2021-2022 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 4

COMPETITIVE GRANT Application Due 11:59 p.m. CT, October 22, 2020

TEA Texas Education Agency

NOGA ID [ ]

Authorizing legislation | **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

TEA will only accept grant application documents by email, including competitive grant applications and amendments. Submit grant applications and amendments as follows:

Application stamp-in date and time

Competitive grant applications and amendments to
competitivegrants@tea.texas.gov

Grant period from | **March 9, 2021 - September 30, 2022**

X Pre-award costs are not permitted.

Required Attachments

Refer to the Program Guidelines for a description of all required attachments.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): [ ]

Applicant Information

| Organization | Dallas Independent School District | CDN | 057905 | Vendor ID | 1756001278 | ESC | 10 | DUNS | 075096347 |

| Address | 9400 North Central Expressway | City | Dallas | ZIP | | Phone | 972-925-3700 |

| Primary Contact | Menay Harris | Email | meharris@dallasisd.org | Phone | 972-925-4627 |

| Secondary Contact | Yvonne Schroeder | Email | yschroeder@dallasisd.org | Phone | 972-925-3029 |

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

☒ Grant application, guidelines, and instructions   ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances   ☒ Lobbying Certification
☒ Application-specific Provisions and Assurances   ☒ ESSA Provisions and Assurances requirements

| Authorized Official Name | Michael Hinojosa | Title | Superintendent |

| Email | hinojosam@dallasisd.org | Phone | 972-925-3220 |

| Signature | | Date | 10/20/2020 |

| Grant Writer Name | Menay Harris | Signature | | Date | 10/16/20 |

● Grant writer **is** an employee of the applicant organization.   ○ Grant writer is **not** an employee of the applicant organization.
Approved as to form: Gil R Garcia 10/15/2020

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Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
A reduction in the number of administrator vacancies from the 2018-2019 school year baseline of 225 (36%). Assistant Principals - 174 (44%); Principals - 51 (22.5%)	The proposed residency program is designed to improve recruitment, preparation, and retention of high quality principal candidates. This will decrease vacancies on an annual basis with a compounding effect over time due to increased retention.
Diversity of school leadership to better align to student demographics. Students are 70% Hisp and 21% AA/Black; Asst Principals - 28% Hisp and 52% AA/Black; Principals - 36% Hisp and 42% AA/Black	Recruitment practices for this program as well as placement of residents and graduates of the program will prioritize diversity matching to help ensure that a greater portion of school leadership staff reflect the demographic makeup of their students.
Increased satisfaction rates of participants in principal preparation programs with specific indications that the program adequately prepared them for their work as a principal from 2018 survey baseline rate of 53%.	The program will provide candidates with direct exposure to and experience with the work of the district's principals. Each candidate will be matched with a mentor principal on their campus whom they will shadow and support throughout the residency.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By June 2022, 85% of residents and 85% of mentor principals will express high satisfaction with the residency program as measured by mid-year and end-of-year likert scale surveys of overall program satisfaction and perceived development of skills and key leadership practices. Additionally, 100% of residents will be placed in a school leadership position within the district.

By June 2025, in order for the diversity of school leadership to better align to student demographics, the gap between the demographic makeup of students and school administrators will be decreased by 5%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

The first-quarter benchmarks will gather baseline data in relation to the needs and SMART goal outlined above. First-quarter benchmark measurements will include:
(1)Recruitment results - The number of principal candidates admitted to the program along with their experience levels and demographics. This will be used as a baseline measure for identified needs 1 and 2: filling principal vacancies and increasing diversity matching. (2)Satisfaction rates - Surveys administered to residents and matched mentor principals to measure satisfaction rates with the match and planned residency experience. (3)Skills pre-assessment - Baseline assessment to measure the resident's effectiveness in executing key practices such as DDI and observation/feedback required for successful school leadership. Results will be shared with the resident and mentor principal to personalize the mentorship.

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Measurable Progress (Cont.)

Second-Quarter Benchmark

The second-quarter benchmarks will provide data on mid-term progress measures in relation to the needs and SMART goal outlined above. Second-quarter benchmark measurements will include:
(1)Retention results - The number of principal candidates admitted to the program who have been retained (goal: 100%). The team will also identify the number of administrator vacancies present in the district at this time in order to form a baseline measure for the goal of decreasing the total number of vacancies once these residents complete the program.
(2) Satisfaction rates - Mid-year survey administered to residents and matched mentor principals to measure satisfaction rates with the match and residency experience to date. (3) Skills mid-assessment - Mid-year assessment to measure growth in the resident's effectiveness in executing key practices such as DDI and observation/feedback required for successful school leadership. Results will be utilized by the program team to identify developmental next steps.

Third-Quarter Benchmark

The final benchmark will provide data on end-of-year progress measures in relation to the needs and SMART goal including: (1)Completion and placement rates - The number of principal candidates who completed the program and accepted placements in the district as administrators (goal: 100 %) and the portion of placed candidates whose demographics reflect the district's student body will increase. (2) Satisfaction rates - End-of-year survey will be administered to residents and mentor principals to measure satisfaction rates with the residency experience with a specific focus on whether the experience prepared residents for school leadership roles (goal: 90 % highly satisfied). (3)Skills post-assessment - End-of-year assessment to measure growth and proficiency in the resident's effectiveness in executing key practices required for successful school leadership in an urban setting.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Formal and informal assessments will be conducted throughout the year with real-time adjustments made to ensure the effectiveness of the program. The project team has developed and summarized below mitigation strategies and plans for modifications to use if benchmark data indicates that the project is not on track to meet its goals.

Goal/Need 1: Reduce the number of administrator vacancies. Mitigation and modification strategies: Successful recruitment, retention, and placement of candidates will be supported by targeted matching of residents with principal mentors and surveys to measure the readiness of each resident to move into an administrator position. If data identifies that candidates are not ready, the project team will make modifications that may include adjusting the selection process and supports provided during the residency year.

Goal/Need 2: Better match the diversity of school leadership with the student body. Mitigation and modification strategies: Targeted recruitment specific to bilingual educators will be employed including direct email to invite application and attendance at information sessions, presentation to the Association of Hispanic School Administrators (AHSA) to solicit recommendations, and outreach to current leaders to encourage/nominate individuals with priority of bilingual educators.

Goal/Need 3: Increase candidate satisfaction rates. Mitigation and modification strategies: Mentor principal and resident satisfaction will be measured using the following metrics for which the goal is >85% rating a 4 or greater on a scale of 1-5: 1. Percent reporting resident growth in leadership capacity. 2. Percent reporting that mentors have intentionally developed/supported their resident. 3. Percent reporting resident is ready to move into an AP role next school year. 4. Percent reporting overall satisfaction with the residency experience.

Long-term success and sustainability will be evaluated periodically in order to identify needed programmatic adjustments.

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Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2021-2022 Principal Preparation Grant Program, Cycle 4 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2021.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.

☒ LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the TEA Grant Opportunities page, with all documents pertaining to the RFA.

☒ If preliminarily selected for award, LEA agrees that full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements listed on page 7 of 2021-2022 Principal Residency Grant Program, Cycle 4 Program Guidelines.

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Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

As a foundational belief, Dallas ISD and SMU (the "project team") focus on recruiting and selecting diverse aspiring principals who are committed to serving the least advantaged students.

The project team will use a variety of strategies to attract diverse and highly skilled candidates for this program including both targeted and mass communication approaches. Currently, a comprehensive district-wide instructional framework has been put into place. Principals will be asked to nominate candidates and executive directors/district leadership will select mentor principals for candidates completing this residency program. In addition, alumni and current students of the Aspiring Leaders Program will be invited to nominate potential applicants. This approach will help in identifying potential applicants who are mission-aligned in serving the targeted population of students. Because targeted strategies may unintentionally overlook promising applicants, broader approaches will also be undertaken to encourage all qualified applicants to apply including an informational website hosted by SMU, mass communications to Dallas ISD principals requesting nominees, and information sessions for prospective candidates held both at SMU and Dallas ISD.

Following targeted recruitment, applicants will be selected through a strategic process that prioritizes diversity and factors critical to a school leader's success. This initial screening process examines criteria including an applicant's academic history (e.g., transcripts), their understanding of the challenges and opportunities of school leadership, their response to feedback and growth mindset orientation, their impact on student achievement, their problem-solving capabilities, and their references, including a mandatory reference from their principal. To supplement the principal reference, applicants also will be required to submit their most recent performance appraisal, which is also evaluated for its strength in providing evidence of measurable student achievement.

Applicants who pass the screening are then invited to an in-person assessment that includes role-plays and interviews conducted by the project team. Overall, the assessment center uses rubrics aligned with program competencies to assess candidates. Role plays will focus on evaluating each candidate's instructional leadership capabilities as well as their responses to feedback. In particular, one of the activities involves candidates watching a video of instruction, scripting a feedback conversation with the teacher, and engaging in a role play of a feedback conversation based on the observation. In addition, a team fishbowl activity (along with the interviews) provides another window in which the project team is able to directly observe and assess the interpersonal leadership skills of candidates. Furthermore, to supplement the summative data from their performance evaluation in the screening phase, applicants will be asked to provide formative or interim assessment data to the assessment center and discuss the strength of evidence with associated actions for improving student achievement. Growth mindset is also assessed in the assessment center by providing candidates feedback in the moment during role plays and observing how candidates respond when asked to re-do a portion of the role play. Similarly, the final interview provides an additional opportunity for candidates to reflect on the assessment center activities and identify how they might have performed differently.

The project team has a track record of recruiting and selecting diverse and highly skilled participants and is increasingly mirroring the Dallas ISD student population. For example, in the most recent cohort of the Aspiring Leaders Program, 79% of participants come from minority backgrounds compared to 95% of minority students served by Dallas ISD.

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Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Core components of the Residency:
The competency-based curriculum is based on the Texas 268 Identified Integrated Pillars and high-quality coaching support and feedback for each resident in concert with the Master's program. The program is dedicated to residents practicing the skills necessary to be an effective culturally responsive, instructional, and transformational leader – with the majority of time committed to instructional leadership and structured authentic leadership opportunities. The resident will apply their learning in the Master's program coursework in various real-world contexts. The resident will be in a substantive leadership role in a K-12 school and serve on the leadership team, with associated authority and will engage in rigorous clinical learning, having a significant role in "running the school". The resident will manage at least one team of teachers and/or other adults, develop and drive strategic initiatives forward, and work across several functional areas of the schools (e.g. instructional leadership, adult culture, student culture) to help ensure alignment.

The resident will be afforded the opportunity to lead and engage in practice-based clinical learning, work on areas for development, see the consequences of his/her actions, and learn from and remedy mistakes. Additionally, support will be provided for those individuals chosen as mentor principals . The residency year will commence with a Residency Preparation Class. During this class, residents will receive targeted content over the course of three full days. This will ensure that ongoing and end of residency course exit performance expectations and evaluation criteria is clear and residents are prepared to make impact during their residency placement on a campus.

During the residency year, each resident will attend monthly content sessions. Content will have clear practice-based learning objectives, aligned to the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving. Residency Day Content Sessions will focus on real-time problems of practice that residents are experiencing as new campus leaders as well as being sequenced and structured in a manner that ensures skills build upon each other from one session to the next. In addition to Content Sessions, residents will also receive targeted instruction to prepare them for the 268 certification exam to ensure they pass on the first attempt.

Each resident will receive one-on-one coaching support and supervision from an EPP Leadership Development Coach during their residency year. Coaching placements for each resident will be made during the Field Studies Class. Each resident will receive coaching sessions during the residency year. All coaching sessions will integrate the Texas 268 Identified Integrated Pillars and occur on campus, during instructional hours, so that leadership development is actionable and competency-based feedback occurs in the context of clinical practice. EPP Leadership Development Coaches will work in partnership with the mentor principal to align and collaborate on the resident's growth and progress to ensure access to opportunities for relevant high-level leadership tasks, high-quality on-site guidance and modeling from the mentor principal. As a result, the resident will receive formative feedback on a weekly basis. This will also ensure that the resident receives clinical experiences related to all aspects of school leadership.

Each resident will be placed on a campus with an experienced mentor principal and will implement a year-long Capstone Impact Project with the purpose of identifying and resolving a specific problem of practice within the school. Through the Capstone, residents will engage in actions that improve the practice and conditions for stakeholders in their setting, thereby impacting student learning and academic achievement.

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Statutory/Program Requirements (Cont.)

3. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Data-Driven Instruction provided in Attachment 1.

Dallas ISD is committed to continuous improvement guided by data. Dallas ISD provides district-level assessments each semester and six-weeks that are aligned to STAAR as well as norm-referenced assessments, reading assessments and other content area specific assessments. Data from assessments is regularly analyzed as part of a continuous improvement model. Data is collected and then studied by campus, grade, content, teacher, student and TEKS/SE. Campuses with lower data create action plans and receive differentiated support from principal supervisors. Student performance on certain assessments is not only part of student grades, but also factored into the Teacher Excellence Initiative (TEI) teacher scorecard which is tied to compensation.

In addition to the summative assessments described above, Dallas ISD leverages a variety of formative assessments. The most common formative assessment practice is a daily exit ticket designed to ascertain each student's mastery of the day's lessons. Schools use a weekly data meeting protocol that requires review of SE-aligned data, analysis of the actual student work product, the identification of the learning gap after comparisons with an exemplar, then the planning for the reteach lesson and rehearsing for feedback. This protocol occurs weekly and is led by assistant principals and instructional coaches within weekly professional learning community meetings (PLCs). The protocol ends with calendaring the reteach lesson by both teacher and leader for observation, feedback and coaching.

Through use of these practices, based upon our ACE model, schools have seen dramatic improvements. Professional development and coaching of these practices is aligned to Paul Bambrick's strategies. The goal is to make data visible and actionable. In addition to spreadsheets and weekly data meetings, campuses also have data rooms school-wide, data walls in classrooms, and student profiles to assist with strategic, focused learning. Together, these practices help ensure data-driven instruction is consistently and effectively practiced across each campus.

4. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the Leverage Leadership Readiness Assessment: Observation and Feedback provided in Attachment 1.

Dallas ISD leads the way in observation and feedback through its Teacher Excellence Initiative (TEI) - a multi-observation, coaching-focused relationship evaluation system tied to compensation. Teachers are evaluated and receive feedback based on how they prepare lessons, deliver instruction, develop classroom culture and grow as professionals. The number of classroom observations that are conducted for teachers and those in which they receive feedback depends on the teacher's effectiveness level. Dallas ISD's observation-feedback cycle includes: campus administrators observing classroom instruction, a face-to-face feedback session with the teacher within 48 hours, and a follow-up observation in order to ensure instruction improves. Within the face-to-face sessions, teachers are provided a praise of a successful teaching action linked to previous action steps, a probing question to prompt teacher reflection, and a polish action that is actionable and bite-sized. All steps are tracked within an online platform. This data includes the number of observations conducted, the on-track status of regular observations for each teacher, and specific performance indicator data. Additionally, users are able to track specific action steps issued and trends across teachers in order to inform professional development.

TEI observation and feedback is also paired with tools from Get Better, Faster; Teach Like a Champion and other resources created after PD sessions to follow-up on strong implementation. The observation cycle is accelerated through the use of "coaching-in-the-moment techniques", including hand signals, cue cards, dry erase boards, and modeling. Observations often occur several times daily and follow a specific scope and sequence of high leverage moves for mastery. Observation data and trends are recorded in an excel spreadsheet and tracked for growth. They are shared weekly during the administrative leadership team meeting to guide the creation of professional development and weekly calendars. Residents will benefit from intensive, targeted mentoring from a high-performing principal with a track record of success, and will gain experience with leading the district's proven data-driven instruction and teacher observation and feedback practices, developing necessary skills to lead urban schools with significant challenges.

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Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

(•) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

( ) Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

(•) Yes   ( ) No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

( ) Yes   (•) No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

[ ] The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

[ ] The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	[ ]
2. Enrollment of all participating private schools	[ ]
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	[ ]
4. Total current-year grant allocation	[ ]
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	[ ]
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	[ ]
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	[ ]
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	[ ]

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CDN `057905` Vendor ID `1756001278` Amendment # `[  ]`

Request for Grant Funds

Matched amount (number of principal residents participating in program x $15,000) `150,000`

Number of principal residents participating in the 2021-2022 Principal Residency Grant Program `10`

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)   BUDGET

Partial salary costs of $55,000 for 10 residents	550,000
Principal Mentor Stipends $2,000 per resident mentor	20,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development costs	100,000

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Travel costs for mentor principals, LEA and EPP; approx 15 individuals	19,500

Total Direct Costs `689,500`

Indirect Costs `10,500`

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) `700,000`

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An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section
For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment
For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

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