

**U.S. Department of Education - EDCAPS  
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 08/13/2016 04:45 PM

## Technical Review Coversheet

**Applicant:** San Antonio Independent School District (U374A160069)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	45	45
<b>Selection Criterion</b>		
<b>Professional Development Systems</b>		
1. Development Systems	15	15
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	2	0
<b>Improving Teacher Effectiveness</b>		
1. CPP 2	5	5
<b>Total</b>	<b>107</b>	<b>105</b>

# Technical Review Form

Panel #15 - Teacher Incentive Fund - 16: 84.374A

Reader #1: \*\*\*\*\*

Applicant: San Antonio Independent School District (U374A160069)

## Questions

### Selection Criteria - Significance

1. We will consider 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.

#### General:

Strengths: The applicant, San Antonio Independent School District (SAISD), an LEA serving approximately 54,000 students in ninety schools, clearly describes poverty and low educational attainment concentrated within the geographical area with 40% of all students aged 5-17 living in poverty and 48% of all families within the district having incomes of less than \$35,000 per year. Nearly 92% of students are economically disadvantaged and eligible for free or reduced-price lunch or other public assistance programs. Nearly one in every five SAISD students are economically disadvantaged (pg. e17). The proposal discusses plans 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 (pg.e17).

Weaknesses: None noted.

Reader's Score: 20

### Selection Criteria - Quality of Project Design

In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

#### Sub Question

1. (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.

#### General:

Strengths: The initiative will support the creation and management of a teacher and school leader pipeline strategy and implementation of a comprehensive teacher evaluation system as well 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. (pg.e26). This is necessary as the current Human Capital Management System (HCMS) is rigid and outdated with no incentivized placement system to attract experienced, high-quality educators to the district and also limited in its ability to record and produce information on educator effectiveness). If awarded, project funds would enable educator evaluation and support system to better ensure that teaching and learning in the target schools is improved and that the district is recruiting, developing and retaining (pg.e26). The targeted audience will be all SAISD elementary, middle and high schools that have received

**Sub Question**

"Improvement Required" ratings from the state (pg.e21).

Weaknesses: None noted.

**Reader's Score:****2. (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.****General:**

Strengths: SAISD will release a Request for Proposal in summer/fall 2016 to partner with a non-profit educational consulting agency (ECA) that is qualified to comprehensively advance educator effectiveness. Qualifications for this position include experience working with urban school districts to design, implement and maintain smart career progression models that reward and attract top talent. Names of such agencies are listed (pg.34). Other partners include 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) (pg.e17-18). Brief descriptions of the partners are included in the narrative (pg.e35).

Weaknesses: None noted.

**Reader's Score:****3. (3) The extent to which the proposed project is supported by a strong theory.****General:**

Strengths: A Logic Model illustrates the strong theory supporting the proposal (pg.e60). Proposed HCMS modifications align with research-based recommendations for recruiting and retaining quality teachers. Research-based recommendations are cited and illustrated as to which and how they impact modifications to the existing HCMS (pg.e36).

Weaknesses: None noted.

**Reader's Score:****4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.****General:**

Strengths: The award of grant funding will increase the capacity of SAISD's three million dollar investment in continued education training for teachers and principals, allowing an additional 340 teachers from target schools to earn a master's degree and special teaching certifications at no cost to them. To assure compliance with the state of Texas plan to ensure students equitable access to high-quality educators in high-need schools, the applicant is leveraging the T-TESS (Texas Principal and Teacher Evaluation and Support System) and T-PESS (Texas Teacher Evaluation and Support System) educator evaluation systems, including stipends for hundreds of the district's top-performing teachers and principals to participate in the Assessment Academy, the applicant'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 (pg.e38). Building on evidence of promise from the Department of Education's \$600,000 investment in performance-based incentives, the plan proposes establishing an incentivized placement system for high-quality teachers who serve leadership roles in target schools (pg.e38). An additional one million dollar investment by SAISD will implement embedded professional development for teachers and principals by doubling the number of Implementation Specialist to support educators in targeted schools (pg.e38).

Weaknesses: None noted.

**Sub Question**

**Reader's Score:**

**Selection Criterion - Professional Development Systems**

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

**Reader's Score: 15**

**Sub Question**

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

**General:**

Strengths: Grant funding will allow the applicant to ensure professional development initiatives are supporting high-quality teacher and principal development and retention. An ECA will assist with linking T-TESS and T-PSS effectiveness ratings to newly developed professional development offerings for teachers and principals that are designed to move struggling teachers to teacher leadership. This will include a team of principal supervisors to oversee, support and evaluate principals in alignment with T-PSS. Direct training and job-embedded coaching will be provided to project principals to increase their ability to act on performance and hold effective coaching conversations based on the data and to develop leadership competencies in teachers and staff (pg.e41).

Weaknesses: None noted.

**Reader's Score:**

- 2. (2) The plan describes how the participating LEA 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.**

**General:**

Strengths: Acquisition of updated software to manage the project HCMS will allow for greater and more efficient data collection of observation and rubric ratings for teachers and principals, generating reliable data used to support next steps for professional development (pg.e40).

Weaknesses: None noted.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

**General:**

Strengths: The applicant assures that goals will be achieved on time and within budget. An organizational structure chart and detailed description of personnel, yearly timelines and benchmarks is included (pg.e53). The timeline includes detailed project goals, activities, outcomes, benchmarks and persons responsible (pg. e42-e54). Extensive experience with managing state and foundation grants to improve student achievement supports their assurance that they will meet their management goals.

Weaknesses: None noted.

**Reader's Score: 15**

### **Selection Criteria - Adequacy of Resources**

- 1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

**Reader's Score: 5**

#### **Sub Question**

- (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

**General:**

Strengths: The applicant's partnership with an ECA and the Alliance ensures that teachers and school leaders have a voice in the redesign of the HCMS. Workplace climate survey, focus groups, end-of-year surveys and on-site design meetings are among the strategies to be used (pg.e55).

Weaknesses: None noted.

**Reader's Score:**

- (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

**General:**

Strengths: The district is committed to sustaining grant programs that show strong evidence of promise in improving student outcomes. Support of the Board of Trustees is noted and appears consistent and strong. The applicant will seek to partner with an ECA that will continuously identify strategies to effectively manage HCMS change and ensure sustainability. These may include technology advisory, recommendations for optimal staffing structures to support recruiting, selection and hiring (pg.e56).

Weaknesses: None noted.

**Reader's Score:**

### **Priority Questions**

#### **Competitive Preference Priority - Supporting High-Need Students**

- (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

**General:**

The applicant was not awarded points under Competitive Preference Priority #1 because it is not seeking eligibility under this priority.

Reader's Score: 0

**Competitive Preference Priority - Improving Teacher Effectiveness**

1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

**Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.**

**General:**

Strengths: The proposal's vision of creating, retaining and rewarding highly-effective teachers and leaders for increasing outcomes of all students is comprehensive and ambitious.

Weaknesses: None noted.

Reader's Score: 5

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**Status:** Submitted  
**Last Updated:** 08/13/2016 04:45 PM

Status: Submitted

Last Updated: 08/10/2016 09:51 PM

## Technical Review Coversheet

**Applicant:** San Antonio Independent School District (U374A160069)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	45	45
<b>Selection Criterion</b>		
<b>Professional Development Systems</b>		
1. Development Systems	15	15
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	2	0
<b>Improving Teacher Effectiveness</b>		
1. CPP 2	5	5
<b>Total</b>	<b>107</b>	<b>105</b>



# Technical Review Form

Panel #15 - Teacher Incentive Fund - 16: 84.374A

Reader #2: \*\*\*\*\*

Applicant: San Antonio Independent School District (U374A160069)

## Questions

### Selection Criteria - Significance

1. We will consider 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.

#### General:

Strengths: The applicant clearly demonstrates that the proposed project will build target areas' capacity to provide, improve, or expand services that address the needs of the target population. The target area includes the district's fifteen lowest-performing schools. (page e21) This area has 92% of students eligible for free or reduced-price lunch. In addition, 91% of all students are Hispanic and nearly one in every five (19%) students is an English language learner. Eleven of the TIF target schools are "Focus" campuses, meaning they are in the bottom 10% of the state's lowest-performing schools, and the other four target schools have "Priority" status meaning they are in the bottom 5% of the state's lowest performing schools. (page e22) Other needs include the need to recruit, vet, hire, and train 400 educators each year, which is 12% of its entire teaching staff. (page e19) In order to address identified needs, the project will: 1) Incentivize placement of high-quality teachers and principals in the district's lowest performing schools; 2) Develop model multi-age classroom (MACs) as lab demonstration sites at target schools to individualize instruction to meet the needs of all students; 3) Facilitate adoption of the state Principal and Teacher Evaluation and Support System (recently adopted state plan to ensure equitable access to high-quality educators; 4) Increase the retention of high-quality teachers and principals via additional professional development opportunities; and 5) Partner with an Alliance in Consultation for all appropriate topics under the project. (page e18)

Weaknesses: No weaknesses noted.

Reader's Score: 20

### Selection Criteria - Quality of Project Design

In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

#### Sub Question

1. (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.

#### General:

Strengths: The proposed redesign of the project's HCMS is part of strong school district- and state-led efforts to improve teaching and learning. (page e26) The implementation of a strategic compensation system to recruit and retain more high-quality teachers and principals will serve the neediest students in the district's lowest-performing

### Sub Question

schools. The applicant will also partner with a nonprofit Educational Consulting Agency (ECA) to conduct a comprehensive diagnostic of the existing and proposed pipelines for teacher and leader talent. (page e24) In addition, a project Coordinating Committee, (i.e., administrators and grant personnel) will meet monthly to monitor the project's progress and impact on student performance, as well as high-quality educator recruitment and longevity in target schools. (page e35)

Weaknesses: No weaknesses noted.

### Reader's Score:

#### 2. (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.

##### General:

Strengths: The applicant clearly demonstrates a strong collaboration with appropriate partners. For example, the applicant will partner with a nonprofit Educational Consulting Agency (ECA) to solicit teacher and administrator feedback in the design of this strategic compensation system. (page e28) In addition, the project will partner with The Relay Graduate School of Education (Relay GSE), in order to develop policies for teachers who receive incentivized placement at TIF campuses and to develop teacher leadership pathways in those schools. (page e34)

Weaknesses: No weaknesses noted.

### Reader's Score:

#### 3. (3) The extent to which the proposed project is supported by a strong theory.

##### General:

Strengths: The applicant clearly demonstrates that project is supported by strong theory. (page e35 & logic model) For example, the project will use a multi-age classrooms (MACs) strategy that is backed by research supporting strong evidence that multiage programming is beneficial to students of all grades. (page e37) Incentives will be offered for high quality teachers in MAC classrooms. The MAC classrooms will offer high-quality teachers more opportunities for autonomy and creativity in the classroom. (page e37)

Weaknesses: No weaknesses noted.

### Reader's Score:

#### 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

##### General:

Strengths: The proposed project is clearly aligned with the state's plan to ensure students equitable access to high-quality educators in high-need schools (page e38). For example, the program will leverage the state's educator evaluation systems, including stipends for hundreds of the district's top-performing teachers and principals to participate in the Assessment Academy. The effort will 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 state plan. The program also on the school district's \$1 million investment in implementing embedded professional development for teachers and principals. The program will double the number of full-time Implementation Specialists to support educators in TIF schools. (page e38)

Weaknesses: No weaknesses noted.

**Sub Question**

**Reader's Score:**

**Selection Criterion - Professional Development Systems**

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

**Reader's Score: 15**

**Sub Question**

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

**General:**

Strengths: The applicant clearly demonstrates that the professional development plan is high-quality. Due to the nature of the program design to develop model multi-age classroom (MACs), professional development strategies are designed to support high quality teacher and principal development and retention. (page e39) The partner, ECA, will assist the program by linking state effectiveness ratings to newly developed professional development offerings (for teachers and principals). (page e39) In addition, a campus-based fulltime Implementation Specialist will provide coaching and job-embedded professional development. (page e40)

Weaknesses: No weaknesses noted.

**Reader's Score:**

- 2. (2) The plan describes how the participating LEA 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.**

**General:**

Strengths: Updated software will allow for greater and more efficient data collection of observation and rubric ratings for teachers and principals. This data will be used to determine next steps for professional development. All teacher and principal professional development activities are aligned with the state's appraisal systems and focus on teacher growth and student outcomes. (page e40) In addition, principals will be trained to grow their ability to act on performance data and move forward based on this data in order to develop leadership competencies in teachers and staff. (page e41)

Weaknesses: No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

**General:**

Strengths: The applicant clearly demonstrates that they have the experience (i.e., a 32 million dollar competitive grant portfolio) to manage the program on time and within budget. An organizational chart is provided. (page e41) The applicant clearly identifies qualified personnel and their responsibilities. (pages e42-e46) A timeline outlines tasks, responsibilities and milestones for all five years of the project. (pages e47-e51) An evaluation will report on major outcomes and progress on goals, objectives and performance measures. (page 52)

Weaknesses: No weaknesses noted.

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

- 1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

**Reader's Score: 5**

**Sub Question**

- 1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

**General:**

Strengths: The applicant's partnership with the Educational Consulting Agency (ECA) ensures that teachers and school leaders were involved in the redesign of the HCMS. For example, the ECA will: administer a workplace climate survey to at least 200 target area teachers and principals; conduct focus groups for at least 200 teachers; administer an end-of- year survey to at least 200 teachers and principals; use teacher survey data to identify need; and conduct other meetings to solicit input from target area teachers and schools. (page e55)

Weaknesses: No weaknesses noted.

**Reader's Score:**

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

**General:**

Strengths: The applicant is working toward (spring, 2021) securing voter support of a property tax increase that supports a variety of improvements to the district. This includes 100% of the teacher/principal incentives and continuing education/professional development proposed through this project. Until then, the district will utilize other resources such as a reallocation of other funds (more than one million) to sustain the program. In addition, the program's partner, ECA will identify strategies to effectively manage HCMS change and ensure sustainability. (page e56)

Weaknesses: No weaknesses noted.

**Reader's Score:**

## Priority Questions

### Competitive Preference Priority - Supporting High-Need Students

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

**General:**

The applicant was not awarded points under Competitive Preference Priority 1 because it is not seeking eligibility under this priority.

**Reader's Score: 0**

### Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

**Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.**

**General:**

Strengths: The proposed project addresses Competitive Preference Priority 2 by promoting equitable access to effective educators through a compensation system that will provide annual financial incentives for high-quality educators to serve in TIF schools. (abstract) This is in accordance with this priority and the Invitational Priority. Only teachers and principals with the highest effectiveness scores as determined by the state appraisal systems will be competitive for placement in target schools.

Weaknesses: No weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 08/10/2016 09:51 PM

Status: Submitted

Last Updated: 08/10/2016 08:46 PM

## Technical Review Coversheet

**Applicant:** San Antonio Independent School District (U374A160069)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	45	45
<b>Selection Criterion</b>		
<b>Professional Development Systems</b>		
1. Development Systems	15	15
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	2	0
<b>Improving Teacher Effectiveness</b>		
1. CPP 2	5	5
<b>Total</b>	<b>107</b>	<b>105</b>

# Technical Review Form

Panel #15 - Teacher Incentive Fund - 16: 84.374A

Reader #3: \*\*\*\*\*

Applicant: San Antonio Independent School District (U374A160069)

## Questions

### Selection Criteria - Significance

1. We will consider 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.

#### General:

##### Strengths:

The applicant, San Antonio Independent School District's (SAISD), has targeted a cluster of 15 schools, where an average of 92% of the students are economically disadvantaged, and 91% are Hispanic (1 in 5 being English Language Learners). SAISD's Standardized test scores averaged 63% pass rate, versus the 77% pass rate in upper-income school districts. It is also noted that teacher salaries in the district were significantly lower than the higher-performing school teachers in white, affluent areas (pge17-e26).

The applicant has presented a very clear and well-thought out plan to raise student achievement and improve staff recruitment/retention in the SAISD's lowest-performing ("Improvement Required") 15 schools. With ample partnerships (including school-based staff) SAISD intends to meet these TIF-supported objectives through: generous teacher/leader financial incentives, a highly-correlated evaluation-to-PD system, and through research-based, instructional best practice, multi-age-classroom system for retained students (pg. e21-e26).

Weaknesses: No weaknesses noted.

Reader's Score: 20

### Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

#### Sub Question

1. (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.

#### General:

##### Strengths:

The applicant has presented a very comprehensive effort to meet the needs of the target population. SAISD intends to use TIF funds to develop a teacher/leader career channel, implement an all-inclusive teacher evaluation system in order to ensure focused professional development, and disseminate financial incentives in order to hire and retain highly-effective teachers. Their planning even extends into the classroom, where teachers will be trained on (and students will be exposed to) new research-based best practices (pg. e26-e33).

Weaknesses: No weaknesses noted.

## Sub Question

### Reader's Score:

- 2. (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.**

#### General:

##### Strengths:

SAISD has comprised a strong team of expertise to accomplish the goals presented. The applicant has joined with an educational consultancy to (ultimately) design and maintain smart career progression models. They have sought out Relay GSE to ensure high-level professional development training of teachers. Texas A&M has joined with them to provide additional education residency programs in order to help teachers obtain bachelor's/master's degrees and/or other teacher certifications. And for management of financial incentives for non-administrative employees, the San Antonio Alliance of Teachers and Support has also joined forces, with the intention to help evaluate and maintain the success of the project, overall (pg. e34-e35).

Weaknesses: No weaknesses noted.

### Reader's Score:

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

#### General:

##### Strengths:

Various aspects of the applicant's proposal are based on credible research and theory. For example, they have based their multi-aged classrooms (MACs) strategy for retained students, on the academic, social and psychological benefits found in such research. In addition, their proposed plan for recruiting and retaining teachers is based on findings which have implicated such strategies as: "grow[ing] your own" educational leaders from within, providing financial incentives, facilitating mentoring programs, etc. (pg. e35-e37).

Weaknesses: No weaknesses noted.

### Reader's Score:

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

#### General:

##### Strengths:

This project assures continued efforts to build upon a previously awarded \$3 million investment in continued teacher/principal training, by increasing teacher effectiveness through opportunities to earn educational degrees and special teaching certifications at no cost to them. In addition, the successful use of past funds (\$600,000 from Department of Education, Texas Title I Priority Schools grant, pg. e38) to incentivize high quality teachers, in leadership roles, will be able to be continued. The success of this grant was measured by student state assessment score increases noted during those two years.

Weaknesses: No weaknesses noted.

### Reader's Score:

## Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**



**Reader's Score:** 15

**Sub Question**

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

**General:**

**Strengths:**

The applicant has proposed a comprehensive plan for improving teacher/leader effectiveness. The proposal includes school-based professional development, opportunities for continuing education degrees, coaching and mentoring, and assigned, supported leadership roles (pg. e39; pg. e30-e34).

**Weaknesses:** No weaknesses noted

**Reader's Score:**

- 2. (2) The plan describes how the participating LEA 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.**

**General:**

**Strengths:**

The applicant has highlighted sufficient examples of ways in which they will use disaggregated data to identify areas of need for the target population. Along with a research-based, confidential teacher survey which will help to illuminate teacher views on instructional practices, SAISD has also presented a highly correlated evaluation-to-PD system which will highlight areas of need for teacher/leader improvement. With the help and management of an educational consultancy (ECA), SAISD will use data from Texas' recently adopted 'Texas Principal and Teacher Evaluation and Support System' (T-PESS/T-TESS) to plan and implement teacher improvement efforts.

**Weaknesses:** No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.**

**General:**

**Strengths:**

The applicant has sufficiently outlined a team of personnel, with roles and timeline of intent clearly specified. The personnel include a TIF-SA committee, project director (one for human resources and one for instruction-based guidance), a budget manager, principals, teachers, etc. (pg. e41-e46). The detailed timeline consists of goals for proposal implantation, evaluation, and refinement—including meeting times and project element deadlines. This management plan is a strong indication of a comprehensive effort and commitment by all parties involved (pg. e47-e54).

**Weaknesses:** No weakness noted.

Reader's Score: 15

### Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

#### Sub Question

1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.

#### General:

##### Strengths:

SAISD has ensured teacher and school leader input through various aspects of the proposal. Through teacher confidential teacher surveys regarding climate and instruction, focus groups, and on-site meetings, teachers will have input on everything from T-TESS/P-TESS design, to working conditions, to retention incentives (both financial and not) (pg. e39; pg. e54-e55). They have not only promised, but delineated exact plans for teacher input and how it will be utilized.

Weaknesses: No weaknesses noted.

#### Reader's Score:

2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

#### General:

##### Strengths:

SAISD has ensured teacher and school leader input through various aspects of the proposal. Through teacher confidential teacher surveys regarding climate and instruction, focus groups, and on-site meetings, teachers will have input on everything from T-TESS/P-TESS design, to working conditions, to retention incentives (both financial and not) (pg. e39; pg. e54-e55). They have not only promised, but delineated exact plans for teacher input and how it will be utilized.

Weaknesses: No weaknesses noted.

#### Reader's Score:

### Priority Questions

#### Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

#### General:

The applicant was not awarded points under Competitive Preference Priority 1 because it is not seeking eligibility under this priority.

Reader's Score: 0

### Competitive Preference Priority - Improving Teacher Effectiveness

1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

**Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.**

#### General:

##### Strengths:

SAISD serves a population of high-priority need. An average of 92% of students are economically disadvantaged, and 91% are Hispanic (1 in 5 being English Language Learners). 38% of the teachers in the district are still within their first five years of teaching. Consequently, SAISD's Standardized test scores averaged a 63% pass rate, versus the 77% pass rate in upper-income school districts. Moreover, the target population have been identified, through an additional measure, as "Improvement Required," indicating very low performance. This indicates a highly prioritized need for the hiring and retention of highly-effective teachers in this district.

This proposal strongly meets the priority requirements for the intended target of the TIF grant. The activities subscribed fully support educator improvement in this population by means of a teacher/leader career channel, implementation of an all-inclusive teacher evaluation system in order to ensure focused professional development, and dissemination financial incentives in order to hire and retain highly-effective teachers.

Weaknesses: No weaknesses noted.

Reader's Score: 5

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