

San Antonio Independent School District (SAISD)
2016-2021 Teacher Incentive Fund (TIF) Proposal

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Introduction to San Antonio Independent School District (SAISD): SAISD serves approximately 54,000 students through 90 schools in the heart of San Antonio, Texas, the state's second-largest city located just 150 miles north of the U.S. border with Mexico. SAISD is Texas' 18th-largest school district out of 1,021 ISDs. The district provides a comprehensive instructional program and related services for students from pre-kindergarten through 12th grade, including a college-preparatory curriculum, Magnet programs for middle and high school students, career and technology education, bilingual education, special education, and a variety of extracurricular opportunities. **Poverty and low educational attainment are concentrated within SAISD – 40% of all students aged 5-17 are living in poverty**, and 48% of all families within the district have incomes of less than \$35,000 per year. The overwhelming majority (87%) of adults who are 25 and older who live within SAISD's service area have less than a baccalaureate degree. **Nearly all (92%) SAISD students are economically disadvantaged**, meaning they are eligible for free or reduced-price lunch or other public assistance programs, and 91% of all students are Hispanic. Nearly one in every five (19%) SAISD students is an English language learner.

A. Significance

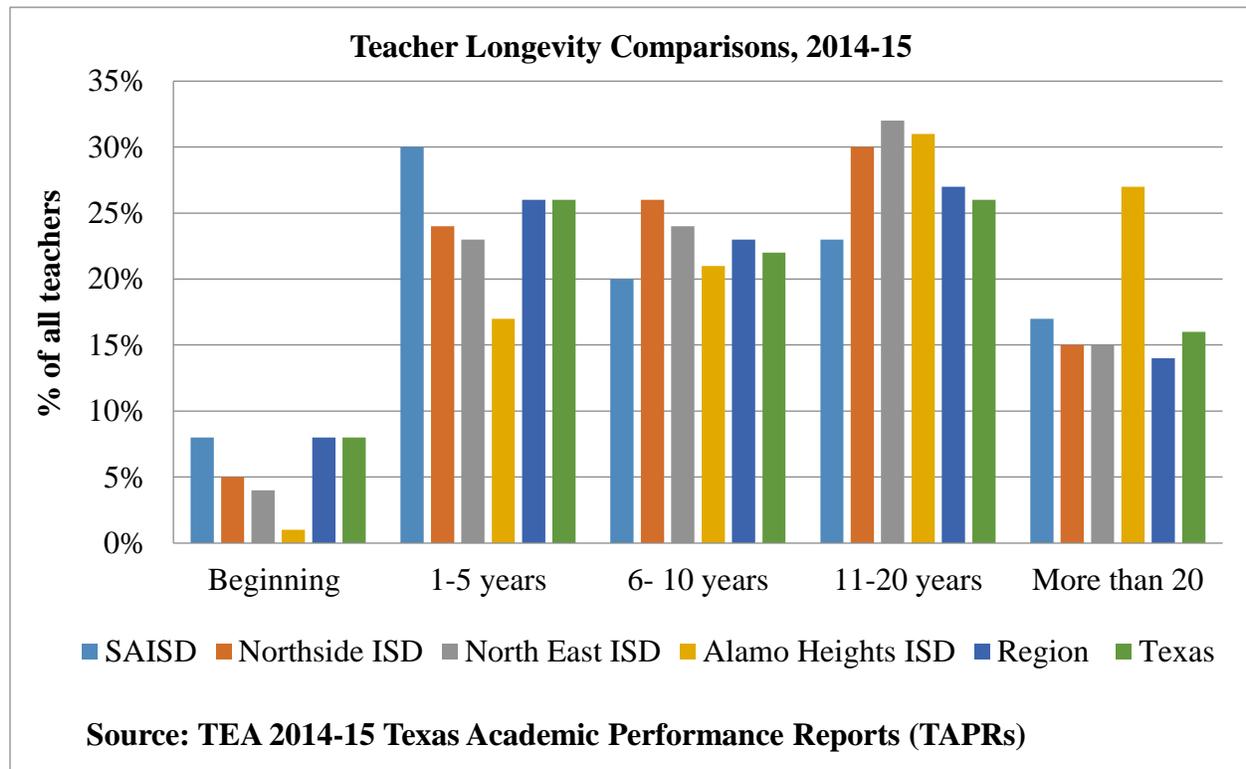
The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population: This Teacher Incentive Fund project (TIF-SA) will build SAISD's capacity to improve student performance in the district's lowest-performing schools by identifying, developing, rewarding and elevating the role of high-quality teachers in these schools and creating model classrooms that support innovative teaching and learning experiences. Grant funding will enable SAISD to work with teachers, principals, The San Antonio Alliance of Teachers and Support Personnel (The Alliance), Texas A&M University at San Antonio (TAMU-SA), Relay Graduate School of

Education (Relay GSE) and a to-be-determined non-profit Educational Consulting Agency (ECA) to design and implement new talent management systems that will:

- Incentivize placement of high-quality teachers and principals in the district's 15 lowest-performing schools;
- Develop model multi-age classroom (MACs) as lab demonstration sites at TIF-SA target schools to individualize instruction to meet the needs of all students;
- Facilitate adoption of the Texas Principal and Teacher Evaluation and Support System (T-PESS and T-TESS), part of Texas' recently adopted state plan to ensure equitable access to high-quality educators; and
- Increase the retention of high-quality teachers and principals via additional professional development opportunities, continuing education and support for educators;
- Partner with the Alliance in Consultation for all appropriate topics under the TIF-SA project

Needs of the target population: According to Texas Education Agency (TEA) reports, an average of 63% of all SAISD students in all grades passed the STAAR state assessment exam in 2014-15 vs. 77% of all students in the state and 82%-89% of all students in the many middle- to upper-income school districts that surround SAISD. The district has the highest high school dropout rate of all 17 public school districts in San Antonio (14%) and a low college-going rate (49%). Low-income schools with high minority populations such as SAISD's are three to 10 times more likely to have novice teachers in the classroom than school districts in more affluent, predominantly white schools (Long, 2011). With little experience and the immense challenge of educating students with widespread academic under-preparedness and/or limited English proficiency, many new SAISD teachers struggle and leave the teaching professional altogether.

Others leave SAISD to fill higher-paying teaching vacancies at the more affluent suburban school districts that surround SAISD. This reality reduces the number of experienced, high-quality teachers for the 38,271 SAISD students who are considered academically at-risk by the TEA. The chart below compares SAISD teacher longevity with teacher longevity at the three

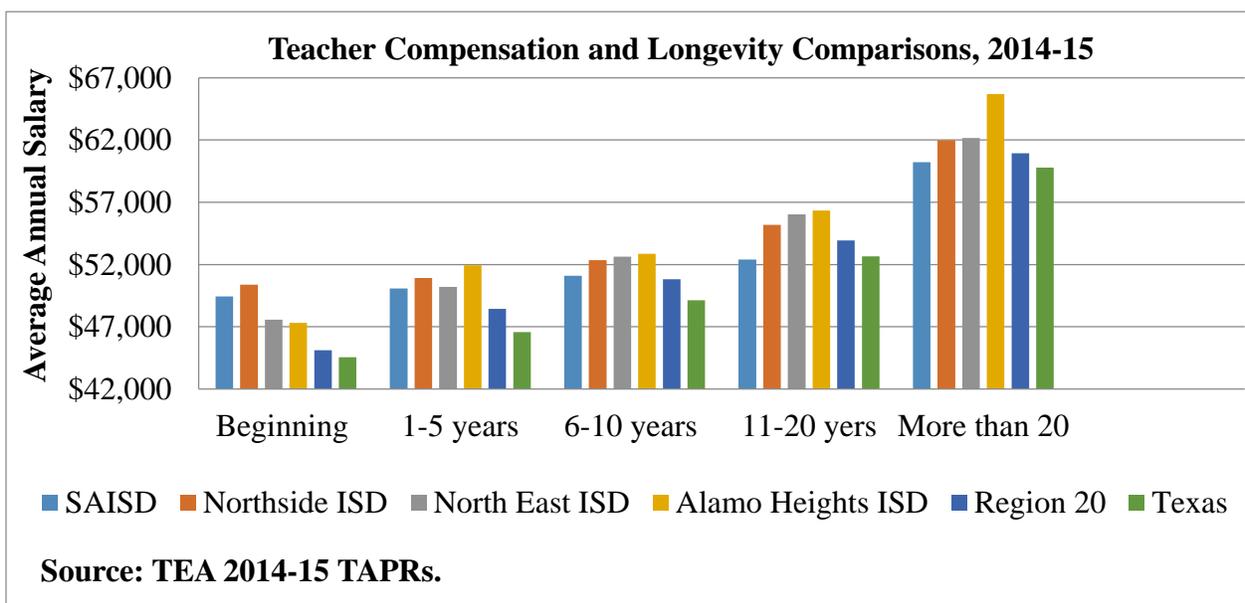


highest-paying, highest-performing public schools in San Antonio, along with regional and state averages.

Typically SAISD has to recruit, vet, hire, and train 400 educators each year, which is 12% of its entire teaching staff. More than one-third (38%) of the teachers are within their first five years of teaching in 2014-15. Efforts to recruit and retain high-quality, experienced teachers are complicated by the significant shortage of educators in the region. According to the U.S. Census, San Antonio was among five of the nation’s eight major cities that added the most people in 2014-15. New Braunfels, located just 30 miles north of San Antonio, was the nation’s

second-fastest growing city in 2014-15. This explosive growth has created the need for new schools and fierce competition for teachers. There are 17 public school districts in Bexar County – where SAISD is located – and its 11 surrounding counties, and hundreds of private schools and charter schools, creating over 3,000 teaching vacancies each year (Education Service Center Region 20, 2015). However, Bexar County’s higher education institutions and alternative teacher certification programs produce fewer than 1,500 individuals who are qualified to fill those vacancies.

SAISD’s lowest-performing schools have the hardest challenge recruiting and retaining high-quality educators. Similar to all public school districts in Texas and across the nation, SAISD’s compensation structure associated with the Human Capital Management System (HCMS) is not designed to allow high-quality teachers and principals to earn higher pay or significantly accelerate their timeline for increased compensation to incentivize working in our majority low-income, high-need schools. There is a nearly \$5,000 gap between the average salary for SAISD teachers (\$52,599) vs. teachers at the highest-paying public school district in San Antonio (Alamo Heights ISD, \$57,170), and the financial incentive for SAISD teachers to



stay dwindles as their years of experience increase. This situation further undermines efforts to recruit and retain the experienced, high-quality teachers needed to see gains in the academic performance and growth mindset of high- need students.

Building local capacity to provide, improve or expand services that address the needs of the target population: TIF-SA will target all SAISD elementary, middle and high schools that have received “Improvement Required” ratings from the TEA. The TEA’s school accountability system assigns one of three academic ratings to each public school district and campus in Texas: Met Standard, Met Alternative Standard, or Improvement Required. An Improvement Required (IR) rating indicates that a school has unacceptable performance

High-poverty TIF-SA target school	%/(#) economically disadvantaged students	Designation
Crockett Elementary	93% (834)	Priority
Rodriguez Elementary	93% (433)	Focus
Storm Elementary	98% (437)	Focus
Gates Elementary	88% (246)	Focus
Miller Elementary	90% (319)	Focus
Ogden Elementary	97% (268)	Focus
Ball Elementary	96% (508)	Focus
Highland Park Elementary	92% (640)	Focus
Stewart Elementary	97% (547)	Priority
Irving Middle	92 (753)	Focus
Tafolla Middle	95% (774)	Focus
Davis Middle	92% (516)	Priority
Lanier HS	92% (1,566)	Focus
Sam Houston HS	92% (913)	Priority
Highlands HS	90.6% (1,325)	Focus
Total:	10,153	

because it does not meet targets for student academic achievement, student progress, academic achievement of economically disadvantaged students and college readiness. If a campus remains in IR status for more than two years, the campus must reopen as a “reconstituted campus,” where a TEA-appointed intervention team implements a campus improvement plan and decides which educators may be retained. More than half (57%) of TIF-SA target schools have been in IR status for the last two years, and four (29%) of the target schools have been in IR status for the past three years. The TEA has rated 11 of TIF-SA target schools as “Focus” campuses, meaning they are in the bottom 10% of the state’s lowest-performing schools, and 4 of TIF-SA target schools have “Priority” status from the TEA, meaning they are in the bottom 5% of the state’s lowest-performing schools.

To improve student performance in the district’s IR campuses, TIF-SA will:

1) Attract high-quality teachers and principals to the district’s IR schools to serve the neediest students in these schools: TIF-SA will support the design and implementation of a strategic compensation system that will offer 600-800 teachers and 15 principals annual stipends to educate the neediest students in SAISD’s lowest-performing schools. High-quality teachers will receive an annual \$15,000 stipend to serve in multi-age classrooms (MACs) in TIF-SA target schools. Selection of teachers who serve in MAC classrooms will be based on a comprehensive review process which focuses on past student performance and instruction. MACs will group retained students from 1st-3rd, 5th-6th, 7th-8th, and 9th- 12th together to learn the same general topics/themes (math, English, social studies, science) simultaneously and engage in inquiry-based group learning activities after to apply/reinforce what they have learned. Students will be grouped for inquiry-based learning activities according to their ability level instead of their age/grade, allowing more opportunities for MAC teachers to provide individualized

interventions to struggling students (Kamil, et al, 2008). MAC students' school day will be extended by 75 minutes Monday-Thursday to allow more time for inquiry-based learning, independent reading and/or tutoring. Shared lecture can be delivered to all grades or a combination of different grades, and MAC teachers can combine classrooms since MAC classes will be located next to each other. These model classrooms for retained students will aim to accelerate them back to the appropriate grade-level after just one year of instruction, re-motivating and engaging retained students as soon as possible to prevent their disengagement from school.

Approximately 25% of the more than 11,061 low-income students in TIF-SA target schools have been retained – or “held back” – at least one grade, one of the main reasons why these campuses are in IR status. Additionally, over 50% of all students in TIF-SA target schools have failed one or more state assessment exam. These statistics further demonstrate the need for attracting high-quality educators to our target schools to serve their high concentrations of academically underprepared students. SAISD has implemented several credit-recovery strategies for retained students, but there are still many who are not served. Students are forced to repeat the same classes they unsuccessfully attempted before, made worse by the added stigma of not progressing to the appropriate grade with their peers. By attracting high-quality teachers to serve in MACs in our lowest-performing schools, the district will promote equitable access to high-quality teachers for the neediest students in SAISD.

Along with additional compensation to attract and retain excellent teachers in our target schools, TIF-SA's strategic compensation system will also include an annual \$10,000 placement incentive for high-quality principals who serve in IR schools and up to an additional \$10,000 in annual performance incentives for those principals that are tiered according to the achievement

of their campus' five-year goals. Teachers who serve in leadership roles in TIF-SA target schools (i.e. department chair, grade-level chair, student mentor, extended – day/year, summer school, etc.) will also receive an annual \$15,000 stipend as part of SAISD's effort to "grow its own" distinguished teachers and principals.

2) Improve efforts to recruit high-quality educators: TIF-SA will partner with a non-profit Educational Consulting Agency (ECA) to conduct a comprehensive diagnostic of SAISD's existing and proposed pipelines for teacher and leader talent. The ECA will also review current recruitment strategies and use this information to create a complete human capital pipeline strategy and management plan that will help identify and recruit high-quality teachers and principals both in and outside of SAISD.

3) Provide funding to support adoption of the state's recently approved plan to ensure equitable access to distinguished teachers and principals in high-need schools: Texas' State Plan to Ensure Equitable Access to Excellent Educators charges all school districts to develop a plan to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. Districts must accomplish this goal by using data that emerges from the state-funded T-TESS and T-PESS teacher and principal appraisal systems. The TEA developed these systems as a tool for assessing and rating teachers and principals based on the quality and impact of their practice. T-TESS identifies high-quality educators by using classroom observations and multiple measures to determine where a teacher is performing along a continuum of excellence: Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. T-PESS focuses on the key dimensions of effective school leadership and is tied to Texas principal standards.

The TEA, with the support of the state's 20 Education Service Centers, piloted T-TESS

and T-PESS in over 200 districts during the 2015-2016 school year which included SAISD. Statewide implementation of these teacher and principal appraisal systems is scheduled to take place in the 2016-2017 school year. Once the evaluation system is fully implemented, district and campus leaders will be able to determine the extent to which a teacher or principal has achieved or is approaching a Distinguished rating and what specific support he or she may need to advance toward that goal.

TIF-SA will allow SAISD to involve teachers, principals and school administrators in design decisions and implementation planning for districtwide adoption of the T-PESS and T-TESS, including design of professional development offerings that are aligned with the appraisal systems. TIF-SA will support acquisition of an updated employee appraisal software system that will collect and analyze data – including T-TESS and T-PESS results – to determine teacher and principal effectiveness ratings, enabling administrators to identify specific areas for educator development or placement/promotion districtwide.

4) Expand professional development opportunities to retain more high-quality educators in the district’s lowest-performing schools: TIF-SA will build SAISD’s capacity to recruit and retain more educators who support rigorous academic standards for high-need students in the district’s lowest-performing schools by:

- **Providing continued education and certification opportunities for teachers in TIF-SA target schools:** Teachers in TIF-SA target schools will have multiple opportunities to attain a master’s degree and/or certification to teach in high-need areas such as dual credit, special education or reading specialist at no cost to them through TIF-SA’s partnerships with Relay GSE and Texas A&M University – San Antonio (TAMU-SA). In exchange, these teachers will be required to commit to teach in one of the district’s IR

campuses for three additional years.

- **Increasing support for MAC teachers in TIF-SA target schools:** TIF-SA will double the number of Implementation Specialists in all IR schools to provide MAC teachers with coaching and job-embedded professional development to ensure they implement MACs with fidelity.

B. Project Design

(1) 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: TIF-SA will support the creation and management of a teacher and school leader pipeline strategy, implementation of a comprehensive teacher evaluation system, and the design and implementation of a strategic compensation system to recruit and retain more high-quality teachers and principals to serve the neediest students in the district's lowest-performing schools.

SAISD's current HCMS is rigid and outdated, and there is no incentivized placement system to attract experienced, high-quality educators to the district with the educational backgrounds we need to improve student performance and offer rigorous courses in TIF-SA target schools. SAISD's current HCMS is also limited in its ability to record and produce information on educator effectiveness, preventing administrators from having access to reliable data needed to drive key leadership decisions such as professional development, staffing trends, dismissal, and retention. And although the district is committed to "growing its own" high-quality educators in light of the region's significant teacher shortage, SAISD's professional development programs are limited in their ability to meet demand. TIF-SA will bring educator evaluation and support systems to the center of SAISD's HCMS to ensure that teaching and learning in the target schools is improved, and that the district is recruiting, developing and

retaining educators who support rigorous academic standards.

The proposed redesign of SAISD’s HCMS is part of school district- and state-led efforts to improve teaching and learning. SAISD’s Blueprint for Excellence: Target 2020 is the district’s five-year turnaround plan that identifies five “Pillars of Support” to ensure students are reading and practicing advanced math at grade level, and that they are enrolled in advanced and college-credit-bearing courses in the 11th and 12th grades. The Five Pillars are: Talent Management, Culture Shift, Academic Excellence, Stakeholder Engagement, and Fiscal Management. TIF-SA will support the Five Pillars by increasing the recruitment and retention of high-quality educators in IR schools (Talent Management/Culture Shift); improving teaching effectiveness (Academic Excellence); and creating new teacher hiring/placement incentives to attract and retain high-quality teachers and administrators to these schools (Talent Management). In accordance with Competitive Preference Priority 2 and the Invitational Priority, TIF-SA will provide funding for new technology, training, and personnel to support SAISD’s adoption of the P-TESS and T-TESS, new principal and teacher effectiveness evaluation systems that follow state recommendations to ensure equitable access to excellent educators in high-need schools.

TIF-SA will support rigorous academic standards for students through the following:

Project Component 1 – High-quality teacher/principal recruitment

- **Attract high-quality teachers and principals to serve the neediest students in the district’s lowest-performing schools:** TIF-SA will support the design and implementation of a strategic compensation system that will offer an annual \$15,000 stipend for up to 168 teachers serving in MAC roles or \$15,000 for up to 300 serving in teacher-leader roles in our target schools. TIF-SA’s strategic compensation system will also include an annual \$10,000 placement

incentive for 15 high-quality principals who serve in IR schools and up to \$10,000 in annual performance incentives for those principals that are tiered according to the achievement of their campus' five-year goals. A new HCMS system will allow the district to better collect and analyze educator effectiveness data to determine eligibility for hiring in TIF-SA target schools and/or professional development needs for teachers and principals throughout the district. Additional professional development opportunities will support all teachers in their pursuit of eligibility for placement in a TIF-SA target school.

TIF-SA will partner with an ECA to solicit teacher and administrator feedback in the design of this strategic compensation system in five phases over the duration of the project:

- **Phase 1: Comprehensive Diagnostic (Year 1):** A non-profit ECA will lead focus groups with teachers and principals in IR schools to understand current career pathways and compensation dynamics, attitudes among teachers and leaders, as well as who is staying and who is leaving, and the overall employee value proposition. The ECA will perform a current-state diagnostic to understand current compensation expenditures for teachers and principals based both on performance and demographic (performance, longevity, etc.), a landscape scan to collect, organize, and categorize current teacher and principal leadership opportunities and a benchmark assessment of compensation in surrounding districts and equivalent professions. Based upon the diagnostic findings, an ECA will recommend a set of guiding design principles for the proposed compensation system that are consistent with district goals for recruitment and retention of high-quality educators in IR schools.
- **Phase 2 – Strategic Advising (Year 1):** An ECA will share nationally collected data and

strategies for retaining top teachers and principals and use survey data from SAISD teachers and principals to identify potential areas for improvement of school culture and working conditions TIF-SA campuses. The ECA will examine survey responses to identify what would potentially cause teachers and principals to stay longer in target schools and develop action plans that address these findings. The ECA will provide data analysis support for production of teacher and principal performance reports districtwide, and they will collect baseline data on past evaluation outcomes and retention/attrition patterns across SAISD and each IR campus to model retention/attrition's impact on student learning and attendance over time. They will also assist SAISD with developing and administering an annual end-of-year survey for all teachers and principals in the district to identify retention strategies to retain top talent. Based on these findings, the ECA will recommend strategic workforce management plans to strengthen the recruitment and retention of top performers in TIF-SA target schools.

- **Phase 3 – Design (Years 1-2):** ECA will assist SAISD in determining which inputs will be used to determine eligibility for teacher and principal placement in multi-age classrooms/TIF-SA target schools (evaluation, experience, degrees, etc.). ECA will forecast placement and performance incentive costs and include them in the overall projections for the compensation system, and the ECA will develop a financial model to ensure the new teacher and principal compensation system's long-term affordability.
- **Phase 4 – Implementation and Support (Years 3-5):** An ECA will assist SAISD with designing teacher and principal application processes for TIF-SA target schools, and they will develop an outreach plan to attract high-quality teacher and principal candidates to IR schools, including a set of Frequently Asked Questions (FAQs) for potential

applicants, a teacher- and principal-facing compensation calculator, and a stakeholder engagement plan for community-wide conversations. ECA will assist administrations with determining an annual timeline for incentive payouts, and the non-profit will collaborate with the external evaluator to identify research questions to be used to evaluate TIF-SA's impact on student achievement and high-quality educator recruitment and retention in the district's lowest-performing schools.

- **Phase 5 – Evaluation and Revision (Years 3-5):** The ECA will collaborate with the external evaluator to monitor SAISD's new compensation system to ensure it is working as designed and achieving its objectives of improved student performance and increased retention of high-quality teachers and principals. The ECA and external evaluator will issue recommendations for improvements based on their findings.

Project Component 2 – High-quality teacher/principal recruitment

- **New strategies to recruit high-quality educators districtwide:** An ECA will solicit feedback from SAISD teachers and administrators as part of a comprehensive diagnostic of the district's existing and proposed pipelines for teacher and administrator and the current recruitment and staffing strategies in place, and will then use the findings to support the creation of a comprehensive teacher and administrator pipeline strategy for the entire district, and a management plan for this strategy.

The ECA will 1) define the specific research questions to pursue in the analysis; 2) conduct quantitative analysis of teacher and principal applicant, performance, compensation and separation data; principal pipeline and evaluation data; and student achievement data and benchmark this data against neighboring ISDs; 3) complete a comprehensive policy/community engagement analysis, including HR policies, job descriptions, and other district procedures; 4)

interview district leaders and school-level personnel to investigate practices within the existing policy framework; and 5) deliver a final report encompassing quantitative and qualitative analysis of policies, procedures, district and school data, and individual interviews to highlight what is supporting recruitment and retention of high-quality educators and where improvement could be made.

Project Component 3 – High-quality teacher/principal retention

- **Data-driven human capital decisions:** TIF-SA will support implementation of the T-TESS and P-TESS educator evaluation systems to determine the effectiveness of each teacher and principal within the district. T-TESS identifies high-quality teachers through classroom observations, a 16-dimension rubric and student growth measures to determine where teachers are performing along a continuum of excellence. One of five ratings is given annually: Distinguished, Accomplished, Proficient, Developing or Improvement Needed. The T-PESS identifies high-quality principals by focusing on the key dimensions of effective school leadership that are tied to Texas principal standards.

A new employee appraisal software system will aggregate data for these new assessments to determine effectiveness scores annually. **In accordance with the Absolute Priority, Competitive Preference Priority 2 and the Invitational Priority, and in an effort to increase the number of high-quality educators who are serving the neediest students in the district’s lowest-performing schools, SAISD administrators will use T-TESS and T-PESS scores to inform key human capital decisions for teachers and principals, including decisions on: Recruitment/placement/compensation/promotion:** Only teachers and principals with high T-TESS and T-PESS scores will be competitive for positions in target schools that are eligible for placement and performance incentives.

Hiring: Minimum T-TESS AND T-PESS scores will be incorporated into experience requirements for incentivized teacher and principal placement in TIF-SA target schools.

Retention/dismissal: SAISD and The San Antonio Alliance of Teachers and Support Personnel (The Alliance) will develop policies for teachers who receive incentivized placement for service in IR schools if their T-TESS effectiveness scores do not meet a to-be-determined threshold.

Tenure: T-TESS and other measures will be used to guide professional development and to determine teacher assignment.

Professional development: T-TESS and T-PESS evaluation data will inform coaching conversations and will be used to ensure teachers' and principals' needs are supported by targeted professional development.

- **Providing continued education and certification opportunities for teachers in TIF SA target schools:** Teachers in TIF-SA target schools will be eligible to earn a master's degree and certification to teach in high-need areas, including dual credit, special education and/or reading specialist, at no cost to them through the district's partnerships with Relay Graduate School of Education (Relay GSE) and TAMU-SA. In exchange, these teachers will agree to serve in an IR school for at least three additional years. Relay GSE's Master's in Teaching (MAT) will allow teachers to complete a selection of modules on four elements of effective instruction. They learn how to build relationships with students, families and colleagues, as well as fundamentals of classroom management, lesson planning and assessment design. Teachers will develop foundational knowledge and skills in data-driven instruction so they can measure and track students' academic achievement. They will also learn specific techniques that help them build rigorous and joyful classrooms — the kind of learning environments that encourage both academic achievement and character development. Master's candidates can also earn

certifications in special education and dual credit instruction along with their degree.

Certified teachers with one or more years of experience who serve in TIF-SA target schools will be eligible to receive graduate-level credit based on evaluation of their previous education, training and experience. Qualified graduate students may complete the MAT program in as little as one year.

TIF-SA will also provide funding to at least double the number of teachers who earn a Master of Science in Reading through the TAMU-SA Graduate College of Education and Human Development. TAMU-SA's MS in Reading offers an in-depth theoretical and pedagogical understanding of literacy practices for teachers of early elementary education, secondary education and reading assessment and intervention. The degree program offers specific understanding about the nature of literacy development, paying particular attention to the acquisition of reading and its knowledge and skills through the close inspection of phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling, writing, motivation, and assessment for the instruction of students with diverse learning and literacy needs. The program meets standards suggested by the International Reading Association as well as the standards set forth by the state of Texas for Reading Specialists and Master Reading Teachers. The program prepares graduates for positions as literacy coaches, reading specialists, master reading teachers and literacy administrators.

The Master of Science in Reading is a 36-hour program. Twenty-one (21) hours of required reading courses constitute the core of the program with an additional six in the study of educational research. Nine hours of additional coursework in an area of professional interest is also required. Taking 18 hours of specialized reading coursework solely (with additional requirements by the state including testing and applicable experience) allows students to earn

certification in the area of reading, including possible Master Reading Teacher Certification and/or Reading Specialist Certification. The program also allows students to customize their electives in the specialty/support fields listed below to achieve their academic/career endeavors, including Bilingual/English as a Second Language, Early Childhood, Counseling, Educational Administration and Special Education.

- **Increased support for all teachers and principals in TIF-SA target schools:** TIF-SA will double the number of Implementation Specialists who provide on-site coaching and job-embedded professional development to MAC teachers and principals in TIF-SA target schools. Implementation Specialists will help MAC teachers increase their content-area knowledge, enrich their lesson plans, and strengthen their assessment methodologies. Implementation Specialists will also assist MAC teachers in the Gradual Release of Responsibility (GRR) instructional framework, a research-based, scaffolded instructional method. The GRR instructional framework promotes critical and creative thinking by transferring teacher knowledge to students understanding and application, and in their use of the state's customized online curriculum management system that is built on the most current research-based theories for effective instruction.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services:

SAISD will release a Request for Proposal in summer/fall 2016 to partner with a non-profit educational consulting agency (ECA) that is uniquely qualified to comprehensively advance educator effectiveness. The district will seek to partner with an ECA that has experience working with urban school districts to design, implement, and maintain smart career progression models that reward and attract top talent. Examples include Bellwether Educational Partners, The

New Teacher Project, American Institutes for Research or the National Institute for Excellence in Teaching.

Project partner The Relay Graduate School of Education (Relay GSE), is a collaboration of the charter-school groups KIPP, Uncommon Schools and Achievement First that trains aspiring educators in clinical practice in high-poverty charter and traditional public schools in each year of the two-year program. Formerly operated as Teacher U out of City University of New York's Hunter College School of Education, the Relay school now educates thousands of aspiring teachers each year in public schools in New York, Chicago and New Orleans, among other major urban areas. **TIF-SA partner TAMU-SA has partnered with SAISD to prepare educators for the past seven years.** TAMU-SA bachelor's, master's and doctorate education majors often complete residencies in SAISD classrooms depending on their degree plan requirements. **SAISD will partner with The San Antonio Alliance of Teachers and Support Personnel (the Alliance)** to develop policies for teachers who receive incentivized placement at TIF-SA campuses and to develop teacher leadership pathways in those schools. The Alliance is elected to be the official representative for non-administrative employees in consultation with SAISD. The Alliance will also serve on the TIF-SA Coordinating Committee, a group of SAISD administrators and grant personnel who will meet monthly to monitor the project's progress and impact on student performance and high-quality educator recruitment and longevity in target schools.

3) The extent to which the proposed project is supported by a strong theory: This TIF project is supported by strong theory, as illustrated in the logic model, located in the appendix. **SAISD's proposed HCMS modifications align with research-based recommendations for recruiting and retaining quality teachers** (Church, Bland, & Luo, 2014).

Research-Based Recommendation	Modifications to Existing HCMS
Have a recruitment plan; offer financial incentives; provide additional pay	Financial incentives for high-quality teachers and principals who serve in TIF-SA target schools
“Grow your own” educators; encourage prospective teachers to visit schools in the district	Opportunities for continued education/certification through TIF-SA partner universities; additional staff to provide embedded professional development to teachers and principals
Provide diverse career pathways to effective teachers; increase teacher salaries; expand professional development opportunities	Stipends for high-quality teachers to serve in multi-age classrooms (MACs) that will educate the neediest students in TIF-SA target schools
Attend career fairs with multi-media promotional materials; have an up-to date website; partner with local colleges	Additional personnel/technology/strategies to identify/recruit high-quality educators
Have an induction and mentoring program	Implementation Specialists support all teachers and principals in IR schools
Include teachers in decision making processes; establish staff development plans incorporating action research; take an active role in the provision of professional development	Professional development plans tied to T-TESS and T-PESS effectiveness ratings; ECA and the Alliance assists SAISD with identifying and recruiting high-quality teachers and principals

In addition to redesigning the district’s HCMS to facilitate recruitment and greater

retention of high-quality educators, this project will build SAISD’s capacity to offer accelerated credit recovery options to retained students in the district’s lowest-performing schools. SAISD will establish multi-age classrooms (MACs) in each TIF-SA target school – by offering a TIF-SA-funded \$15,000 annual stipend to high-quality teachers to teach these classes. “There is strong evidence that multiage programming is beneficial to students of all grades, from early childhood (Aina, 2001) to the crucial middle school years when students can slip through the cracks, (Baran, 2010).” Research has long shown the academic, social and psychological benefits to students who learn in multi-age (a.k.a. multi-grade) classrooms – younger students are exposed to the positive behaviors of older ones, and all students develop social skills as the teacher encourages cross-age interaction in the form of peer tutoring and shared discovery (Song et al., 2009; Kadivar, 2005; Frosco et al., 2004; Lloyd, 1999; Veeman, 1995; Marshak, 1994; Pratt, 1986). When MAC students are accelerated back to their appropriate grade level after just one year of multi-age instruction, their chances of graduating from high school on time and enrolling in college will significantly increase.

MAC classrooms also offer high-quality teachers more opportunities for autonomy and creativity in lesson planning, for leadership development through team-teaching with fellow MAC teachers, and for providing individualized instruction to students, which will aide in the retention of high-quality educators in TIF-SA target schools.

(4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams:

This TIF project will increase the capacity of SAISD’s \$3 million investment in continued education training for teachers and principals, allowing an additional 340 teachers from TIF-SA target schools to earn a master’s degree and special teaching certifications at no cost to them. To ensure

compliance with the state of Texas' plan to ensure students equitable access to high-quality educators in high-need schools, SAISD is leveraging the T-TESS and T-PESS educator evaluation systems, including stipends for hundreds of the district's top-performing teachers and principals to participate in the Assessment Academy, SAISD's effort to involve 400 of the district's highest-rated teachers, staff and administrators in the creation and implementation of evaluation measures for the student growth portion of the T-TESS. This project will facilitate the Assessment Academy's work and devote an additional support to T-PESS and T-TESS design and implementation, including the purchase and installation of an updated HCMS software management system that will collect and analyze T-TESS and T-PESS data to determine educator effectiveness scores annually.

TIF-SA will establish an incentivized placement system for high-quality teachers who serve leadership roles in target schools. This builds on evidence of promise from the Department of Education's \$600,000 investment in performance-based incentives for educators and administrators in two SAISD schools served through the 2104-2017 Texas Title 1 Priority Schools grant program. Student outcomes in state assessments increased dramatically over the two-year period. SAISD will include funding to sustain TIF-SA's incentivized placement, Master's and specialized certifications, and increased professional development support as part of the district's fall 2016 property tax increase election, in which San Antonio voters will be asked to support a property sales tax increase to support improvements to the district. TIF-SA also builds on SAISD's approximately \$1 million investment in implementing embedded professional development for teachers and principals by doubling the number of full-time Implementation Specialists to support educators in TIF-SA schools.

C. Professional Development

How SAISD will use the disaggregated information generated by the proposed educator

Evaluation and Support System to identify the professional development needs of

individual educators and schools: TIF-SA will allow SAISD to ensure professional development initiatives are supporting high-quality teacher and principal development and retention. As T-TESS and T-PESS data becomes available in the 1st year of the project, administrators will be better equipped to respond to it with appropriate coaching and aligned professional development that ensures educators receive the support they need to remain in SAISD schools and continuously improve their effectiveness.

An ECA will assist SAISD with linking T-TESS and T-PESS effectiveness ratings to newly developed professional development offerings for teachers and principals that are designed to move struggling teachers to good, good teachers to great, and great teachers to teacher-leadership. This will include developing a team of principal supervisors to oversee, support and evaluate principals in alignment with T-PESS, and the district will train all principals to act on T-TESS performance data and hold effective coaching conversations with teachers based on this data.

An ECA will administer a research-based, confidential survey to at least 70% of teachers in TIF-SA campuses to solicit their perspectives on their school's instructional cultures. Teacher feedback will be compiled into a customized report that will help school leaders improve instructional practices with an ultimate goal of improving management of their teacher talent. The ECA will examine the current state of professional development in the district -- including existing professional learning data, current course offerings and expense related to teacher development programs within schools and across the district -- to analyze the return on

investment of current professional development offerings based on the impact of these offerings on teacher development and student outcomes.

An ECA will advise SAISD on a strategy and implementation plan for teacher and leader professional development support strategies (including roles and responsibilities, staffing, delivery options) to ensure offerings for all teacher and principal development activities are aligned with the T-TESS and T-PESS appraisal systems and focused on teacher growth and student outcomes. **Acquisition of updated software to manage SAISD's HCMS will allow for greater and more efficient data collection of observation and rubric ratings for teachers and principals, generating reliable data that will be used to support next steps for professional development.**

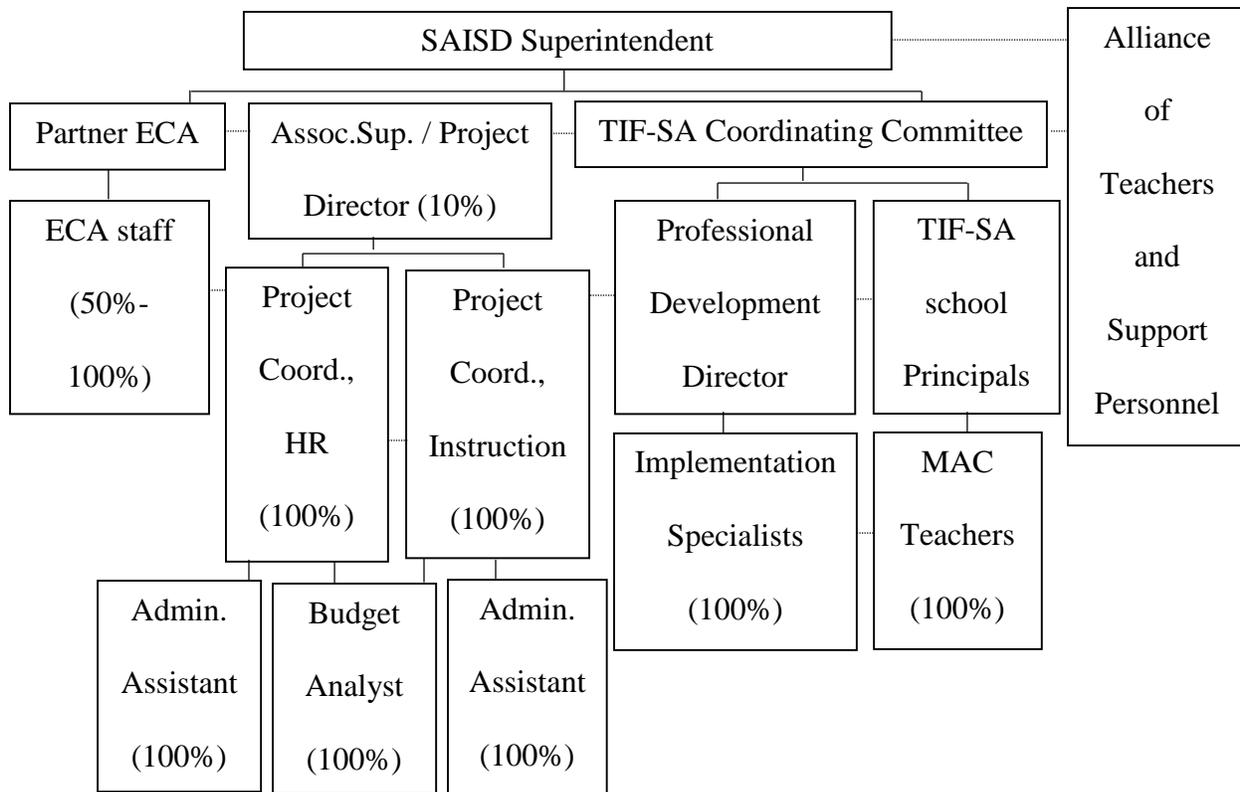
All MAC Teachers in TIF-SA target schools will have access to a campus-based full-time Implementation Specialist who will provide coaching and job-embedded professional development. Implementation Specialists will help MAC Teachers increase their content-area knowledge, enrich their lesson plans/literacy activities, and strengthen their assessment methodologies. This includes training in the Gradual Release of Responsibility, a research-based, scaffolded instructional method that promotes inquiry-based learning. Implementation Specialists will also train all MAC teachers how to use the TEKS Resource System, a comprehensive, customized online curriculum management system that is built on the most current research-based theories for effective instruction. Developed by the Texas Curriculum Management Program Cooperative and a team of content experts, the TEKS Resource System is a comprehensive, customized online curriculum management system that is built on the most current research-based theories for effective instruction. Content includes curriculum components and some assessment items that are aligned to the most current version of the State

Board of Education-adopted TEKS for English language arts and reading, Spanish language arts and reading, math, science and social studies.

An ECA will provide direct training and job-embedded coaching to TIF-SA principals to and their supervisors to grow their ability to act on performance data and hold effective coaching conversations based on this data, and to develop leadership competencies in teachers and staff.

D. Management Plan

SAISD will ensure that TIF-SA achieves its goal on time and within budget. The district has extensive experience with managing federal, state and foundation-funded grants to improve student learning and teacher effectiveness. SAISD currently manages a \$32 million competitive grant portfolio that is supported by the district’s Financial Services, Grants Development, Human Resources, Information Technology and Public Relations departments. **TIF-SA’s organizational structure is illustrated in the chart below:**



Personnel	Plan to Accomplished Outcomes on Time and Within Budget
TIF-SA Coordinating Committee	<p>Duties: Committee comprised of SAISD’s Superintendent, Deputy Superintendent of Administration and Leadership, Deputy Superintendent of Instruction, Associate Superintendent Human Resources, HR Director/Project Director, Chief Financial Officer, all Assistant Superintendents who supervise Principals, and the district’s Executive Director, Accountability, Research, Evaluation and Testing; along with representatives from the Alliance and the partner ECA. The Committee will meet monthly to provide feedback on the project and to ensure that any necessary policy changes are made to ensure all grant objectives are accomplished.</p>
SAISD HR Associate Superintendent / Project Director (10%)	<p>Duties: Toni Thompson, MA, will devote 10% time to serve as the TIF-SA Project Director. She will hire, train and supervise the Project Coordinators, oversee all aspects of the project, manage the budget and complete all required project reports. She will be a liaison to the Department of Education and will lead the TIF-SA Coordinating Committee.</p>
Project Coordinator, HR (100%)	<p>Duties: Serve as a liaison to the HR Director, TIF-SA Coordinating Committee and the partner ECA; convene and lead monthly Coordinating Committee meetings; serve as the project’s budget manager; maintain/encourage communication and coordination with all stakeholders to ensure the accomplishment of project milestones; oversee a districtwide outreach campaign to inform school staff, school district partners and the community about the project and to solicit continuous educator feedback;</p>

	<p>collaborate with the external evaluator to develop all evaluation measures and to collect all data for project evaluation; prepare all project progress and annual reports; hire, train and supervise an Administrative Assistant; collaborate with partner ECA to facilitate the redesign of SAISD’s HCMS, including development of strategic compensation system for teachers and principals in IR schools and T-TESS/T-PESS implementation, and the development of new strategies to recruit high-quality educators districtwide.</p> <p>Education/experience requirements: Master’s degree in education, social sciences, human resources, counseling, business or similar field. At least two years of experience in properly managing grant services and funds, submitting required reporting, hiring/supervising grant-funded staff and collecting data to monitor project impact.</p>
<p>Project Coordinator, Instruction (100%)</p>	<p>Duties: Collaborate with partner ECA to facilitate the redesign of SAISD’s HCMS, including recruiting and support TIF-SA target school teachers who attain a master’s degree through our Relay GSE or TAMU-SA; collaborate with Professional Development Director to hire, train and place all Implementation Specialists; collaborate with ECA to determine professional development “tracks” for educators according to the effectiveness score.</p> <p>Education/experience requirements: Master’s degree in education, social sciences, human resources, counseling, business or similar field (Ph.D. preferred). At least two years of experience in properly managing grant services and funds, submitting required reporting, hiring/supervising grant-funded staff and collecting data to monitor project impact.</p>

<p>Budget Analyst (100%)</p>	<p>Duties: Will assist the Project Coordinators and Project Director with budget management by tracking all expenditures, assist with the development of the project budget and planning, including, providing budget training and guidance, monitoring and adjusting the budget through the budget cycle.</p> <p>Education/experience requirements: Associate’s Degree in Accounting, Business Administration, or other relevant business degree, OR Minimum 60 College Credit Hours including coursework in Accounting (preferred), Finance, or Business Management</p>
<p>Administrative Assistants (two at 100% time each)</p>	<p>Duties: Two full-time Administrative Assistants will assist each the Project Director and Project Coordinator by scheduling all meetings, booking all travel, securing facilities for meetings/events and documenting meeting/event proceedings; initiate all grant expenditures in the college’s finance system; collect proper documentation for all grant expenditures, including tracking payment of all recruitment, retention and performance-based incentives; assist the Project Director with preparation of interim and annual reports.</p> <p>Education/experience requirements: Must possess at least an associate’s degree or its equivalent (bachelor’s preferred), with coursework in computer applications and office management or other related areas. Requires at least three years of experience related to 1) performing secretarial or clerical functions; 2) coordinating facilities and preparations; 3) performing research; 4) preparing grant reports and producing graphs, charts and</p>

	<p>glossaries; 5) assisting in the dissemination of information to administration/staff; and 6) preparing and maintaining statistical databases using appropriate software.</p>
<p>Implementation Specialists (100%)</p>	<p>Duties: Support MAC teachers in TIF-SA target schools with instructional planning, student performance data analysis and the development of action plans in response to the data, technology to assist with teacher coaching sessions; model effective MAC teaching strategies; observe classroom instruction and provide feedback; encourage teacher participation in workshops and conferences; demonstrate a collaborative approach to community and family partnerships.</p> <p>Education/experience requirements: Bachelor’s degree from an accredited four year college or university (master’s preferred); valid Texas teacher certification; at least three years teaching experience and three years of experience coaching teachers with evaluation and analysis of assessment and accountability data. History of working with special populations such as ELL, Special Education, and gifted learners is preferred.</p>
<p>Target school Principals (100%)</p>	<p>Duties: Direct and manage instructional program and supervise operations and personnel at the campus level. Provide leadership to ensure high standards of instruction. Oversee compliance with district policies, instructional programs and operation of all campus activities.</p> <p>Education/experience requirements: Valid Texas Standard Principal or Mid Management Certification, current certification in Instructional Leadership Development and Professional and Appraisal System, a</p>

	<p>minimum of three years teaching experience and three years in leadership roles; minimum T-PESS score that is to-be-determined.</p>
<p>MAC Teachers (100%)</p>	<p>Duties: To provide students with high quality, appropriate and engaging learning activities and experiences designed to help the students attain their maximum potential for intellectual, emotional, physical, and social growth. Enable students to develop competencies and skills that will prepare them for success in higher education.</p> <p>Education/experience requirements: At least a bachelor’s degree, a valid teaching certificate with required endorsements for subject and level assigned, demonstrated competency based on T-TESS results. At least four years of teaching experience will be required and a minimum T-TESS score that is to-be-determined.</p>
<p>ECA staff (50%-100%)</p>	<p>Duties: A non-profit Educational Consulting Agency (ECA) will embed staff members within SAISD for the life of the project to produce a comprehensive teacher and leader recruitment and staffing strategy; align SAISD’s professional development systems with the T-TESS and T-PESS; assist SAISD with the creation of meaningful career pathways and placement incentives for teachers and principals.</p> <p>Education and experience requirements: To be determined through a formal Request for Proposal.</p>

TIF-SA Timeline: Year 1, October 1, 2016-September 30, 2017

Tasks	Responsible	Milestones
ECA service provider engaged	Superintendent, HR Director	RFP released and vendor selected by spring 2017.
TIF Coordinating Committee formed.	Superintendent	Committee begins meeting monthly in fall 2016.
Project Coordinators hired/trained.	HR Director	Interviews conducted, candidate selected, trained by spring 2017.
All other SAISD grant-funded staff hired/trained.	Director, Coordinators	Interviews conducted, candidates selected, trained by summer 2017.
Diagnostic of SAID's current HCMS.	HR Project Coordinator, ECA	Final report submitted by summer 2017.
Educators assist in T-TESS and T-PESS design.	Coordinating Committee, HR Director, Project Director, ECA	Assessment Academy meets starting fall 2016; student growth measures submitted to TEA by summer 2017.
Educators assist in design of strategic compensation system for TIF-SA target schools.	Coordinating Committee, HR Director, Project Director, ECA	At least 200 educators provide feedback, incentivized placement system finalized by spring 2017; Board approval in spring 2017.
Strategic compensation system implemented for teachers and principals in	Coordinating Committee, HR Director, Project Director, ECA	New employee appraisal software system installed/staff trained by spring 2017; T-TESS student

TIF-SA target schools.		growth evaluation measures finalized by summer 2017; effectiveness scores determine teachers hired/placed in target schools by summer 2017.
Additional teachers begin study at TAMU-SA and Relay GSE.	Project Coordinator, Relay GSE, TAMU-SA	Opportunity advertised by summer 2017; teachers selected by fall 2017.
Implementation Specialists hired/trained for target schools	Professional Development Director, Coordinator	Jobs advertised in spring 2017; all selections made by summer 2017; all Specialists trained by fall 2017.
Project evaluation/reporting	Director, evaluator	Evaluation measures finalized by summer 2017; APR finalized in September 2017.

TIF-SA Timeline: Year 2, October 1, 2017-September 30, 2018		
Tasks	Responsible	Milestones
Educator recruitment plan implemented	Coordinating Committee, HR Director, Project Director, ECA, Coordinating Committee	ECA delivers final report of review of current talent management systems and teacher pipelines by summer 2017.

New teacher and principal evaluation system implemented	Coordinating Committee, Director, ECA, the Alliance, TIF-SA Coordinating Committee	Assessments finalized in fall 2017; new employee appraisal software system implemented in fall 2017.
New professional development offerings implemented	Coordinating Committee, HR Director, Project Director, ECA,	Partner ECA conducts focus groups for at least 70 educators by spring 2018; new educator assessment approved by spring 2018; new PD offerings approved and implemented districtwide by spring 2018.
Additional teachers begin study at TAMU-SA and Relay GSE.	Project Coordinator, Relay GSE, TAMU-SA	Opportunity advertised by in spring 2018; candidates apply by summer 2018; teachers selected by fall 2018.
Evaluation/reporting	Director, evaluator	APR finalized by September 2018.

TIF-SA Timeline: Year 3, October 1, 2018-September 30, 2019

Tasks	Responsible	Milestones
Professional development plans for all teachers and principals established	Coordinating Committee; HR Director; Project Director, ECA	Ongoing throughout the project year
Additional teachers begin study at TAMU-SA and Relay GSE.	Project Coordinator, Relay GSE, TAMU-SA	Opportunity advertised by in spring 2019; candidates apply by summer 2019; teachers selected by fall 2019.

Evaluation/ reporting	Director, evaluator	APR finalized by September 2019.
Results dissemination	Director, evaluator	Project Director, Project Coordinator and ECA representatives present on TIF-SA's progress/lessons learned/outcomes during at least one nationwide conference for fellow K-12 educators.

TIF-SA Timeline: Year 4, October 1, 2019-September 30, 2020		
Tasks	Responsible	Milestones
T-TESS, T-PESS refinement	Director, ECA, the Alliance, TIF-SA Coordinating Committee	Summative data on the effect of four years of appraisals on student performance and teacher retention collected and analyzed by fall 2020; Project Director presents results to Coordinating Committee by in fall 2020.
Additional teachers begin study at TAMU- SA and Relay GSE.	Project Coordinator, Relay GSE, TAMU-SA	Opportunity advertised by in spring 2020; candidates apply by summer 2020; teachers selected by fall 2020.
Evaluation/reporting	Director, evaluator	APR finalized by September 2020.
Results dissemination	Director, evaluator	Project Director, Project Coordinator and ECA representatives present on TIF-SA's progress/lessons learned/outcomes during

		at least one nationwide conference for fellow K-12 educators by spring 2021.
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TIF-SA Timeline: Year 5, October 1, 2020-September 30, 2021		
Tasks	Responsible	Milestones
T-TESS, T-PESS refinement	Director, ECA, the Alliance, TIF-SA Coordinating Committee	Summative data on the effect of two years of appraisals on student performance and teacher retention collected and analyzed by fall 2021; Project Director presents results to Coordinating Committee by in fall 2021.
Additional teachers begin study at TAMU-SA and Relay GSE.	Project Coordinator, Relay GSE, TAMU-SA	Opportunity advertised by in spring 2021; candidates apply by summer 2021; teachers selected by fall 2021.
Evaluation/reporting	Director, evaluator	APR finalized by September 2021.
Results dissemination	Director, evaluator	Project Director, Project Coordinator and ECA representatives present on TIF-SA's progress/lessons learned/outcomes during at least one nationwide conference for fellow K-12 educators by spring 2021.

An independent External Evaluator with at least 10 years of research and evaluation experience on similar federal proposals will assist the Project Director with developing and conducting an evaluation of the project that will provide both formative and summative data to inform

continuous improvement of the project and assessment of progress annually and at the end of the project. The evaluation design will be framed by GPRA Indicators for the TIF program, program-focused evaluation questions, and is guided by the American Productivity and Quality Center (APQC) guidelines of which the External Evaluator must be trained and certified.

Quantitative evaluation will measure progress toward achieving all program objectives and TIF-SA's overall goal. Once a year, the evaluation will provide a report on: major outcomes; progress on goals, objectives and performance measures, with student outcome measures disaggregated into subgroups; any delays in reaching planned outcomes; and, recommendations for adjustment and improvement.

The Project Director and External Evaluator will use this data to provide evidence of progress or gaps related to the project goal and outcomes and to assess attainment of the project annual performance measures and show progress towards the overarching objectives of the project. **The Director will work closely with the External Evaluator to continually assess the effectiveness of our evaluation plan and will refine evaluation strategies as needed. The Director will be responsible for collecting all data associated with the project outcomes and benchmarks described below.**

<p>Project Goal: To increase student achievement in SAISD’s lowest-performing schools by implementing a redesigned HCMS that will increase the recruitment and retention of high-quality educators in these schools.</p>	
<p>Outcome 1: By 6/1/17, high-quality teachers and principals will be able to compete for positions in TIF-SA target schools that are eligible for placement and performance incentives.</p>	<p>Benchmarks:</p> <p>By spring 2017, SAISD and ECA will have conducted focus groups with at least 200 teachers and administrators to design a strategic compensation system that rewards high-quality educators for serving in TIF-SA target schools.</p> <p>By spring 2017, SAISD Board of Trustees approves criteria for teacher and principal placement and performance incentives.</p> <p>By spring 2017, SAISD will have implemented T-TESS and T-PESS educator evaluation systems districtwide.</p>
<p>Outcome 2: By 1/1/2022, 100% of educator incentives paid with non-TIF resources.</p> <p>Baseline: 100% of current incentives are paid for with federal funds from the TIPPS grant program.</p>	<p>Benchmarks: By spring 2021, voters within SAISD’s service area will have approved a property tax increase to grow SAISD revenue to support a variety of improvements to the district, including support of teacher/principal incentives and continuing education/professional development.</p> <p>By spring 2022, phased funding begins.</p>

<p>Outcome 3: By fall 2021, at least 30% of all SAISD teachers and principals will receive the highest effectiveness ratings.</p> <p>Baseline: To be determined according to T-TESS and T-PESS ratings that will be implemented districtwide by spring 2018.</p>	<p>Benchmarks:</p> <p>By summer 2017, SAISD implements new high-quality educator recruitment plan.</p> <p>By fall 2017, 15 additional Implementation Specialists are supporting teachers in TIF-SA target schools.</p> <p>By fall 2017, staff hired/trained to use new employee appraisal software.</p>
<p>Outcome 4: By fall 2021, at least 30% of teachers and principals in IR schools will receive the highest effectiveness rating.</p> <p>Baseline: To be determined according to T-TESS and T-PESS ratings that will be implemented districtwide by spring 2018.</p>	<p>By spring 2018, SAISD has designed and implemented professional development offerings in alignment with the T-TESS and T-PESS and expanded professional development in TIF-SA target schools.</p> <p>By spring 2019, 100% of SAISD teachers and principals receive professional development plans according to their T-TESS and P-TESS scores.</p>

E. Adequacy of Resources

1) The extent to which the applicant demonstrates that Performance-based Compensation

Systems are developed with the input of teachers and school leaders: SAISD’s partnership with an ECA and the Alliance will ensure that teachers and school leaders have a voice in the redesign of the HCMS. An ECA will 1) administer a workplace climate survey to at least 200 teachers and principals to understand current teacher leadership dynamics, attitudes among teachers and leaders, as well as who is staying and who is leaving the district, and the overall

employee value proposition; 2) conduct focus groups for at least 200 teachers to understand what benefits (both monetary and non-monetary) are preferable to attract and keep high performers; 3) administer end-of-year surveys to at least 200 teachers and principals to identify retention strategies to retain top performing teachers; 4) use teacher survey data to identify potential areas for improvement of school culture and working conditions at SAISD; 5) examine survey responses identifying what would potentially cause teachers to stay longer and develop action plans that address these findings; 6) facilitate on-site design meetings for at least 200 teachers and educators to provide feedback on the design of placement incentives for high-quality teachers and associated compensation; 7) facilitate a series of design meetings for at least 200 teachers to solicit their input on the design of career options for all teachers and leadership roles for effective teachers who receive placement incentives to teach in TIF-SA target schools; and 8) facilitate a series of design meetings for at least 70 teachers to solicit their input on the design of professional development options that are aligned with the T-TESS and T-PESS.

2) The plan to sustain the activities conducted and systems developed under the grant:

By spring 2021, SAISD will have worked to secure voter support of a property tax increase that will grow SAISD revenue to support a variety of improvements to the district, including 100% of the teacher/principal incentives and continuing education/professional development proposed through this project.

The district is committed to sustaining grant programs that show strong evidence of promise in improving student outcomes. Last year, the Board of Trustees approved a reallocation of more than \$1 million to sustain the Middle School Partners Program, a grant-funded, team-taught credit recovery program for retained eighth-grade students of varying ages. The program was funded six years ago as part of the Department of Education's High School Graduation

Initiative, a grant program that supports the implementation of effective, sustainable, and coordinated dropout prevention and re-entry programs in high schools with annual dropout rates that exceed their state average annual dropout rate. After five years of implementation, Middle School Partners students showed significantly higher success rates on the state STAAR assessment exam and better attendance than retained eighth-grade students in traditional classrooms.

To build a successful public campaign to sustain the TIF-SA project, the partner ECA will assist administrators and public relations personnel with articulating what an exemplar human capital system looks like in the context of the district. This vision will include a high-level ideal and explicit benchmark goals by which SAISD will measure its progress in recruiting and retaining high-quality educators. As the work of redesigning SAISD's HCMS progresses, the district and partner ECA will conduct annual "step-back meetings" to evaluate progress to date and refine systems. The ECA will be involved in these meetings throughout the five-year duration of the grant, but its role will change over time – from leading to advising – as SAISD prepares to sustain its redesigned HCMS. The partner ECA's staffing model will intentionally decrease over time to ensure responsibility is passed to SAISD staff.

SAISD will seek to partner with an ECA that will continuously identify strategies to effectively manage HCMS change and ensure sustainability. Among other work, the ECA's change management and sustainability efforts will include technology advisory, recommendations for optimal staffing structures to support recruiting, selection and hiring, thorough district- and campus-level engagement in the design of the assessment system, the creation of financially sustainable compensation models and the development of tools and trainings to help transition responsibility and expertise to SAISD.

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Acronym Key

ECA - Education Consulting Agency

HCMS - Human Capital Management System

MAC – Multi-Age Classroom

Relay GSE - Relay Graduate School of Education

SAISD - San Antonio Independent School District

TAMU-SA -Texas A&M University at San Antonio

T-PESS - Texas Principal Evaluation and Support System

T-TESS - Texas Teacher Evaluation and Support System

TIF-SA - Teacher Incentive Fund – San Antonio