowledge and skills to effectively serve students in High-Need Schools.

Texas Council for International Studies (TCIS): The nonprofit was established to support the general improvement of education for Texas International Baccalaureate (IB) students and schools. TCIS will assist the district in developing a pipeline of highly effective teachers who are trained to teach in SAISD’s eight IB schools – Burbank High School, Jefferson High School, Harris Middle School, Fenwick Academy, Woodlawn Academy, Briscoe Elementary, Huppertz Elementary, and Woodlawn Hills Elementary. Working with partner universities, TCIS will create a teacher residency program that will incorporate student teaching requirement for IB. Residents will work closely with their cooperating teachers and campus IB Coordinators. Candidates who

successfully complete the teacher residency program will be considered for vacancies at the IB partner schools. In addition, recruitment to the teaching profession will occur through varied mediums and groups. TCIS teams will make presentations about teaching profession and IB through high schools, universities, and community agencies. First-year teachers will be provided with an on-campus mentor, instructional coaching, summer training, IB training, professional development relevant to their teaching assignment, and campus IB collaboration (Professional Learning Community) team meetings and first year teacher cohort meetings with their peers from the other IB campuses and coordinators. Additional strategies, as the program is being implemented, is for TCIS to provide support for partner universities to develop IB certificate programs for both undergraduate and graduate degrees.

Evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success: The TEA has approved SAISD's teacher PBCS and committed \$2 million to funding bonuses to eligible high-performing teachers in AY 2021-22. Implementation and evaluation of the district's 2016-21 Teacher Incentive Fund (TIF) grant and its SES Blocks methodology of assessing and responding to poverty and segregation informed the statewide school finance law (House Bill 3) that established funding and approval processes for statewide performance-based compensation for teachers, known as Teacher Incentive Allotments (TIAs). Use of the T-TESS, the teacher appraisal rating system that qualifies educators for performance bonus under SAISD PBCS, has been developed by the TEA and adopted by all public school districts in the state. All grant-funded activities align with the district's comprehensive five-year goals and the Office of Innovation's work to develop, support, recognize, retain, and reward excellent teaching.

SAISD will commit more than \$6.75 million in in-kind contributions to the project to ensure its success, signifying broad-based support from district administrators.