

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY 2016 TIF Competition 84.374A

CFDA # 84.374A

PR/Award # U374A160069

Grants.gov Tracking#: GRANT12216204

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-Additional Project Congressional Districts_TIF-SA)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1235-GEPA_TIF-SA)</i>	e11
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1234-TIF-SA abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1244-TIF-SA SAISD Project Narrative)</i>	e16
8. Other Narrative Form	e60
<i>Attachment - 1 (1238-Appendix C - Logic model)</i>	e61
<i>Attachment - 2 (1239-Appendix A-TIF Optional Application Requirements Checklist)</i>	e63
<i>Attachment - 3 (1240-Appendix B-TIF Optional High-Need School Checklist)</i>	e64
<i>Attachment - 4 (1241-Appendix D - Resumes of Key Personnel)</i>	e65
<i>Attachment - 5 (1242-Appendix F- ESEA Flexibility_Indirect Cost Agreement)</i>	e66
<i>Attachment - 6 (1243-Appendix E - Letters of Support)</i>	e70
9. Budget Narrative Form	e74
<i>Attachment - 1 (1237-TIF-SA budget narrative_FINAL)</i>	e75
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e81
11. Form ED_524_Budget_1_3-V1.3.pdf	e82

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: 07/15/2016	4. Applicant Identifier: <input type="text"/>
-----------------------------------	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: San Antonio Independent School District	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 74-6002167	* c. Organizational DUNS: 0694516310000

d. Address:

* Street1:	141 Lavaca Street
Street2:	<input type="text"/>
* City:	San Antonio
County/Parish:	<input type="text"/>
* State:	TX: Texas
Province:	<input type="text"/>
* Country:	USA: UNITED STATES
* Zip / Postal Code:	78210-1039

e. Organizational Unit:

Department Name: Human Resources	Division Name: <input type="text"/>
----------------------------------	-------------------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: John
Middle Name: <input type="text"/>	<input type="text"/>
* Last Name: Strelchun	<input type="text"/>
Suffix: <input type="text"/>	<input type="text"/>

Title: Grants Director

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-053116-002

* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

13. Competition Identification Number:

84-374A2016-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Teacher Incentive Fund - San Antonio (TIF-SA)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	2,279,576.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,279,576.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	<input type="text"/>	* First Name:	<input type="text" value="Pedro"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="Martinez"/>		
Suffix:	<input type="text"/>		

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

Additional Project Congressional Districts

TX-20

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="John Strelchun"/>	TITLE <input type="text" value="Superintendent of Schools"/>
APPLICANT ORGANIZATION <input type="text" value="San Antonio Independent School District"/>	DATE SUBMITTED <input type="text" value="07/15/2016"/>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: San Antonio Independent School District * Street 1: 141 Lavaca Street Street 2: _____ * City: San Antonio State: TX: Texas Zip: 78210 Congressional District, if known: TX-035		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name Not Applicable Middle Name _____ * Last Name Not Applicable Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: John Strelchun * Name: Prefix _____ * First Name John Middle Name _____ * Last Name Strelchun Suffix _____ Title: Grants Director Telephone No.: _____ Date: 07/15/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U374A160069

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_TIF-SA.pdf	Add Attachment	Delete Attachment	View Attachment
-----------------	----------------	-------------------	-----------------

427 GEPA Statement

San Antonio Independent School District (SAISD) continually implements effective steps to ensure equity of access and participation in school related programs and to remove any barriers, particularly those related to gender, race, national origin, color, disability, or age as required by the law for all public schools. Thus students in the targeted populations will not have barriers to overcome, although school community members and parents may face barriers to participate.

To eliminate cultural linguistic or economic diversity as a barrier to equitable participation, the SAISD disseminates program information and material in the home language whenever possible, provides professional development activities on effective teaching strategies on cultural diversity to support the SAISD's populations, and seeks collaboration and assistance from business, industry, or higher education institutions. This program provides for inclusion of individuals with disabilities. All activities are scheduled in facilities that are accessible to the handicapped. Additionally, a diverse group of the SAISD employees and community stakeholders take part in the District Leadership Team and bring diversity of perspectives that are brought to bear during the planning and implementation of project initiatives.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="San Antonio Independent School District"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Pedro"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 350px;" type="text" value="Martinez"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="John Strelchun"/>	* DATE: <input style="width: 180px;" type="text" value="07/15/2016"/>

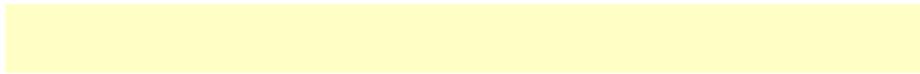
Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form



* Attachment:

TIF-SA abstract.pdf

Add Attachment

Delete Attachment

View Attachment

San Antonio ISD (SAISD) Teacher Incentive Fund Project (TIF-SA) Abstract

SAISD – a Local Educational Agency (LEA) – will improve student performance in the district’s lowest-performing schools by identifying, developing, rewarding and elevating the role of high-quality teachers and principals in these schools and by creating model classrooms that support excellent teaching and learning experiences for the district’s neediest students. TIF-SA will partner teachers, principals, The San Antonio Alliance of Teachers and Support Personnel, Texas A&M University at San Antonio, Relay Graduate School of Education and a non-profit Educational Consulting Agency to design and implement a redesigned HCMS that will 1) incentivize placement of high-quality educators in the district’s 15 lowest-performing schools; 2) better meet the needs of the district’s neediest students in these schools; 3) facilitate adoption the new T-TESS and T-PESS teacher and principal appraisal systems that are part of Texas’ recently adopted State Plan to Ensure Equitable Access to High-Quality Educators; and 4) increase professional development and continuing education opportunities for teachers in TIF-SA target schools.

This redesign of the district’s HCMS will result in 1) higher rates of placement and retention of high-quality teachers and principals in SAISD’s lowest-performing schools; 2) improved teacher and principal effectiveness ratings; and 3) improved student outcomes in the district’s lowest-performing schools.

This 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-SA schools. In accordance with this CPP and the Invitational Priority, only teachers and principals with the highest effectiveness scores as determined by the T-TESS and T-PESS appraisal systems will be competitive for placement in our target schools.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

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

Introduction to SAISD.....1

Significance.....1
 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.....1

Project Design.....10
 The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students10
 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.....18
 The extent to which the proposed project is supported by a strong theory19
 The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams21

Professional Development23
 How SAISD will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual educators and schools.....23

Management Plan25

Adequacy of Resources.....38
 The extent to which the applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and school leaders38
 The plan to sustain the activities conducted and systems developed under the grant.....39

Bibliography, Acronym KeyAppendices

Introduction to San Antonio Independent School District (SAISD): SAISD serves

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

A. Significance

The extent to which the proposed project is likely to build local capacity to provide,

improve, or expand services that address the needs of the target population: This Teacher

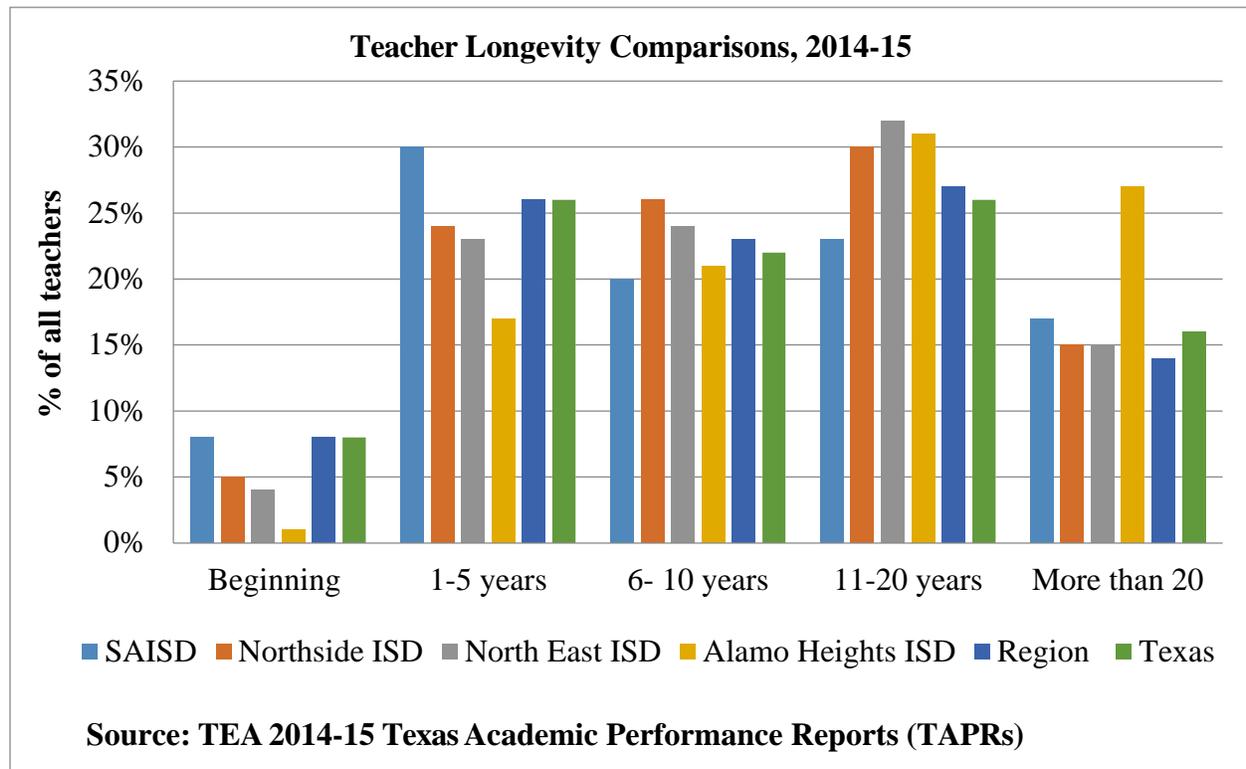
Incentive Fund project (TIF-SA) will build SAISD's capacity to improve student performance in the district's lowest-performing schools by identifying, developing, rewarding and elevating the role of high-quality teachers in these schools and creating model classrooms that support innovative teaching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

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

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

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

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

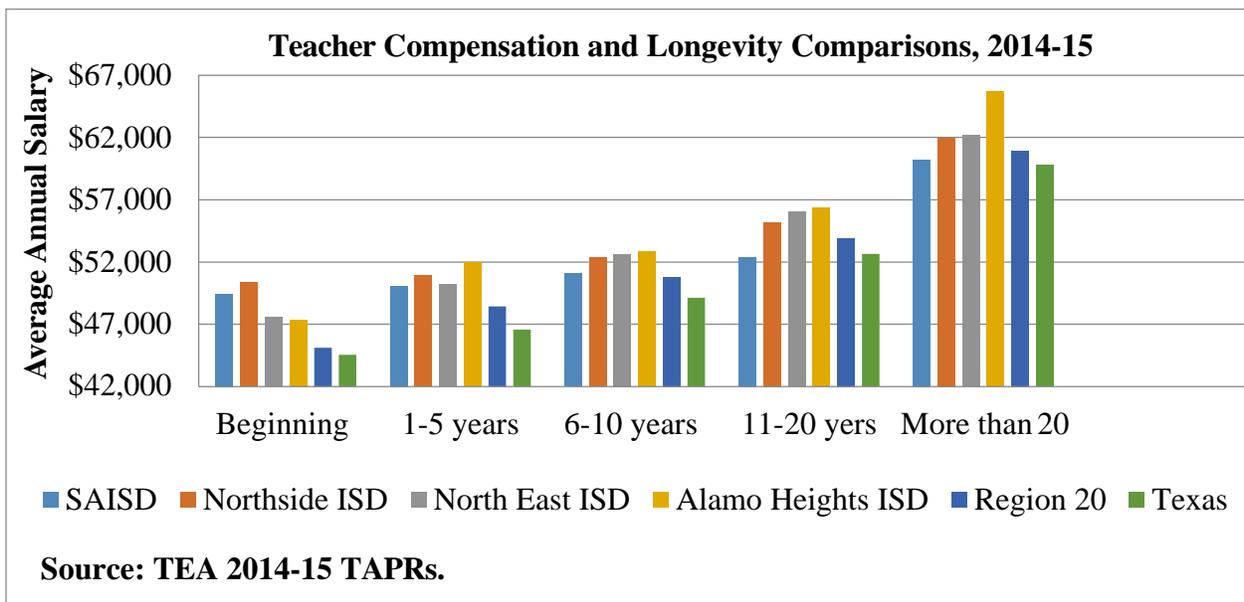


highest-paying, highest-performing public schools in San Antonio, along with regional and state averages.

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

campuses for three additional years.

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

B. Project Design

(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students: TIF-SA will support the creation and management of a teacher and school leader pipeline strategy, implementation of a comprehensive teacher evaluation system, and the design and implementation of a strategic compensation system to recruit and retain more high-quality teachers and principals to serve the neediest students in the district's lowest-performing schools.

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

retaining educators who support rigorous academic standards.

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

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

Project Component 1 – High-quality teacher/principal recruitment

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

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

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

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

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

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

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

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

Project Component 2 – High-quality teacher/principal recruitment

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

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

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

Project Component 3 – High-quality teacher/principal retention

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams: This TIF project will increase the capacity of SAISD’s \$3 million investment in continued education training for teachers and principals, allowing an additional 340 teachers from TIF-SA target schools to earn a master’s degree and special teaching certifications at no cost to them. To ensure

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

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

C. Professional Development

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

Evaluation and Support System to identify the professional development needs of

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

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

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

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

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

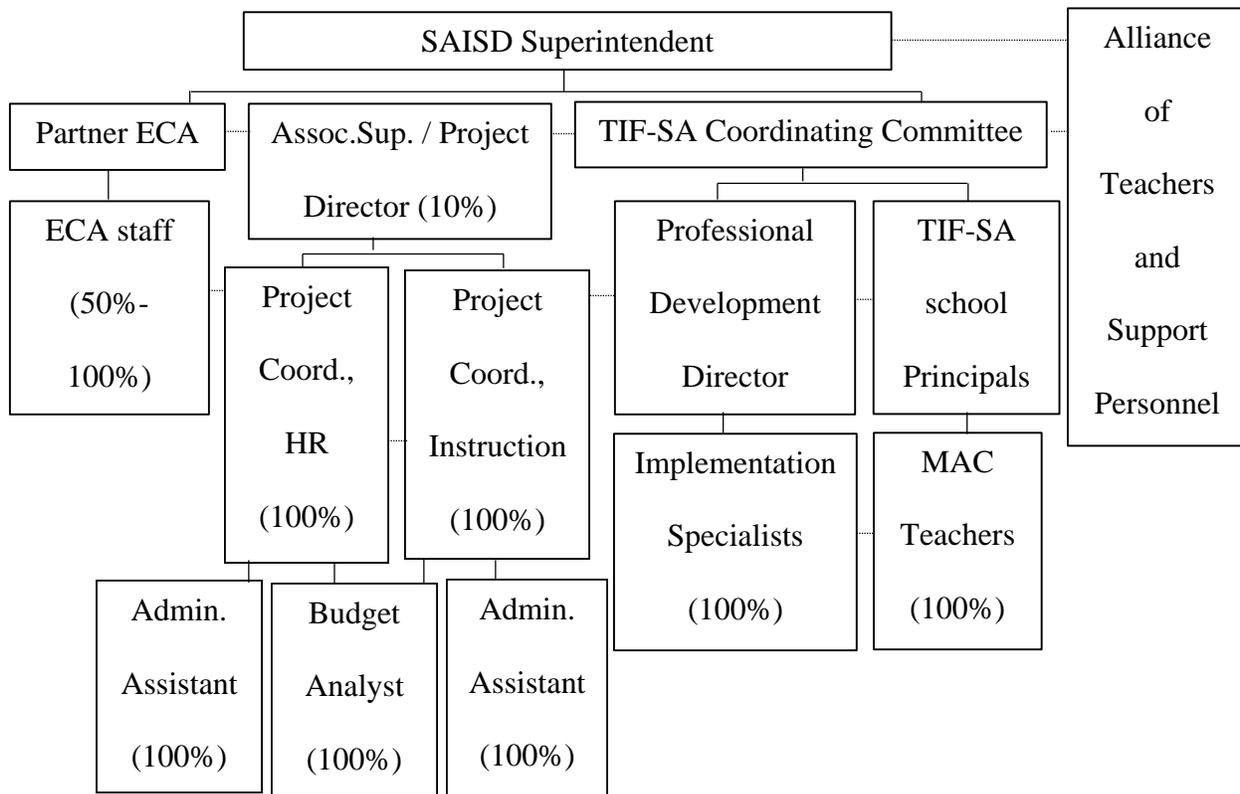
All MAC Teachers in TIF-SA target schools will have access to a campus-based full-time Implementation Specialist who will provide coaching and job-embedded professional development. Implementation Specialists will help MAC Teachers increase their content-area knowledge, enrich their lesson plans/literacy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

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

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

D. Management Plan

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



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

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

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

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

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

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

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

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

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

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

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

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

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

TIF-SA Timeline: Year 4, October 1, 2019-September 30, 2020

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

		at least one nationwide conference for fellow K-12 educators by spring 2021.
--	--	--

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

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

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

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

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

Project Goal: To increase student achievement in SAISD’s lowest-performing schools by implementing a redesigned HCMS that will increase the recruitment and retention of high-quality educators in these schools.

Outcome 1: By 6/1/17, high-quality teachers and principals will be able to compete for positions in TIF-SA target schools that are eligible for placement and performance incentives.

Benchmarks:
 By spring 2017, SAISD and ECA will have conducted focus groups with at least 200 teachers and administrators to design a strategic compensation system that rewards high-quality educators for serving in TIF-SA target schools.
 By spring 2017, SAISD Board of Trustees approves criteria for teacher and principal placement and performance incentives.
 By spring 2017, SAISD will have implemented T-TESS and T-PESS educator evaluation systems districtwide.

Outcome 2: By 1/1/2022, 100% of educator incentives paid with non-TIF resources.
Baseline: 100% of current incentives are paid for with federal funds from the TIPPS grant program.

Benchmarks: By spring 2021, voters within SAISD’s service area will have approved a property tax increase to grow SAISD revenue to support a variety of improvements to the district, including support of teacher/principal incentives and continuing education/professional development.
 By spring 2022, phased funding begins.

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

E. Adequacy of Resources

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

Systems are developed with the input of teachers and school leaders: SAISD’s partnership

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

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

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

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

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

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

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

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

TIF-SA Bibliography

Aina, O. E. (2001). Maximizing learning in early childhood multiage classrooms: Child, teacher, and parent perceptions. *Early Childhood Education Journal*, 28(4), 219.

Baran, M. (2010). Teachers' and students' perception of looping during the middle school years. *International Journal of Learning*, 17(8), 1-17.

Bland, P., Church, E., & Luo, M. (2014). Strategies for attracting and retaining teachers. *Administrative Issues Journal*, (4)1. Retrieved from <http://www.swosu.edu/academics/aij/2014/v4i1/bland-church-luo.pdf>

Frosco, A. M., Schleser, R., & Andal, J. (2004). Multiage programming effects on cognitive developmental level and reading achievement in early elementary school children. *Reading Psychology*, 25, 1-17.

Harding, T. (2015). "Effectiveness of intentional multi-age programs: informing public schools about combination classes." Presented at the 2015 Scholarly and Creative Works Conference at Dominican University of California. Retrieved from <http://scholar.dominican.edu/scw/scw2015/Guz301/3/>

Kadivar, P., et al. (2005). Effectiveness of multi-grade classes: cooperative learning as a key element of success. *World Academy of Science, Engineering and Technology*, (8). Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.193.37&rep=rep1&type=pdf>

Kamil, et al. (2008). Improving adolescent literacy: effective classroom and intervention practices. Institute for Education Sciences. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf

Long, C. (2011). How do we increase teacher quality in low-income schools? *NEA Today*. Retrieved from: <http://neatoday.org/2011/05/24/how-do-we-increase-teacher-quality-at-low-income-schools/>

Lloyd, L. (1999). Multi-age classes and high ability students. *Review of Educational Research*, 69(2), 187-212.

Marshak, D. (1994). From teachers' perspectives: the social and psychological benefits of multiage elementary classrooms. Paper presented at the Annual Conference and Exhibit Show, "Emerging Images of Learning: World Perspectives for the New Millennium" (49th, Chicago, IL, March 19-22). Retrieved from <http://eric.ed.gov/?id=ed376966>

Pratt, D. (1986). On the merits of multiage classrooms. *Research in Rural Education*, 3(3). Retrieved from http://sites.psu.edu/jrre/wp-content/uploads/sites/6347/2014/02/3-3_3.pdf

Song, R., et al. (2009). The advantages and disadvantages of multiage classrooms in the era of NCLB accountability. Center for Evaluation and Education Policy brief, (7)1. Retrieved from <http://files.eric.ed.gov/fulltext/ED504569.pdf>

Veenman, S. (1995). Cognitive and non-cognitive effects of multi-grade and multi-age classes: A best-evidence synthesis. *Review of Educational Research*, 65(4), 319-381.

Acronym Key

ECA - Education Consulting Agency

HCMS - Human Capital Management System

MAC – Multi-Age Classroom

Relay GSE - Relay Graduate School of Education

SAISD - San Antonio Independent School District

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

T-PESS - Texas Principal Evaluation and Support System

T-TESS - Texas Teacher Evaluation and Support System

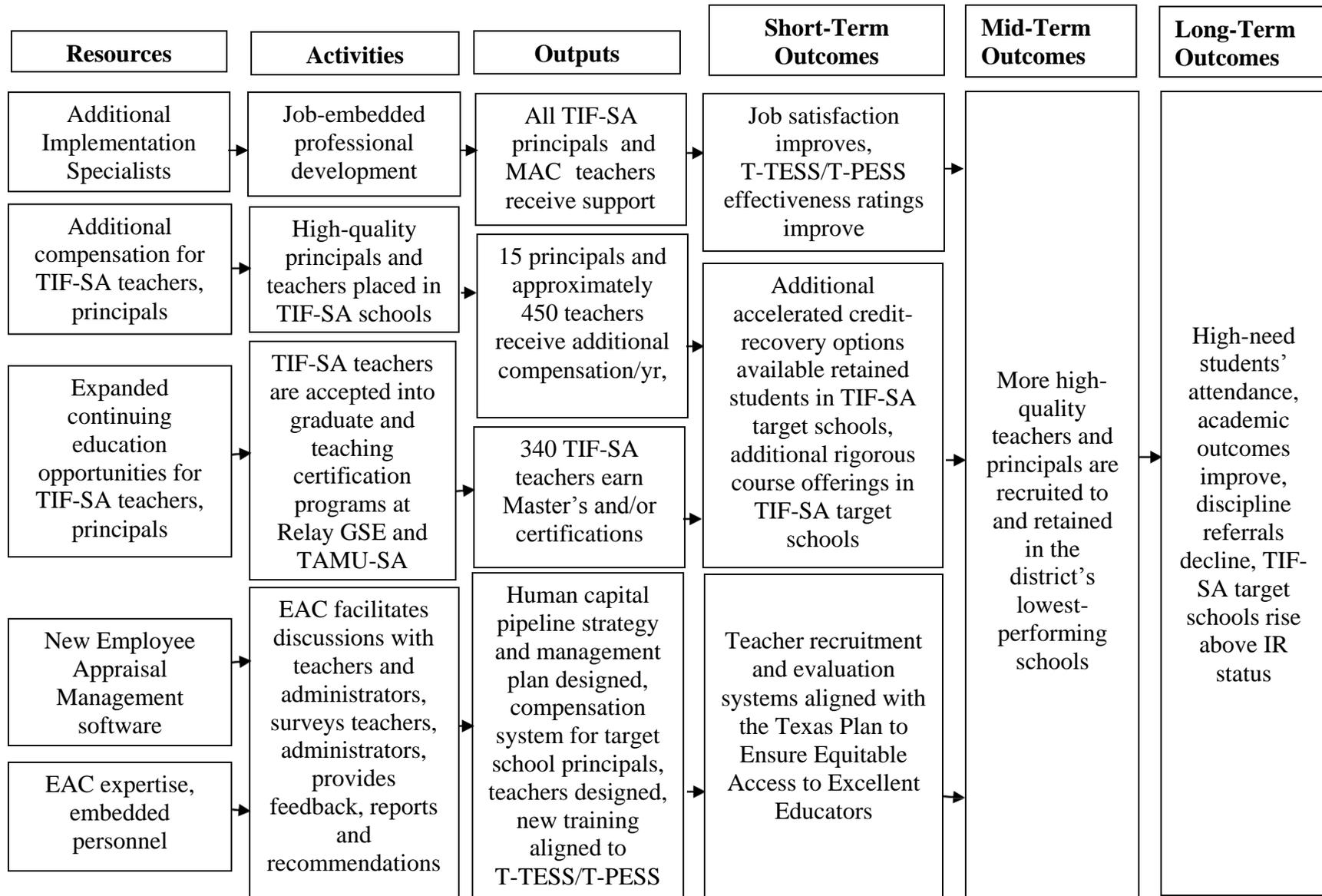
TIF-SA - Teacher Incentive Fund – San Antonio

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

SAISD Teacher Incentive Fund (TIF-SA) Program Logic Model



San Antonio Independent School District (SAISD) Teacher Incentive Fund (TIF) Logic Model, 1

TIF APPLICATION REQUIREMENTS CHECKLIST (OPTIONAL)

To be considered for funding, applicants must address the following general program application and program requirements that the NIA requires. To ensure the fulfillment of every program requirement and authorized activity listed below, the Department strongly encourages the applicant, to indicate the page number(s) where the specific component is located in the program narrative on the left side of the page for the elements of the Absolute Priority and Requirement 1.

<p>(a) <u>10-16</u></p> <p>(1) <u>11</u></p> <p>(2) <u>15-16</u></p> <p>(3) <u>11-12</u></p> <p>(4) <u>20</u></p>	<p>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</p> <p>(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p> <p>(3) A description of the human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators.</p> <p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant’s project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.</p>
<p>(b) <u>11-12</u></p> <p>(1) <u>6-8, 12-14, 22</u></p> <p>(2) <u>19</u></p>	<p><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></p> <p>Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p> <p>Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.</p>

TIF OPTIONAL HIGH- NEED SCHOOL ELIGIBILITY CHECKLIST

Requirement 2--Documentation of High-Need Schools: Each applicant must demonstrate, in its application, that the schools participating in the implementation of the TIF-funded Performance-based Compensation Systems are High-Need Schools (as defined in this notice), including High-Poverty Schools, Priority Schools, or Persistently Lowest-Achieving Schools.

<p align="center">X</p> <p>(pg.)</p> <p><u>5</u></p>	<p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p align="center">(a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p align="center">AND</p>
<p align="center">X</p> <p>(pg.)</p> <p><u>5</u></p>	<p align="center">(b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p align="center">AND</p>
<p align="center">X</p> <p>(pg.)</p> <p><u>Attachments</u></p>	<p align="center">(c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>

Biography

Toni Thompson currently serves as the Associate Superintendent for the Human Resources Department in the San Antonio Independent School District. She has been employed with San Antonio ISD for several years, serving as the Chief Human Resources Officer for the last thirteen years. Ms. Thompson served as an Administrative Officer in Human Resources prior to her current position. Her work focused largely on employee relations in that capacity. She is a native to the city of San Antonio and graduated from Thomas Jefferson High School located in the San Antonio Independent School District.

Ms. Thompson earned both her Bachelor's and Master's degrees from Southwest Texas State University. She pursued elementary education and special education as a course of study with an emphasis on working with children with emotional disturbances.

She began her career in education teaching in the Edgewood Independent School district, where she taught emotionally disturbed youth in a psychiatric facility. She then moved to the San Antonio Independent School District, where she served the District as a Special Education Supervisor/Educational Diagnostician before moving to Human Resources.

Ms. Thompson continues to develop professionally, currently fulfilling requirements to become a certified professional coach. Her program is accredited by the International Coach Federation and will provide opportunities to develop advanced coaching and leadership techniques designed to transform her environment.

D.gov

Print

VClose
Window

Texas Approval Letter

September 30, 2013

Honorable Michael L. Williams
Commissioner of Education
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Williams:

I am pleased to approve Texas' request for ESEA flexibility, subject to Texas' meeting the condition described below. I congratulate you on submitting a request that demonstrates Texas' commitment to improving academic achievement and the quality of instruction for all of its elementary and secondary school students.

In the fall of 2Q11, the U.S. Department of Education (Department) offered States the opportunity to request flexibility from certain requirements of the Elementary and Secondary Education Act of 1965, as amended (ESEA), in exchange for rigorous and comprehensive plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. This flexibility is intended to support the groundbreaking reforms already taking place in many States and districts that we believe hold promise for improving outcomes for students. I am encouraged by the innovative thinking and strong commitment to improving achievement for all students that is evident in Texas' request.

My decision to approve Texas' request for ESEA flexibility is based on our determination that the request meets the four principles articulated in the Department's updated June 7, 2012, document titled ESEA Flexibility. In particular, Texas has: (1) demonstrated that it has college- and career-ready expectations for all students; (2) developed and demonstrated that it has a high-quality plan to implement a system of differentiated recognition, accountability, and support for all Title I districts and schools in the State; (3) committed to developing, adopting, piloting, and implementing teacher and principal evaluation and support systems that support student achievement; and (4) provided an assurance that it will evaluate and revise its administrative requirements to reduce duplication and unnecessary burden on districts and schools. This approval decision is also based on Texas' assurance that it will meet these four principles by implementing the high-quality plans and other elements described in its request and in accordance with the required time lines. In approving Texas' request, I have taken into consideration the feedback that was received from the panel of peer experts and Department staff who reviewed Texas' request, as

well as Texas' revisions to its request in response to that feedback.

The waivers that comprise ESEA flexibility are being granted to Texas pursuant to my authority in section 9401 of the ESEA. A complete list of the statutory provisions being waived is set forth in the table enclosed with this letter. Consistent with section 9401(d)(1) of the ESEA, I am granting waivers of these provisions through the end of the 2013-2014 school year. If Texas meets the condition described below prior to the end of the 2013-2014 school year, Texas may request an extension of these waivers through the end of the 2014-2015 school year. At that time Texas may request a further extension of these waivers.

My decision to place a condition on the approval of Texas' request is based on the fact that Texas has not yet finalized its guidelines for teacher and principal evaluation and support systems. However, I have determined that, in the 2013-2014 school year, Texas is able to fully meet the ESEA flexibility principles while it continues to finalize its new guidelines for teacher and principal evaluation and support systems.

To request approval to implement these waivers beyond the 2013-2014 school year, Texas must submit to the Department for review and approval, by May 2, 2014, an amended request incorporating final guidelines for teacher and principal evaluation and support systems that meet the requirements of ESEA flexibility, including the use of student growth, as defined in ESEA Flexibility, as a significant factor in determining a teacher's or principal's summative evaluation rating. If Texas does not submit final guidelines for teacher and principal evaluation and support systems that meet the requirements of ESEA flexibility by May 2, 2014, the waivers being granted to Texas will expire at the end of the 2013-2014 school year, and Texas and its schools will be required to immediately resume complying with all ESEA requirements.

In the coming days, you will receive a letter from Deborah Delisle, Assistant Secretary for Elementary and Secondary Education, containing additional information regarding Texas' implementation of ESEA flexibility, as well as information regarding monitoring and reporting. Please note that the Department will closely monitor Texas' implementation of the plans, systems, and interventions detailed in its request in order to ensure that all students continue to receive the assistance and supports needed to improve their academic achievement.

Texas continues to have an affirmative responsibility to ensure that it and its districts are in compliance with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age in their implementation of ESEA flexibility as well as their implementation of all other Federal education programs. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Age Discrimination Act of 1975, and requirements under the Individuals with Disabilities Education Act.

A copy of Texas' approved request for ESEA flexibility will be posted on the Department's Web site at: <http://www.ed.gov/esea/flexibility/requests>. Again, I congratulate you on the approval of Texas' request for ESEA flexibility and thank you for the work that you and your staff have done. I look forward to continuing to support you as you implement Texas' ESEA flexibility request and work to improve the

quality of instruction and academic achievement for all students.

Sincerely,

is/

Arne Duncan

Enclosure

cc: Honorable Rick Perry

Lizzette Gonzalez Reynolds, Chief Deputy Commissioner

Print

**vClose
Window**

Last Modified: 09/30/2013

2017 ISD and Charter Indirect Cost Rates
Effective July 1, 2016 - June 30, 2017

CDN	LEA Name	Restricted Rate	Unrestricted Rate
014907	ROGERS ISD	1.954	26.235
014908	SALADO ISD	1.794	19.506
014909	TEMPLE ISD	4.758	13.039
014910	TROY ISD	1.808	26.158
015801	POR VIDA ACADEMY	3.433	18.434
015802	GEORGE GERVIN ACADEMY	2.368	19.812
015805	NEW FRONTIERS CHARTER SCHOOL	3.636	16.175
015806	SCHOOL OF EXCELLENCE IN EDUCATION	2.115	19.712
015807	SOUTHWEST PREPARATORY SCHOOL	3.394	16.082
015808	JOHN H WOOD JR PUBLIC CHARTER DISTRICT	2.141	20.097
015809	BEXAR COUNTY ACADEMY	3.820	15.165
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	3.854	15.143
015815	RADIANCE ACADEMY OF LEARNING	2.116	19.636
015816	SCHOOL	2.162	19.634
015819	SHEKINAH RADIANCE ACADEMY	2.068	21.037
015820	SAN ANTONIO SCHOOL FOR INQUIRY & CREATIVITY	3.889	14.259
015822	JUBILEE ACADEMIC CENTER	2.924	19.133
015826	KIPP SAN ANTONIO	3.841	15.194
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	2.243	19.733
015828	HARMONY SCIENCE ACAD (SAN ANTONIO)	2.470	20.186
015830	BROOKS ACADEMY OF SCIENCE AND ENGINEERING	3.530	16.347
015831	SCHOOL OF SCIENCE AND TECHNOLOGY DISCOVERY	2.204	20.775
015834	BASIS TEXAS	3.528	16.036
015835	GREAT HEARTS TEXAS	3.248	16.739
015836	ELEANOR KOLITZ HEBREW LANGUAGE ACADEMY	3.117	16.178
015901	ALAMO HEIGHTS ISD	2.665	12.687
015904	HARLANDALE ISD	4.751	11.201
015905	EDGEWOOD ISD	8.492	16.306
015906	RANDOLPH FIELD ISD	3.586	25.466
015907	SAN ANTONIO ISD	2.274	16.960
015908	SOUTH SAN ANTONIO ISD	2.258	10.238
015909	SOMERSET ISD	7.347	14.719
015910	NORTH EAST ISD	4.921	12.489
015911	EAST CENTRAL ISD	1.853	17.826
015912	SOUTHWEST ISD	5.196	15.161
015913	LACKLAND ISD	3.088	20.511
015915	NORTHSIDE ISD	2.690	11.701
015916	JUDSON ISD	1.387	19.576
015917	SOUTHSIDE ISD	4.718	12.645
016901	JOHNSON CITY ISD	4.072	15.314
017901	BORDEN COUNTY ISD	1.867	28.655
018901	CLIFTON ISD	2.073	8.162
018902	MERIDIAN ISD	5.490	14.210
018903	MORGAN ISD	2.467	24.724
018904	VALLEY MILLS ISD	1.754	15.565



San Antonio Alliance of Teachers & Support Personnel

120 Adams Street
San Antonio, TX 78210
Ph: (210) 225-7174
Fax: (210) 226-4400

July 1, 2016

Vicki Robinson - Program Manager
Teacher Incentive Fund
U.S. Department of Education, OII
400 Maryland Ave. S.W.
Washington DC 20202-5960

Dr. Robinson:

The San Antonio Alliance of Teachers and Support Personnel (the Alliance) supports San Antonio Independent School District's (SAISD's) Teacher Incentive Fund (TIF) project. All appropriate topics under the TIF-SA project will come to the Alliance, as the elected Consultation organization, for discussion and input.

The Alliance will partner with the district and the ECA to ensure the SAISD educators it represents have a voice in the redesign of the district's Human Capital Management System (HCMS), including the implementation of a compensation system that will increase the number of high-quality educators in our neediest schools. The Alliance will partner with the district in designing and implementing new talent management systems that are focused on identifying, developing, rewarding and elevating the role of effective teachers through career pathways to provide top-quality instruction in the target schools.

The Alliance will work with SAISD to create project plans and lead stakeholder engagement sessions to facilitate the implementation of the state's new T-TESS and T-PESS teacher and principal evaluation systems. This includes reviewing the work of the district's Assessment Academy Initiative, SAISD's effort to involve 400 of the district's highest-rated teachers, staff and administrators in the creation and implementation of evaluation measures for the student growth portion of the T-TESS.

This project will also support educator and Alliance involvement in the design and implementation of professional development offerings that are aligned with the T-TESS and T-PESS.

Alliance representatives will also serve on the TIF-SA Coordinating Committee, a group of SAISD administrators and TIF-SA grant-funded personnel who will meet monthly to monitor the project's progress and to provide feedback on the direction of SAISD's HCMS as it evolves throughout the project.

TIF-SA will support the district and Alliance's current efforts to make sure teachers have the tools, resources and compensation they need to help students be successful. We thank you for your time and consideration of this valuable project.

Sincerely,

A large black rectangular redaction box covering the signature area.

Shelley Potter
President

A black rectangular redaction box covering contact information.



TEXAS A&M UNIVERSITY-SANANTONIO

College of Education &
Human Development

College of Education & Human Development

Main Campus, Sen. Frank L. Madla Building, Suite 303

One University Way, San Antonio, Texas 78224

July 12, 2016

Vicki Robinson - Program Manager

Teacher Incentive Fund

U.S. Department of Education, Office

400 Maryland Ave. S.W.

Washington DC 20202-5960

Ms. Robinson:

Texas A&M University at San Antonio (TAMU-SA) is pleased to partner with the San Antonio Independent School District (SAISD) for this Teacher Incentive Fund project (TIF-SA).

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

The Master of Science in Reading is a 36-hour program. Twenty-one (21) hours of required reading courses constitute the core of the program with an additional six in the study of educational research. Nine hours of additional coursework in an area of professional interest is also required. Taking 18 hours of specialized reading coursework solely (with additional requirements by the state including testing and applicable experience) allows students to earn certification in the area of reading, including possible Master Reading Teacher Certification and/or Reading Specialist Certification. The program also allows students to customize their electives in the specialty/support fields listed below to achieve their academic/career endeavors, including Bilingual/English as a Second Language, Early Childhood, Counseling, Educational Administration and Special Education.

We look forward to continuing a long-standing partnership with SAISD to train high-quality teachers for its majority low-income students. We hope you join us in supporting this valuable program that will increase teacher expertise and improve the academic performance of students in SAISD's lowest-performing schools.

Sincerely,

A large black rectangular redaction box covering the signature area.

Velma Villegas, Ph. D
Interim Department Chair
College of Education & Human Development

A black rectangular redaction box covering contact information.

RELAY/GSE

GRADUATE SCHOOL of EDUCATION

July 12, 2016

Vicki Robinson - Program Manager
Teacher Incentive Fund
U.S. Department of Education, OII
400 Maryland Ave. S.W.
Washington DC 20202-5960

Ms. Robinson:

Relay Graduate School of Education (Relay GSE) is pleased to partner with the San Antonio Independent School District (SAISD) for this Teacher Incentive Fund project (TIF-SA).

TIF-SA will provide funding for teachers in SAISD's lowest-performing schools to earn a Master's in Teaching (MAT) from Relay GSE through an advanced program. The Accelerated MAT program allows otherwise certified teachers to expand their skills, supporting their ability to best serve P-12 students in high-needs schools.

Teachers enrolled in Relay GSE's Accelerated MAT program will complete a selection of coursework on four elements of effective instruction. They learn how to build relationships with students, families and colleagues, as well as fundamentals of classroom management, lesson planning and assessment design. Teachers will develop foundational knowledge and skills in data-driven instruction so they can measure and track students' academic achievement. They will also learn specific techniques that help them build rigorous and joyful classrooms — the kind of learning environments that encourage both academic achievement and character development. Throughout the program, teachers prepare a Master's Defense in which they track their P-12 students' achievement.

Certified teachers with one or more years of experience who serve in TIF-SA target schools will be eligible to receive graduate-level credit based on evaluation of their previous education, training and experience. Qualified graduate students may complete the Accelerated MAT program in as little as one year. In addition, Relay GSE will offer graduate-level content-specific coursework to SAISD teachers, allowing middle school teachers to add certification areas to their standard certificate and high school teachers to teach dual-credit classes.

Relay GSE's mission is to teach teachers and school leaders to develop in all students the academic skills and strength of character needed to succeed in college and life. We are eager and committed to partnering with the SAISD to support its teachers and appreciate your consideration of the TIF-SA program.

Sincerely,



Norman Atkins
Co-Founder and President



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

TIF-SA Budget Narrative	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
PERSONNEL: All personnel receive 2% cost-of-living increase each year Project Coordinator, HR (100%): To facilitate the design and implementation of a compensation system for high-quality teachers in TIF-SA target schools, SAISD's adoption of the T-TESS and T-PSS and the design and implementation of improved teacher recruitment PLAN.	\$73,830	\$75,307	\$76,813	\$78,349	\$79,916
Project Coordinator, Instruction (100%): To facilitate the design and implementation of new TIF-SA teacher/principal professional development and teacher training through Relay GSE and TAMU-SA	\$73,830	\$75,307	\$76,813	\$78,349	\$79,916
Budget Analyst (100%): To support the Project Coordinators and Project Director with budget management and financial reporting.	\$45,000	\$45,900	\$46,818	\$47,754	\$48,709
Administrative Assistant (100%): To assist the Project Director with managing the TIF-SA budget, facilitating Coordinating Committee meetings and collecting data for project evaluation	\$27,931	\$28,490	\$29,059	\$29,641	\$30,233
Administrative Assistant (100%): To assist the Project Coordinator with scheduling and data collection for project evaluation	\$27,931	\$28,490	\$29,059	\$29,641	\$30,233
Implementation Specialists (100%): 15 Implementation Specialists to support	\$0	\$973,661	\$993,135	\$1,012,997	\$1,033,257

MAC teachers and principals in TIF-SA target schools with job-embedded professional development at \$64,911/yr each x 15					
Stipends to attract high-quality principals to TIF-SA target schools: \$10,000/yr each x 15 principals/yr	\$0	\$150,000	\$150,000	\$150,000	\$150,000
Performance incentives for high-quality principals who meet campus improvement goals in TIF-SA target schools: \$10,000/yr each x 15 principals/yr	\$0	\$150,000	\$150,000	\$150,000	\$150,000
Stipends to attract high-quality teachers to TIF-SA target schools to educate retained students via multi-age classrooms (MACS): \$15,000/yr each x 42 teachers in Year 2, 84 in Year 3, 126 in Year 4 and 168 in Year 5	\$0	\$630,000	\$1,260,000	\$1,890,000	\$2,520,000
Stipends to attract high-quality teachers to TIF-SA target schools to serve in leadership roles and extended day/year settings: \$15,000/yr each x 300 teachers/year	\$0	\$4,500,000	\$4,500,000	\$4,500,000	\$4,500,000
Total Personnel	\$248,522	\$6,657,154	\$7,311,697	\$7,966,730	\$8,622,265
FRINGE					
Social Security: 7.65% x total personnel cost	\$19,012	\$509,272	\$559,345	\$609,455	\$659,603
Worker's compensation: 1% x total personnel cost	\$2,485	\$66,572	\$73,177	\$79,667	\$86,223
Teachers Retirement System (TRS) contribution: 7.8% of total personnel cost	\$19,385	\$519,258	\$570,312	\$621,405	\$672,537

Unemployment: \$22 x 4 full-time employees in Year 1 and 19 full-time employees in Years 2-5	\$110	\$440	\$440	\$440	\$440
Health/dental/life insurance: \$5,027/employee x 4 full-time employees in Year 1 and 19 full-time employees in Years 2-5	\$25,135	\$100,540	\$100,540	\$100,540	\$100,540
Total Fringe	\$66,127	\$1,196,082	\$1,303,754	\$1,411,507	\$1,519,343
TRAVEL					
Project Director mileage for meetings with TIF-SA target school personnel and grant partners: \$.54/mile x 4,000 miles/yr	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160
SAISD HR Director and TIF-SA Project Directors to annual TIF conference: Lodging \$226/night x 4 nights = \$904 + per diem \$69/day x 5 days = \$345 + roundtrip airfare \$1,091 = \$2,340/person x 3 (Location TBD)	\$7,020	\$7,020	\$7,020	\$7,020	\$7,020
Project Directors to annual TIF topical meeting: Lodging \$226 per night x 4 nights = \$904 + per diem \$69 x 5 days = \$345 + roundtrip airfare \$1,091 = \$2,340/person x 2 (Location TBD)	\$4,680	\$4,680	\$4,680	\$4,680	\$4,680
Total Travel	\$13,860	\$13,860	\$13,860	\$13,860	\$13,860
EQUIPMENT: NA	\$0	\$0	\$0	\$0	\$0
SUPPLIES					
Office supplies: Estimated \$1,500/Director/yr x 2	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Desktop computers/keyboard/monitor/Mouse for Project Directors, Administrative Assistants and Budget Analyst: \$1,038/each x 5 employees	\$5,190	\$0	\$0	\$0	\$0

Desktop printers for Project Directors, Admins and Budget Analyst: \$1,295/each x 3	\$3,885	\$0	\$0	\$0	\$0
Total Supplies	\$12,075	\$3,000	\$3,000	\$3,000	\$3,000
CONTRACTUAL Personnel budget for ECA staff members who will be embedded in SAISD for the duration of the project to facilitate the redesign of the district's HCMS, including developing a new teacher and principal recruitment strategy, facilitating SAISD's adoption of the T-TESS and T-PESS, and design of a strategic compensation system to attract high-quality teachers and principals to TIF-SA target schools. EAC staff will include: A Site Director, Site Coordinator Leadership Coaches to support TIF-SA Principals and Career Pathways Analysts	\$607,860	\$706,814	\$722,182	\$570,573	\$271,390
EAC staff travel, supplies and printing, teacher survey administration	\$125,546	\$125,546	\$133,465	\$110,462	\$73,946
EAC general and administrative costs	\$104,930	\$120,124	\$123,699	\$96,889	\$45,346
Tuition and fees for TIF-SA target school teachers to obtain a Master of Science in Reading from TAMU-SA: \$11,149/teacher x 20 in Year 2 + \$11,394/teacher x 20 in Year 3 + \$11,645/teacher x 20 in Year 4	\$0	\$222,980	\$227,886	\$232,899	\$0
Tuition and fees for TIF-SA target school teachers to obtain a Master of Teaching (MAT) \$10,000/teacher x 20/yr in Years 2-5 + ELA/Math teaching certifications \$10,000/teacher x 25/yr in	\$0	\$700,000	\$700,000	\$700,000	\$700,000

Years 2-5 + dual-credit teaching certifications \$10,000/teacher x 25/yr in Years 2-5					
External Evaluator: To ensure that the project is accountable for its funding and to measure its impact in increasing the retention rates of high-quality teachers and principals in IR schools and in increasing the academic achievement of high-need students in IR	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Total Contractual	\$888,336	\$1,925,464	\$1,957,232	\$1,760,823	\$1,140,682
CONSTRUCTION: NA	\$0	\$0	\$0	\$0	\$0
OTHER Employee Appraisal Management System: \$1,000,000 start up costs and training in Year 1 + \$5,200/user fee x 13 users/yr in Years 2-5	\$1,000,000	\$67,600	\$67,600	\$67,600	\$67,600
Total Other	\$1,000,000	\$67,600	\$67,600	\$67,600	\$67,600
TOTAL DIRECT COSTS	\$2,228,920	\$9,863,160	\$10,657,143	\$11,223,520	\$11,366,750
INDIRECT COSTS: 2.274% of total direct costs	\$50,656	\$224,288	\$242,343	\$255,223	\$258,480
TRAINING STIPENDS: NA	\$0	\$0	\$0	\$0	\$0
TOTAL COSTS	\$2,279,576	\$10,087,448	\$10,899,486	\$11,478,743	\$11,625,230

<u>Non-TIF Federal Budget Narrative</u>	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:
PERSONNEL Implementation Specialists (100%): 15 SAISD-funded Implementation Specialists to support MAC teachers and principals in TIF-SA target schools with	\$0	\$973,661	\$993,135	\$1,012,997	\$1,033,257

job-embedded professional development at \$64,911/yr each x 15					
Total Personnel	\$0	\$973,661	\$993,135	\$1,012,997	\$1,033,257
FRINGE					
Social Security: 7.65% x total personnel cost	\$0	\$74,485	\$75,975	\$77,494	\$79,044
Worker's compensation: 1% x total personnel cost	\$0	\$744	\$759	\$774	\$790
Teachers Retirement System (TRS) contribution: 7.8% of total personnel cost	\$0	\$75,945	\$77,464	\$79,013	\$80,594
Unemployment: \$22 x 15 full-time employees in Years 2-5	\$0	\$330	\$330	\$330	\$330
Health/dental/life insurance: \$5,027/employee x 15 full-time employees in Years 2-5	\$0	\$75,405	\$75,405	\$75,405	\$75,405
Total Fringe	\$0	\$226,909	\$229,933	\$233,016	\$236,163
TRAVEL: NA	\$0	\$0	\$0	\$0	\$0
EQUIPMENT: NA	\$0	\$0	\$0	\$0	\$0
SUPPLIES: NA	\$0	\$0	\$0	\$0	\$0
CONTRACTUAL: NA	\$0	\$0	\$0	\$0	\$0
CONSTRUCTION: NA	\$0	\$0	\$0	\$0	\$0
OTHER: NA	\$0	\$0	\$0	\$0	\$0
TOTAL DIRECT COSTS	\$0	\$1,200,570	\$1,223,068	\$1,246,013	\$1,269,420
INDIRECT: NA	\$0	\$0	\$0	\$0	\$0
TOTAL COSTS	\$0	\$1,200,570	\$1,223,068	\$1,246,013	\$1,269,420

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Ms .	First Name: Toni	Middle Name:	Last Name: Thompson	Suffix:
-----------------	---------------------	--------------	------------------------	---------

Address:

Street1:	141 Lavaca Street
Street2:	
City:	San Antonio
County:	
State:	TX: Texas
Zip Code:	78210
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

San Antonio Independent School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	248,522.00	6,657,154.00	7,311,697.00	7,966,730.00	8,622,265.00	30,806,368.00
2. Fringe Benefits	66,127.00	1,196,082.00	1,303,754.00	1,411,507.00	1,519,343.00	5,496,813.00
3. Travel	13,860.00	13,860.00	13,860.00	13,860.00	13,860.00	69,300.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	12,075.00	3,000.00	3,000.00	3,000.00	3,000.00	24,075.00
6. Contractual	888,336.00	1,925,464.00	1,957,232.00	1,760,823.00	1,140,682.00	7,672,537.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,000,000.00	67,600.00	67,600.00	67,600.00	67,600.00	1,270,400.00
9. Total Direct Costs (lines 1-8)	2,228,920.00	9,863,160.00	10,657,143.00	11,223,520.00	11,366,750.00	45,339,493.00
10. Indirect Costs*	50,656.00	224,288.00	242,343.00	255,223.00	258,480.00	1,030,990.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	2,279,576.00	10,087,448.00	10,899,486.00	11,478,743.00	11,625,230.00	46,370,483.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U374A160069

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
San Antonio Independent School District	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524