

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

Status: Submitted

Last Updated: 09/03/2021 10:27 AM

Technical Review Coversheet

Applicant: San Antonio Independent School District (S374A210041)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	19
Adequacy of Resources		
1. Resources	25	23
Sub Total	100	97
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	107

Technical Review Form

Panel #5 - TSL - 5: 84.374A

Reader #1: *****

Applicant: San Antonio Independent School District (S374A210041)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.
 - (ii) 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 from other programs or policies supported by community, State, and Federal resources.
 - (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
 - (iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

General:

Overview

The applicant provides comprehensive weaknesses and service gaps for its identified high-need schools, students, and educators and presents the extent of those issues to form its project. The project will clearly focus its strategies on those needs to give a complete effort in improving teaching and student academic growth, while rewarding effective teaching (pp. e17-e28).

Strengths

The needs of students and teachers are well-described for students, teachers, the school, and area universities. Needs include lack of experienced teachers, bilingual teachers to teach dual language program now offered in 93 schools, programs to recruit promising teachers and retain them, district funds to provide enough certification courses for teachers, multi-criteria evaluation system for teachers, opportunities for teachers to earn professional development points toward earning higher compensation on the Performance-Based Compensation System (PBCS), and adequate funding for universities to offer alternative pathways for teaching certifications. By first identifying the needs of the schools and universities, the applicant developed a better project focused on the highest priorities (pp. e18-e21).

Supporting data are thorough and include student demographics by high-need schools, by grade levels, 92% students eligible for Free/Reduced Lunch eligibility for high poverty metrics for all the participating schools, comparison data to the State/region, high rate of English Language Learners (19%), size of student enrollment, and (7.1%) percentages of novice teachers (7.1%), very high teacher turnover rate (17.5%), and average experience of teachers. The supporting data for the schools enabled the applicant to form its needs for this project to address the most critical ones to improve teaching and learning (pp. e17-e19, e27, e72-e75).

This project is well-formed upon similar current/recent efforts in improving schools' teacher evaluation and compensation, learning, and teaching. Comprehensive details are given for how each program blends with this project to form a cohesive system for improvement, including Federal, State, and local efforts of Teach for America, the equity-centered school principal and PBCS pipeline project (five-year project), SAISD Foundation funding for three types of teacher

grants, the school district's partnership with four Hispanic-Serving universities for college students to pursue educational degrees, and State efforts and funding for a Texas Education Association grant to expand the number of teachers eligible to teach dual credit courses in the high schools. The district will use the lessons learned from the experiences in the other State, Federal, and local programs to better develop this proposed project (pp. e25-e26).

This project is clearly detailed to be part of the teacher evaluation program which has designated performance levels which are partially based upon students' academic growth as measured for rigorous learning, students' graduating on time, and an emphasis on enhancement of teachers' professional growth/university degrees. The project's elements to improve teaching of rigorous Texas' Academic Standards and developing more effective teachers will lead to higher student achievement and greater recruitment and retention efforts for teachers (pp. e25-e26).

The applicant fully details how this project will address the identified needs with appropriate funding and strategies for the impoverished students and their teachers. Plans involve leverage some district funding to assist four area universities to improve their efforts to better prepare and recruit diverse individuals to become educators and create the New Teacher Center to improve teacher training and retention of novice teachers, working with the Education Service Center Region 20 and university partners to develop and implement support services and incentives for teachers to earn degree/certifications to obtain higher teaching status for the district's evaluation system designation. These strategies will improve the school's ability to recruit, retain, reward, and support the teaching staff which is working with students to improve their achievement (p. e23).

Weaknesses

No weaknesses were found.

Reader's Score: 25

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**
 - (i) The extent to which the proposed project Demonstrates a Rationale.**
 - (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
 - (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

General:

Overview

The applicant demonstrates that this project has a firm foundation in effective schools' research for improving student academic growth and teacher professional growth. The project's evidence-based strategies are aimed at increasing the number of diverse and effective individuals to enter the field of teaching, especially in high-need schools (pp. e30, e32-e47).

Strengths

The applicant provides a strong rationale and Logic Model for its project design, and strategies are formed with evidence-bases of successful interventions. The Model is provided with complete details of all human, fiscal, evaluation, and program Resources needed for this project. The Logic Model will be the guide for how all the evidence-based processes will work together to implement a successful project for teachers, students, and university partners (p. e60).

The applicant demonstrates that it performed a high-level review of relevant educational research with studies of this project's similar weaknesses, including research of interventions to create high-performing teachers, effective strategies for creating a pipeline of diverse teachers who will remain in a school, and learning opportunities for career advancements for educators. Research is well-selected for its connectiveness to the project's identified gaps in services and student needs and well-cited for the researchers' names, publication titles, and years of publication to indicate exact references. Having such high-quality research evidence to form this project demonstrates much thought and analysis have been performed to establish the most appropriate and effective project strategies (pp. e32-e34).

The project's design contains quality components and services, including the development of and maintaining of a local data base of students who have the characteristics aligned to effective teaching to be supported in their efforts to become teachers, targeted support and career advancement professional development opportunities for experienced teachers, fair and equitable teacher evaluation, multi-tiered compensation processes, and avenues of recruiting and retaining diverse educators (40 annual teacher residencies). As this project contains these elements, teachers will be more likely to be attracted to join the teaching ranks in the San Antonio schools, improve in their teaching, and increase student academic growth (pp. e32-e46).

The applicant's evaluation plan is well-developed with methods to provide project performance evaluation throughout the entire grant cycle, including establishing time-bound and appropriate/feasible project outcomes with expected percentages of increases/decreases to include teacher hirings, teacher turn-over rates, and student academic growth. The applicant's plan for effectively receiving performance feedback from project participants and stakeholders is well-designed with elements of quarterly qualitative and quantitative evaluation and collecting and reporting of the GPRA Performance Measures. This well-formed evaluation process will provide meaningful products to consider in the determining of the overall success of the project and the value of the elements in the project (pp. e45-e47).

Weaknesses:

No weaknesses were found.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers 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:

Overview

The Management Plan is well-developed with roles and responsibilities, timelines, and appropriate milestones needed to successfully implement a quality project (pp. e47-e51).

Strengths

The proposed Project Management Plan provides quality and experienced personnel, clear quarterly timeframes for milestones, and reasonable time commitments from project personnel to drive forward this project towards achieving its objectives, remaining within Budget, and staying on a timeline for completion within three years (p. e50).

The project timeline is sequenced to implement key vital activities and meet milestones for those activities of hiring project staff, identifying/retaining an effective external evaluator and conducting meaningful project planning meetings with the Advisory Committee during the first quarter following the grant award. Such specificity of activities and expected milestones for accomplishing the hiring and retaining of quality personnel will better produce an effective project implementation and transparent communication system (p. e50).

The project management system of project oversight by a Project Director and a broad-based Advisory Board that initially meets monthly demonstrates that this project will be implemented with fidelity, will have methods for project feedback and adjustments for success, and will have representative input into the activities and project analysis (pp. e47, e50).

The Project Personnel Organizational Chart clearly shows the alignment of the project personnel to the school district's top leadership and a full discussion of how the Project Director will continually communicate and align services with the university partners to form a strong line of effective communication and successful completion of all project milestones (pp. e48-e49).

Specificity is noted for the processes of developing the professional development opportunities for the educators, such as the training for the International Baccalaureate Certification, English as Second Language Certification, and the PH.D. in Education Pathway. The new certification and career paths will both engage the educators in high need subject areas, but also open avenues of higher career ladder opportunities for the teachers to expand into leadership positions (pp. e50-e51).

Weaknesses

Full job descriptions are lacking for the project personnel and project evaluator(s) for required education, credentials, relevant experiences with schools, human resources, or professional development programs, and experiences with successful project evaluation. Without such information, it is difficult to ascertain if the project personnel to be hired would be highly qualified to successfully implement the project activities and achieve the project objectives toward desired outcomes (pp. e47-e51 and Appendices).

Reader's Score: 19

Selection Criteria - Adequacy of Resources

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
 - (i) The likelihood that the proposed project will result in system change or improvement.**
 - (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.**
 - (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**

General:

Overview

The Budget is reasonable and cost effective with a large amount of the Budget being devoted to the Contractual costs of teacher professional development, the New Teacher Center and Coaching for Equity Training and National Board Certification Training (p. e97). Firm commitment of the school district and the project's partners is affirmed in the large size of matching in-kind/monetary donations to this project (pp. e82-e83)

Strengths

The new pathways to full-time teaching, the targeted PD for teacher credentialing, and new teacher mentoring/coaching will bring about positive systems changes in the schools and improvement in student achievement and career advancement opportunities (pp. e52-e53).

Local capacity in the school district and community will be substantially increased by changing systems, resources, personnel, and programming to better prepare preservice and first-year teachers to serve the high-needs students. This will be accomplished by promoting strategies for teachers to earn graduate degrees in high-need areas, incentivizing teachers to remain in the district, providing educators opportunities to work toward Texas Incentive Allotment designation and National Board of Professional Standards Certification (p. e53).

The applicant presents a well-explained three-year budget with reasonable and well-described rationale and calculations, including for personnel, contractual services, and Performance Based Compensation for educators which will engage in program activities that will affect positive outcomes for the students, educators, community, and LEA (pp. e82-e100).

The proposed project sustainability plan includes viable strategies to continue the PBCS, the professional development podcasts, ongoing university assistant to teachers for certifications in high-need subject areas, the software-based tracking programs for professional development activities, the T-TESS Appraisers and the equity-focused student teacher curriculum which will keep more experienced teachers in the district, provide greater equity and diversity in the school staffs and enhance the career paths for teachers (p. e54).

Demonstrated project and systems change commitment will increase the chances of this project being successfully implemented and being sustained over time. Commitments are mostly affirmed via Letters of Support, specificity of the applicant's and partners' roles/responsibilities to the project, and the matching in-kind/monetary donations to the project from the applicant and partners (p. e84).

Weaknesses

A lack of demonstrated project support from the school principals and teachers via Letters of Project Support indicate some lack of full commitment to the project elements and the revisions of the district's HCMS and professional development plan. It is critical to have the support of the educators who will be one of the major beneficiaries of the new PD, new certification trainings, and fiscal assistance to attain additional teaching certificates (pp. e64-e71).

Reader's Score: 23

Priority Questions

CPP1 - CPP1

1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School**

Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.

- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.**
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.**
- d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.**

General:

Strengths

The applicant demonstrates that it will expand existing student teacher internship program with four Hispanic-Serving universities to better prepare and recruit novice teachers who are diverse. The district also will be implementing a new software-based tool to identify and place promising pre-service and novice teachers into the classrooms. To better prepare, support and develop effective and talented teachers, the district will incorporate a new equity-focused framework for new teacher induction and support and additional training for mentor teachers to better equip them to provide the needed skills to support and coach the newly hired teachers (p. e36).

An expansion of existing supportive programs is well-detailed to include experienced teachers obtaining the certifications in NBPTS, special education bilingual/ESL, and Career and Technical Education (p. e36).

Both new professional development opportunities and teacher incentives will be provided to better prepare all teachers to meet the needs of diverse learners, including teachers' participation in the Texas Education Association's Reading Academy Program (inclusive of a micro credentialing system) and internal teaching training focused on culturally relevant teaching (p. e36). All these strategies will bring more quality and diverse individuals to teach in the district, support them in their beginning careers, and well-compensate them and encourage them to have career-ladder experiences as they continue to teach in the district (p. e36).

Weaknesses

No weaknesses were found.

Reader's Score: 5

CPP2 - CPP2

- 1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
 - a) Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
 - b) Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
 - c) High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
 - d) Data systems, timelines, and action plans for promoting inclusive and bias-free human**

resources practices that promote and support development of educator and school leader diversity.

General:

Strengths

Numerous projects are designed within this grant project to improve the district's systems to better recruit, hire, train, and develop underrepresented persons in the field of education.

To expand practices in preparing and recruiting diverse teacher candidates, the district's plan includes growing-your-own teachers in a high school pre-service program, expanding the available opportunities in its schools for diverse undergraduates and graduates at four Hispanic-Serving universities in Antonio and San Marcos, Texas to have student teaching internships and also work on endeavors with the university teaching training programs to better align their curriculum around equity and culturally responsive teaching (p. e37). These strategies will better train Hispanic pre-service teachers for teaching positions in the district and add to the pool of effective teachers to be recruited for full-time teaching positions when they are available in the district (p. e37).

Expanded professional development opportunities and career ladder advancement training will be offered to district teachers, including the year-long Teacher Leader Academy, and an educational law fellowship provided through a Hispanic-Serving university in San Antonio (p. e37). New systems will be occurring in this project to use new software systems and the New Teacher Framework to assist with implementing bias-free human resource practice to identify, place, and support diverse teachers in the high-need schools (p. e37). All these efforts will better support and develop Hispanic teachers in the district and provide a more bias-free teaching and learning environment (p. e37).

Weaknesses

No weaknesses were found.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 10:27 AM

Status: Submitted

Last Updated: 09/03/2021 09:45 AM

Technical Review Coversheet

Applicant: San Antonio Independent School District (S374A210041)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	18
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	98
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	108

Technical Review Form

Panel #5 - TSL - 5: 84.374A

Reader #3: *****

Applicant: San Antonio Independent School District (S374A210041)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.
 - (ii) 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 from other programs or policies supported by community, State, and Federal resources.
 - (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
 - (iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

General:

- i. To address the gaps or weaknesses in services, the applicant proposes to focus on transforming its Human Capital Management System (HCMS) to include a Performance-Based Compensation System (PBCS) to attract more experienced, high-quality teachers and principals with the educational backgrounds they need to improve student performance and offer rigorous courses in High-Need Schools. By leveraging technology and reimagining traditional instruction, the applicant plans to personalize the learning experience and nurtures student autonomy.e17
- ii. To improve Relevant Outcomes, the proposed project will leverage approximately \$6.75 million in the existing school districts and partner resources to implement innovative near-term and long-term strategies to recruit more diverse, high-quality teachers. By helping these educators attain the years of experience, level of education, certifications, and cultural competency, they will earn up to an additional \$36,000 in annual pay. These efforts will create a strong professional development pipeline to prepare principals and assistant principals to access the higher tiers of the district's existing PBCS system for administrator pay.e18
- iii. To improve teaching and learning and support rigorous academics, the proposed project Interventions will focus on improving systems for recruiting promising teachers, and for positioning them to benefit from SAISD's PBCS, particularly by attaining a TIA designation, to help retain more teachers whose students are performing on or above grade level. The new and improved professional development pathways will emphasize obtaining master's degrees and certification in high-need areas – including special education, bilingual/ESL, CTE, and high school-level math.e30-31.
- iv. The proposed project will meet the needs of the target population by utilizing research-based strategies to better understand the appropriate levels of intellectual, physical, social, and emotional development of their students and differentiate their instruction. By using this objective student data and instructional coaches' classroom evaluation data, they will better understand teachers' effectiveness in the classroom and ensure that they are on track for meeting student achievement goals. e32-33.

- i) no weaknesses noted
- ii)no weaknesses noted
- iii)no weaknesses noted

iv) no weaknesses noted

Reader's Score: 25

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**
- (i) The extent to which the proposed project Demonstrates a Rationale.**
 - (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
 - (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

General:

Overview The proposed project demonstrates a clear Rationale and includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation. It is clear how the methodological tools will ensure the achievement of project objectives. The method of evaluation to provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes is clearly stated.

- i. Strengths: The proposed project demonstrates a clear Rationale by building upon a broad research field to improve human capital categorized and using the logic model and What Works Clearinghouse (WWC) to make significant improvements on high-need students' academic achievement. e32-35
- ii. The proposed project includes a thorough, high-quality review of the relevant literature that supports using a school-wide or individual-based model, providing mentors to teachers of color, using a human capital solution tool, and providing much-needed professional development to school leaders. The project will build SAISD's capacity to provide two years of intentional induction and new teacher support through mentorship, coaching, and continuous development. e32-35
- iii. The proposed evaluation plan will provide performance feedback and permit periodic assessment of progress toward achieving intended goals by including curriculum design, formative assessments, and implementing research-based strategies to meet the needs of their high poverty needs students. e32-35

Weaknesses:

- i) no weaknesses noted-
- ii)no weaknesses noted
- iii)no weaknesses noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers 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:

Overview The quality of the management plan for the proposed project is clearly articulated. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget. The plan does not include clearly defined timelines for accomplishing project tasks. The responsibilities of the management team are evident.

Strengths: A full-time, grant funded Project Director will serve as a liaison to the Department of Education and will collaborate with Organizational Learning staff to manage day-to-day activities of the project and supervise all grant-funded staff. He or she will chair a Project Advisory Committee and lead efforts to monitor the development and provision of services to teachers, staff, students, and partners. The Director will lead and oversee the development and implementation of procedures to maintain project records, including the nature and frequency of all activities that are provided and their resulting impacts. The responsibilities are clearly defined within the plan. The Director will collaborate with the project's full-time, grant-funded Coordinator to implement ongoing internal and external evaluation to ensure modifications to the project's implementation plan. The qualifications of the team and personnel are evident . The coordinator will maintain close working relationships with all university and nonprofit partners to maximize their participation in the project. They will be focusing on improving the Educator Pipeline through strategic planning for continuous improvement .e-49-55)

Weaknesses:

The plan does not include clearly defined timelines for accomplishing the project tasks. The timeline only mentioned yearly . The proposal could be strengthened if the timelines were incremental - monthly or quarterly e-64-71, 50-52

Reader's Score: 18

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
 - (i) **The likelihood that the proposed project will result in system change or improvement.**
 - (ii) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.**
 - (iii) **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**

General:

Strengths:

- i. The proposed project will result in system change or improvement by developing, preparing, recruiting and selecting, professional learning aspects of the HCMS directly to have an indirect but positive effect on teacher performance evaluation and compensation. The approach will add a series of credentialing programs including bachelors, masters, PhD, and certification options for staff as part of a new pathway to full-time teaching, a first for SAISD. e55-58
- ii. The proposed project will build local capacity by strengthening the relationships between IHEs and LEAs across the state with a focus on achieving equitable access to high-need populations. This project will establish systems, resources, personnel, and programming to prepare at least an additional 200 preservice and first-year teachers to serve in

SAISD's High-Need Schools each year, including additional teachers certified in NBPTS or high need state certification areas. e55-58

iii. The proposed project will be sustained beyond the length of the grant through the partnership districts who will ensure the integration of the work provides a statewide model for replication. The project will cover one-time costs for establishing additional professional development resources, evaluation frameworks, and tracking systems that will assist with identifying promising preservice teachers. e55-58

Weaknesses:

- i) none noted
- ii) none noted
- iii) none noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.**
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.**
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.**
- d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.**

General:

The applicant distinctly addressed adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction. For example, the project will also contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The Pipeline strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing student population and establish systems, resources, personnel, and programming to prepare at least an additional 200 preservice and first-year teachers to serve in SAISD's High-Need Schools each year, including additional teachers certified in NBPTS or high need state certification areas.e-58-136.

Weaknesses:

No weaknesses noted

Reader's Score: 5

CPP2 - CPP2

1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:
- a) Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.
 - b) Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.
 - c) High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.
 - d) Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.

General:

Strengths:

By increasing educator diversity, the applicant proposed that the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing Hispanic student population. A new system of professional learning for leaders focused on diversity, equity, and inclusion will ensure the applicant implements professional development that fosters an inclusive and supportive school climate for diverse leaders to have an indirect but positive effect on teacher performance evaluation and compensation.e58

Weaknesses:

None noted

Reader's Score: 5

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Status: Submitted

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Technical Review Coversheet

Applicant: San Antonio Independent School District (S374A210041)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	25
Quality of the Management Plan		
1. Management Plan	20	17
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	92
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	102

Technical Review Form

Panel #5 - TSL - 5: 84.374A

Reader #2: *****

Applicant: San Antonio Independent School District (S374A210041)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining evidence of the need for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.
 - (ii) 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 from other programs or policies supported by community, State, and Federal resources.
 - (iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
 - (iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

General:

Overview: The specific gaps and weaknesses are clearly described for a district with numerous inequities such as low SES, 92% of students receiving free or reduced lunch (p. e18), academic gaps (72% academically at risk, and teacher retention rates (10 .2% to 17.5 percent turnover rates) (p. e27, e28). The application effectively connects high expectations for students through magnet programs, advanced placement courses and international baccalaureate programs among others with the need for teachers who can effectively deliver the programs to the students in their high need communities. Several examples of ongoing efforts are described, such as the Teacher Incentive Fund, a Performance-Based Compensation System, and Teacher Incentive Allotments, including how they will link to the requested funding (p. e23-25 (p. e23).

Strengths:

Data presented provide strong evidence of gaps and weaknesses in student achievement specifically linked to teacher recruitment and retention. (p. e18)

Recruiting more highly effective teachers to meet rigorous curriculum standards will contribute to increased student achievement and better prepare students for post high school options.

The application clearly describes ongoing state and local initiatives that are relevant to both integrate and extend efforts to create conditions that will encourage middle and high school students to choose teaching as a career, create an environment of support for teacher retention and enhance efforts with partner universities (p. e22). These local initiatives will improve the chances of high school students considering teaching as a career, provide teachers with the support they need to grow and sustain ongoing partnerships with local universities. How these initiatives will be leveraged are expressly described on page e23.

The application comprehensively presents a number of notable partnerships with universities, state agencies and national organizations such as The New Teacher Center that will provide a platform for initiatives to support rigorous academic standards, teacher professional development, and other initiatives (p, e23). These partnerships will provide support for comprehensive efforts to improve teaching and learning that is sustainable and ensures the success of the proposed project.

The applicant succinctly addresses the needs of the student population and the needs of educators through multiple

initiatives including teacher recruitment, preparation, induction and retention (p. e34-26). The focus on experienced teachers is significant and not lost on the applicant's proposed plan to provide opportunities to help teachers achieve a higher designation and larger bonuses through additional certifications and advanced degrees and will lead to higher retention rates.

Weaknesses: No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (i) The extent to which the proposed project Demonstrates a Rationale.**
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

General:

Overview: The Project Design is clearly based on best practices cited from reputable sources such as the What Works Clearing House, Teach for America, NBPTS, and the New Teacher Center (pp. e29-30). These organizations have the infrastructure to conduct rigorous research contributing to a rationale for strong teacher recruitment, preparation, and retention (p.e29-30). There is a thorough review of the literature which contributes to the project implementation plan and selection of methodological tools appropriate for implementation of project objectives with fidelity.

Strengths:

The applicant intends to replicate interventions that have been successfully implemented and supported by research. One example of significant and relevant research is the impact of NBPTS certification which cites statistically significant differences in their 3rd-8th grade students' level of math and English language arts achievement (p. e30). A strong rationale is provided for each of the applicant's proposed activities to recruit, prepare, and retain effective teachers increasing the likelihood of positive outcomes related to the proposed initiatives.

The applicant provides a thorough literature review which focuses on strategic recruitment and retaining high performing teachers, causes for high teacher turnover, and creating a realistic pipeline for future teachers. The two-year intentional induction and new teacher support described is linked to research that has demonstrated mentoring and professional learning activities have significantly impacted new teacher retention (p. e33). This relevant and convincing research further support the applicant's choice of strategies that will result in positive impact for retention of teachers.

. The succession planning will increase the opportunity for success related to career opportunities for aspiring leaders.

In the project implementation plan section, each absolute priority and competitive preference priority is succinctly outlined and clearly links to the project objectives.

The application includes extensive details regarding the four outcomes expected to be achieved by the proposed project and who will be responsible for project reports, including an external evaluator. The application describes a clear plan to provide performance feedback and permit periodic assessment of progress through the Project Coordinator, external evaluator, focus groups, and the Project Advisory Committee

The targeted succession planning idea is an excellent strategic focus to address the rationale for the proposed program

(p.e34). This is significant because recruiting more diverse and high-quality educators is specifically highlighted and will likely maintain the focus of this important initiative contributing to the success of the proposed project.

Outcome 4 (p.e46) describes a full time program coordinator who will produce quarterly reports to ensure activities are implemented within the timelines established.

This level of detail will ensure work distribution is manageable and contribute to addressing the details that result in successful outcomes.

Involving these stakeholders will ensure opportunities for continuous feedback and program improvement options.

Weaknesses: Though program components are extensively described, how the applicant will introduce and facilitate implementation is limited in scope. For example, the process for new teacher recruitment and veteran teacher selection as participants in each of the program options lack detail and including how overlap will be handled.

It is unclear how mentor teachers will be selected and how effective mentor teachers are defined, including how they will be fully compensated.

With numerous programs going on at once, it is unclear how to determine which teachers can take advantage of specific programs. A diagram of teachers linked to programs would provide a level of clarification. (p. e41-44).

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project.

In determining the quality of the management plan for the proposed project, the Secretary considers 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:

Overview: The application includes a detailed management plan with both narrative descriptions and a chart that displays Project Tasks and Milestones over 3 years (e50-52). Narrative information is succinct and the addition of the charts further indicates that the management of the grant details will be sufficiently covered. Project staff roles are adequately described with time commitments included.

Strengths:

Responsibilities of the Project Staff are clearly described. The Project Director and Coordinator will be assigned as full-time staff, along with other positions included in the organizational chart (p. e49).

Weaknesses:

Linking program objectives to responsibilities, timelines, and milestones is not included and would provide additional clarity to the management plan and help determine whether the project is on time and within the budget. (pp. e50-52)

It is unclear when recruitment of new teachers will begin and the process for recruiting them along with the process for selecting teachers who will participate in the different initiatives described in the application (pp. e50-52).

Reader's Score: 17

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
 - (i) **The likelihood that the proposed project will result in system change or improvement.**
 - (ii) **The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.**
 - (iii) **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success; or more than one of these types of evidence.**

General:

Overview: The applicant provides clear evidence of the commitment to connect with existing initiatives to systems change and improvement. The focus on recruitment, preparation and retention of effective teachers to support a diverse student population will specifically address the needs of the district, increasing the likelihood of maintaining this initiative as a component of improving education opportunities for teachers and impacting student achievement. (p. e52).

Strengths: The application includes an existing teacher pipeline initiative, credentialing programs that will be enhanced through targeted professional development, and university programs (p. e53). These initiatives are compelling and provide an excellent opportunity to recruit and retain effective teachers who will increase student learning.

The applicant provides strong evidence of the desire to ensure the proposed activities will result in system change considering the number of existing initiatives under implementation as part of the district's efforts (p. e54). It is evident the current initiatives will be greatly enhanced by the proposed activities outlined in this proposal, including strong partnership with Hispanic Serving Institutions and nationally recognized programs such as The New Teacher Center will facilitate opportunities to build capacity to meet specific objectives of the proposed project, both for student teacher experiences and advanced degrees for teachers trying to move up the incentive ladder (p. e54). .

The application comprehensively describes how the proposed activities will build local capacity by hiring a large number of new teachers annually, providing middle and high school students the opportunity to think about teaching as a career and availing credentials that can be used for them to serve as paraprofessionals, tutors and substitute teachers along their path to becoming fully certified and highly skilled new teachers. Through the incoming district and state funds to address performance-based compensation, there is extensive evidence that the proposed model can be sustained if it is a district priority This approach will positively impact the local teaching force and give new meaning to grow your own in the context of new teachers who are committed to their communities and want to give back to the local community in a way that will positively impact future generations (pp. e55, 56).

The application provides details on how the proposed program will have resources to operate and sustain the work once the funding has ended and support from stakeholders. (p. e54, 55). Stakeholder support is convincing based on letters of support and strong ongoing partnerships described in the proposal (p. e57). Considering the commitment of millions of dollars in in-kind from the district demonstrates this is a district priority and support from community stakeholders provide opportunities for additional support for school initiatives, including local school funding initiatives, internships for high school students and other support that could be contributed from the local business community.

Weaknesses: No weaknesses were noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.
- d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

General:

The application provides evidence of CCPI for teachers and school leaders. Supporting educators and their professional growth is one of the cornerstones of the proposed project and is clearly described throughout the application narrative (p. e35, 36).

The application details additional efforts to recruit, prepare, and retain talents new teachers and support a Grow Your Own initiative with a specific focus on teaching in high need schools.

The application provides a substantive description supporting and developing educators for high need fields such as bilingual education through research based professional learning opportunities and certification advancement leading to performance-based compensation. Focusing on best practices in professional development and certification advancement is especially important when recruiting teacher in high need subjects (p. e37). Bilingual education teachers are in high demand but are not aggressively recruited making it a priority for districts serving high numbers of bilingual students to become innovative in recruiting and retaining teachers who have special training to ensure all students have effective teachers available to them.

Weaknesses: No weaknesses noted.

Reader's Score: 5

CPP2 - CPP2

1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:

- a) Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.
- b) Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve

educator diversity.

c) **High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**

d) **Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

General:

The application clearly describes component of CPP2, including development of a pipeline to teaching for middle and high school students, recruitment and retention of diverse educators, and professional learning opportunities to address diversity, equity, and inclusion. The applicant clearly describes how student teaching internships for undergraduate students will be a cornerstone of this priority and work with 4 Hispanic Serving Institutions (p. e36). Internship programs have demonstrated that teachers often take positions in schools where they were placed for internships and this is a strategy that will increase opportunities for recruit and retain bilingual credentialed teachers to serve school with high bilingual student populations.

The application precisely outlines efforts with university partners as well as within the K12 targeted schools to address culturally responsive practices in instruction and school climate. Focusing on the existing Grow Your Own Program and the Teacher Leader Academy are excellent initiatives to fully support as the proposal address culturally responsive practices though this proposed project strategies (p. e37). Using funding to support early introduction to education as a career is likely to produce young and motivated teachers to learn more about working with other cultures leading to increased teacher production, recruitment and retention, contributing to student success in high need culturally diverse school

Weaknesses: No weaknesses noted.

Reader's Score: 5

Status: Submitted

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