Texas Education Agency

# Improving Student Learning:
## District Spotlight

*June 2026*

# Focusing on systemic superlevers to improve daily classroom learning

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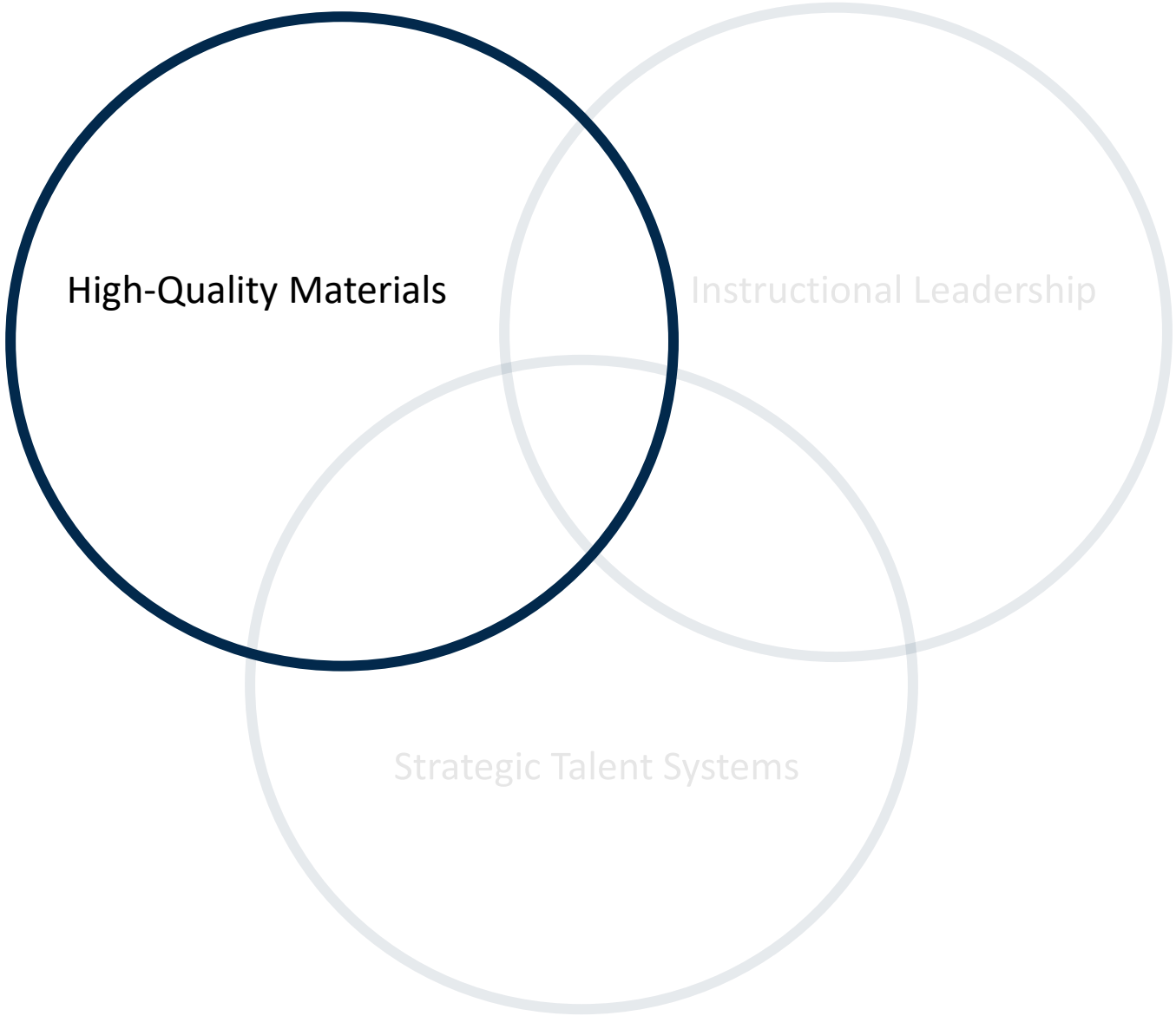
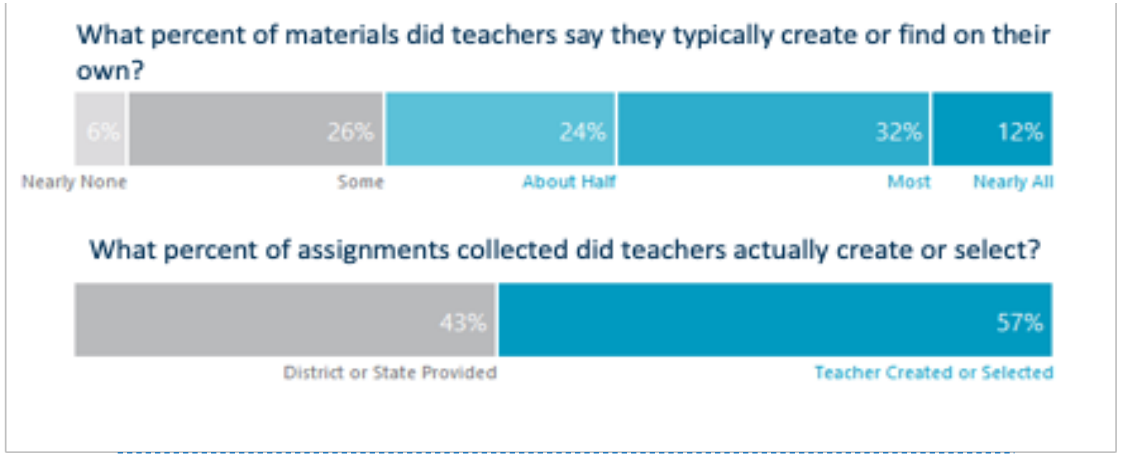


# Teachers Do Not Have Enough Time To Develop Rigorous Instructional Materials

Teachers reported spending **7 hours per week** or **250 hours per year** developing or selecting instructional materials.

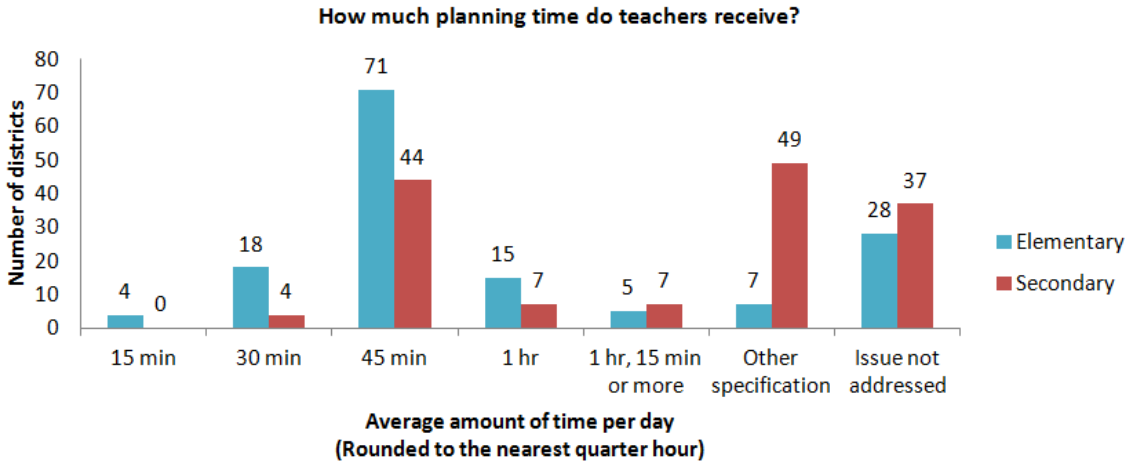



## Where do teachers find materials?

**94% say Google**

**87% say Pinterest**

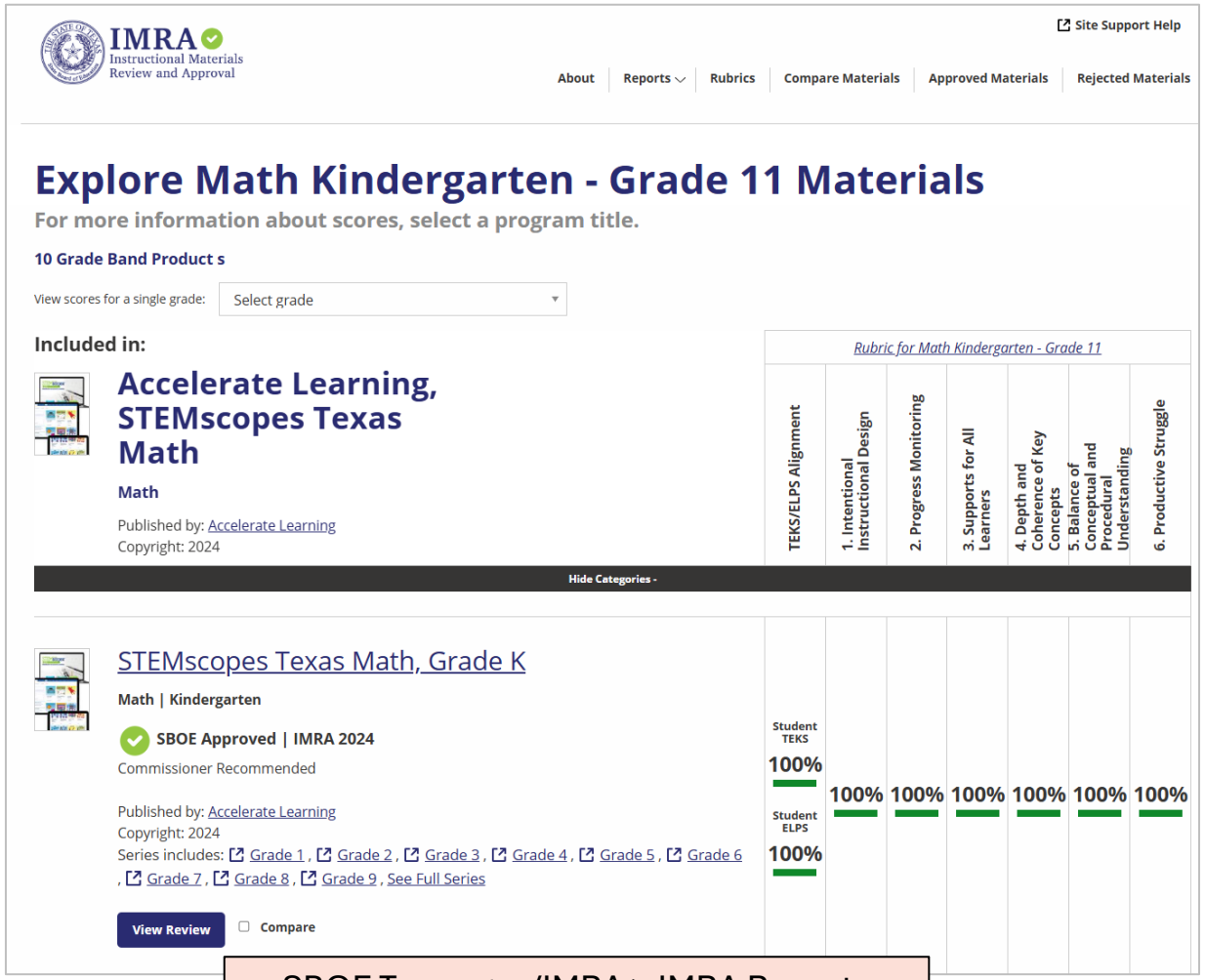
Teachers reported being given only **3 hours 45 mins per week** on average for all planning activities.




https://www.nctq.org/blog/July-2016:-How-much-time-do-teachers-get-to-plan-and-collaborate

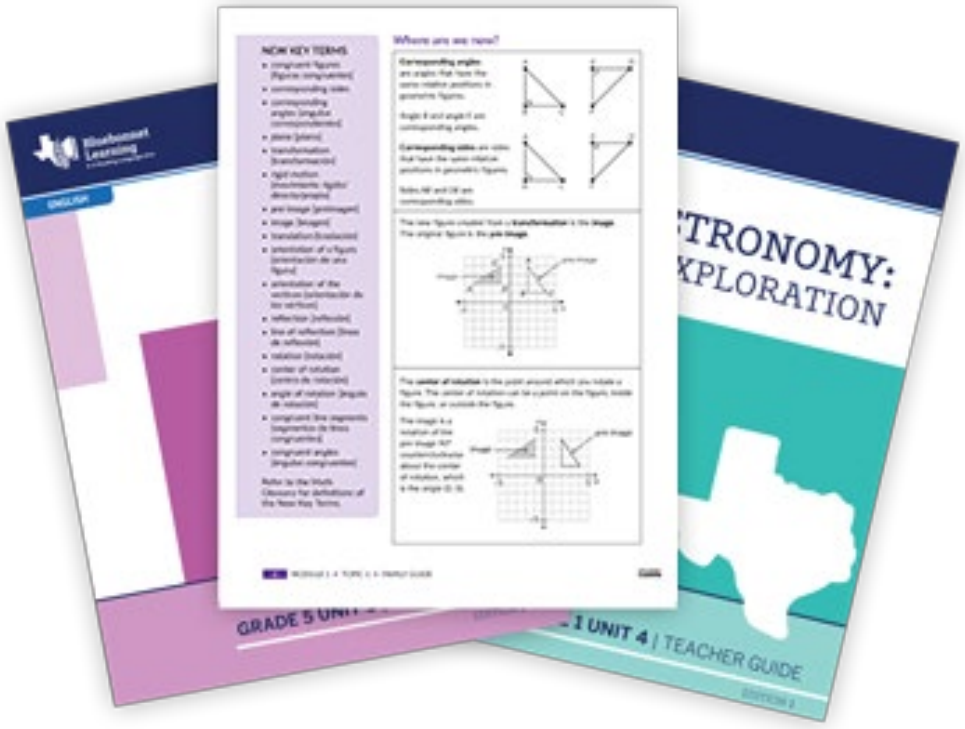
From: The Opportunity Myth; The New Teacher Project, 2018; and, Failing by Design: How we make teaching too hard for mere mortals'; Pondiscio, 2016.

# HQIM as a Key Tool to Support Teachers



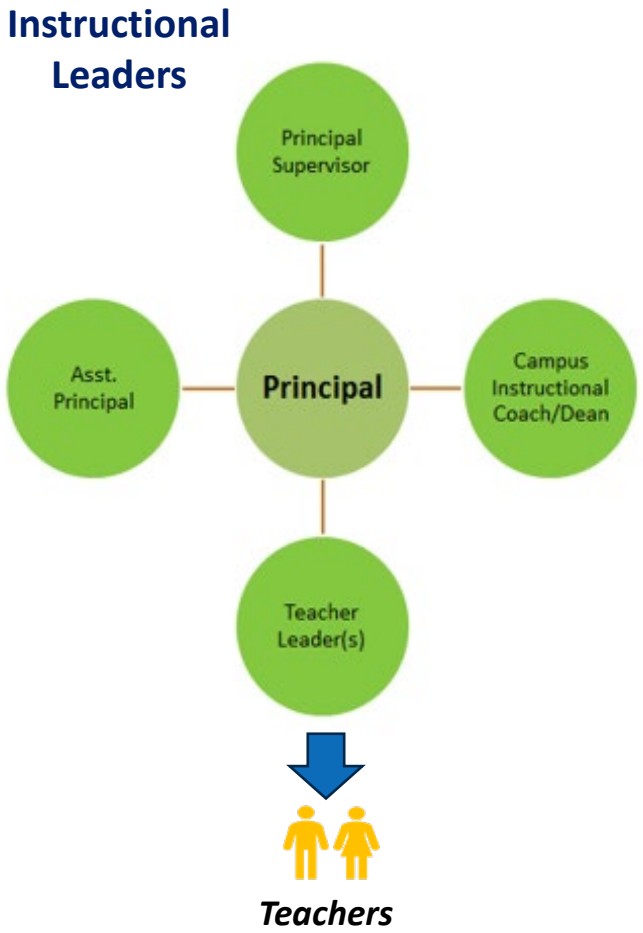

SBOE.Texas.gov/IMRA > IMRA Reports

Bluebonnet Learning

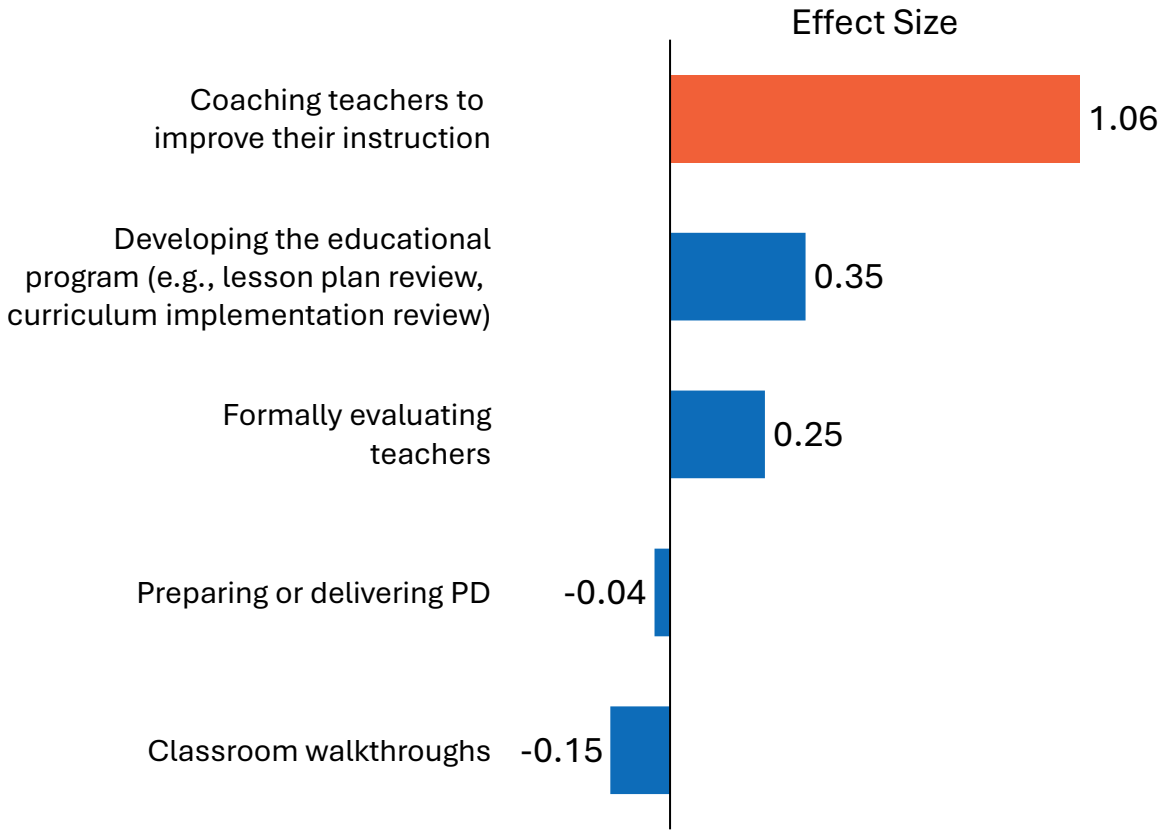


# Focusing on systemic superlevers to improve daily classroom learning

# Coaching matters: To improve classroom quality, districts must have systems to observe and give feedback




**Relative to other instruction-related tasks of principals, coaching has a significant impact**




Source: Grissom, J.A., Loeb, S., Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observation of principals. *Educational Researcher, 42*(8), 433-444

# Success in every classroom requires a districtwide commitment to aligned coaching & feedback

| 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|
| Always/Consistently | Frequently/Almost Always | Sometimes/Occasionally | Rarely/Seldom | Not Observed |

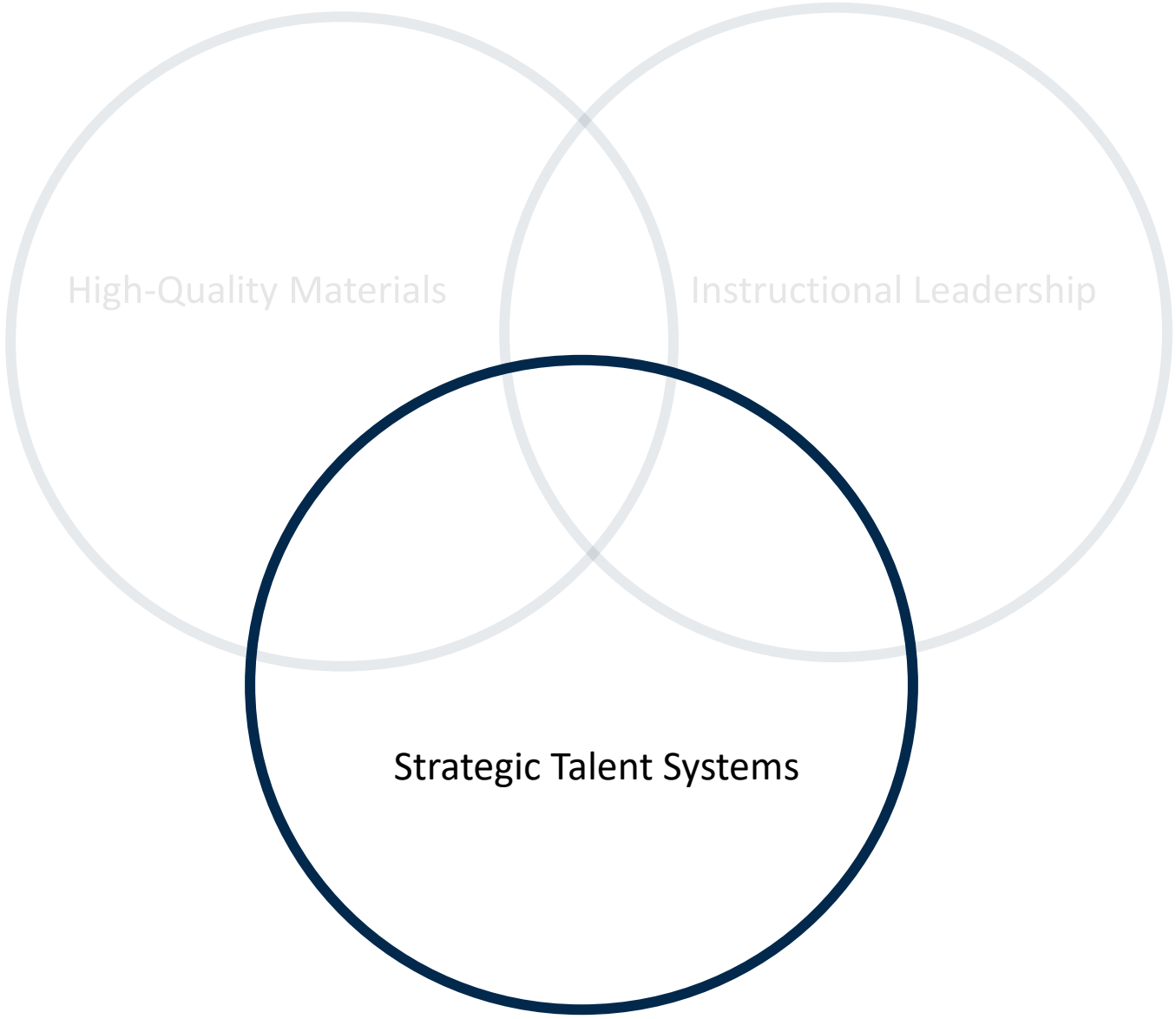
| **Learning Environment**<br>*Aligned to T-TESS Domain 3* | |
|---|---|
| Is the classroom environment structured to support efficient routines and student persistence to maximize instructional time? | |
| **Routines:** Students execute transitions, routines, and procedures in an efficient manner that maximizes instructional time. | 4 3 2 1 N/A |
| **Classroom Management:** Students follow expectations with positive teacher reinforcements. If misbehavior occurs, students are redirected with minimal disruption to instruction. | 4 3 2 1 N/A |

| **Instructional Delivery**<br>*Aligned to T-TESS Domain 2* | |
|---|---|
| Are all students learning accurate content through research and evidence-based instructional strategies? | |
| **Pacing:** The teacher maintains appropriate pacing aligned to the purpose of the planned lesson and driving toward student mastery of the objective. | 4 3 2 1 N/A |
| **Explicit Model:** The teacher explicitly models and thinks aloud grade-level strategies. | 4 3 2 1 N/A |
| **Academic Language:** The teacher uses precise academic and content language. | 4 3 2 1 N/A |
| **Questions & Tasks:** The teacher uses rigorous, meaningful, grade-level questions and tasks that build students' understanding of the content. | 4 3 2 1 N/A |
| **Frequent Practice:** The teacher provides frequent opportunities for practice using multiple engagement strategies (e.g., independent, partner, and group practice; think-pair-share; turn and talk; everybody writes; whiteboard responses; show call with student work). | 4 3 2 1 N/A |
| **Breadth of Practice:** All students are engaged in the practice required for mastery in ways that reveal their thinking (e.g., discussion, writing, practice). | 4 3 2 1 N/A |
| **Depth of Practice:** Students do the cognitive work at the depth required for mastery, as called for by the lesson. | 4 3 2 1 N/A |

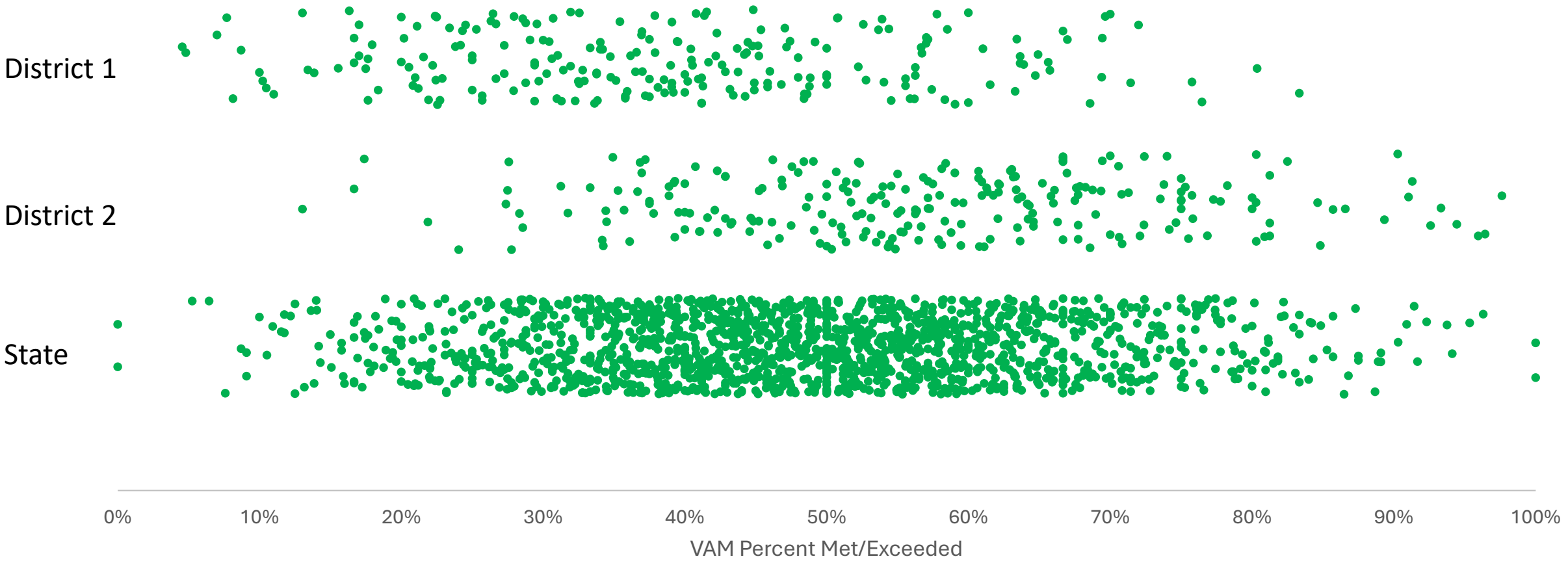
**Everyone** in the **instructional leadership** chain must be able to clearly identify **effective instructional delivery**

- Superintendent
- Supervisor of Principals
- Principal
- Assistant Principal
- Academic Lead
- Teacher

# Focusing on systemic superlevers to improve daily classroom learning

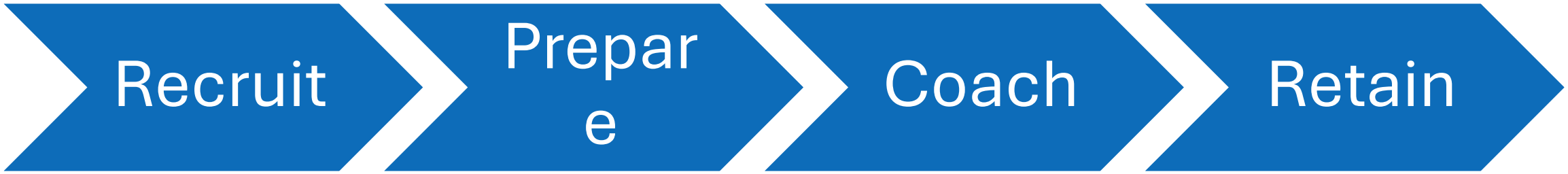


# District Talent Systems can have a significant impact on teacher quality




*Data from growth in school years 2022-23 to 2023-24. For the state, each dot represents an average of 67 teachers*

# Talent Systems Lead to Larger and Sustained Student Gains



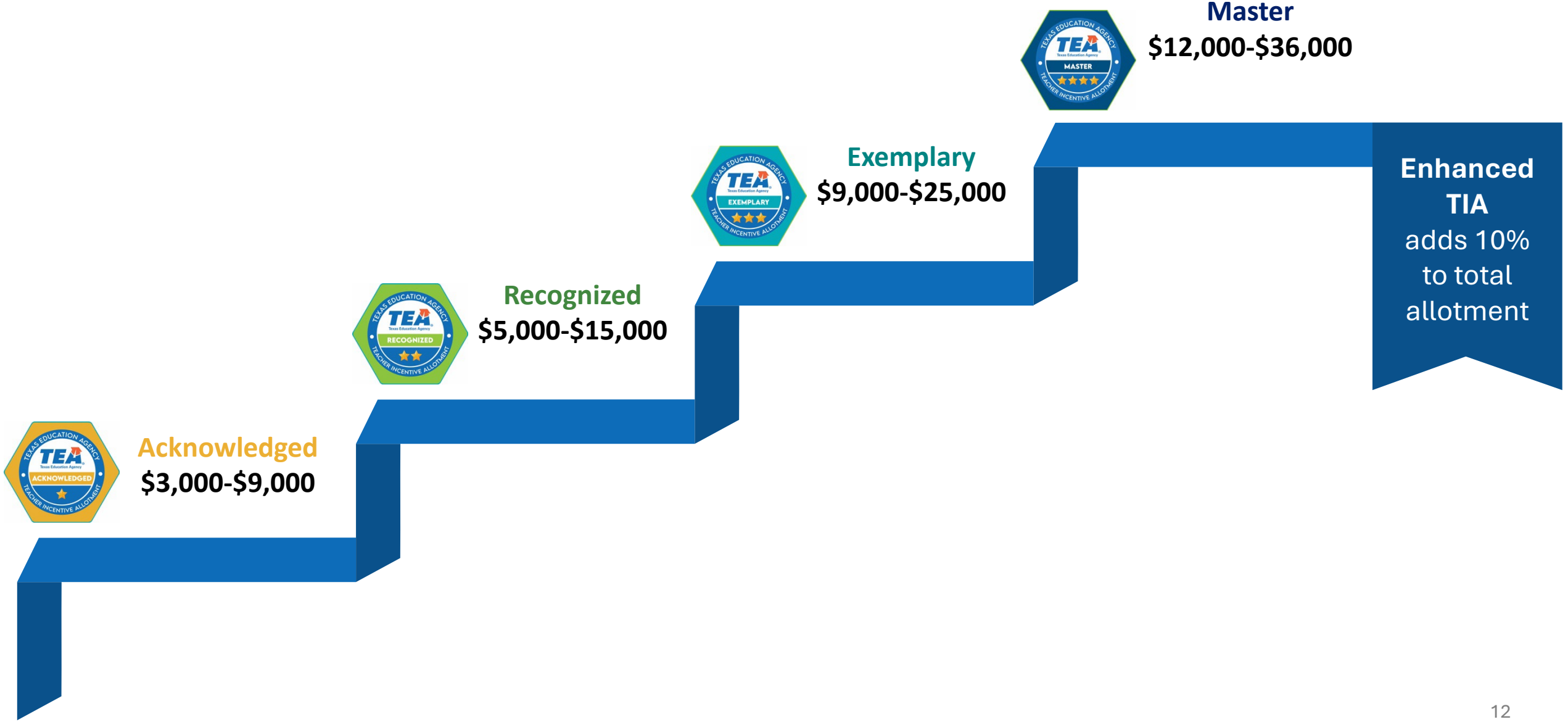

- Higher top-end salary potential
- Paraprofessionals pipeline

- Residencies, Paid Undergrad, Intensive Summer
- Structured Mentoring

- Instructional Leadership
- HQIM & PLCs

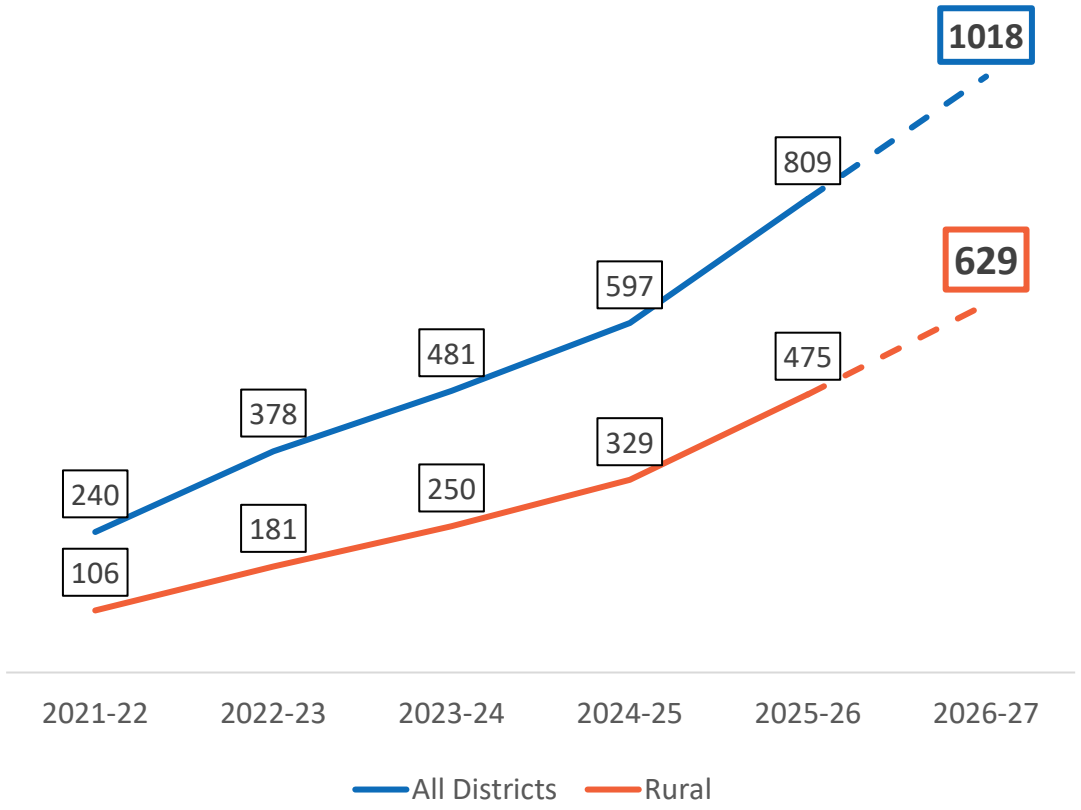
- Performance-based Raises
- Professional Recognition

# The Teacher Incentive Allotment can anchor a district's academic continuous improvement efforts

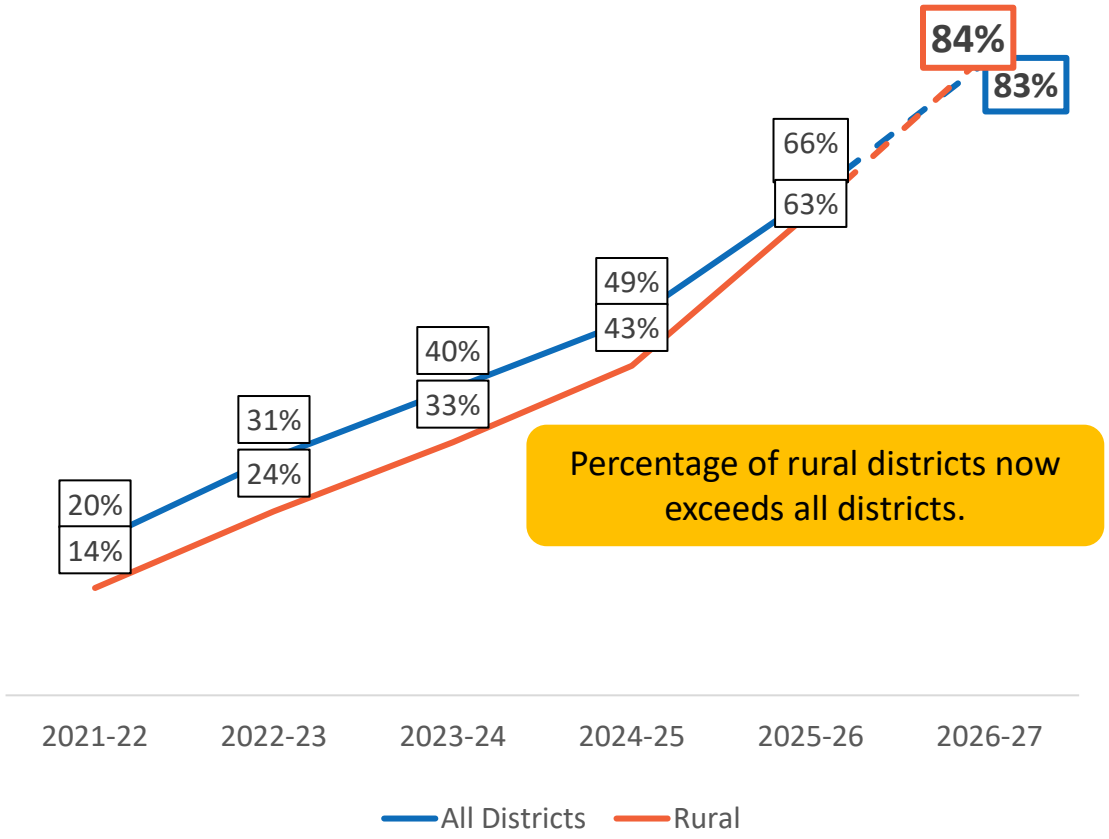


# The Teacher Incentive Allotment (TIA) is now the standard across Texas districts

## Participation Counts

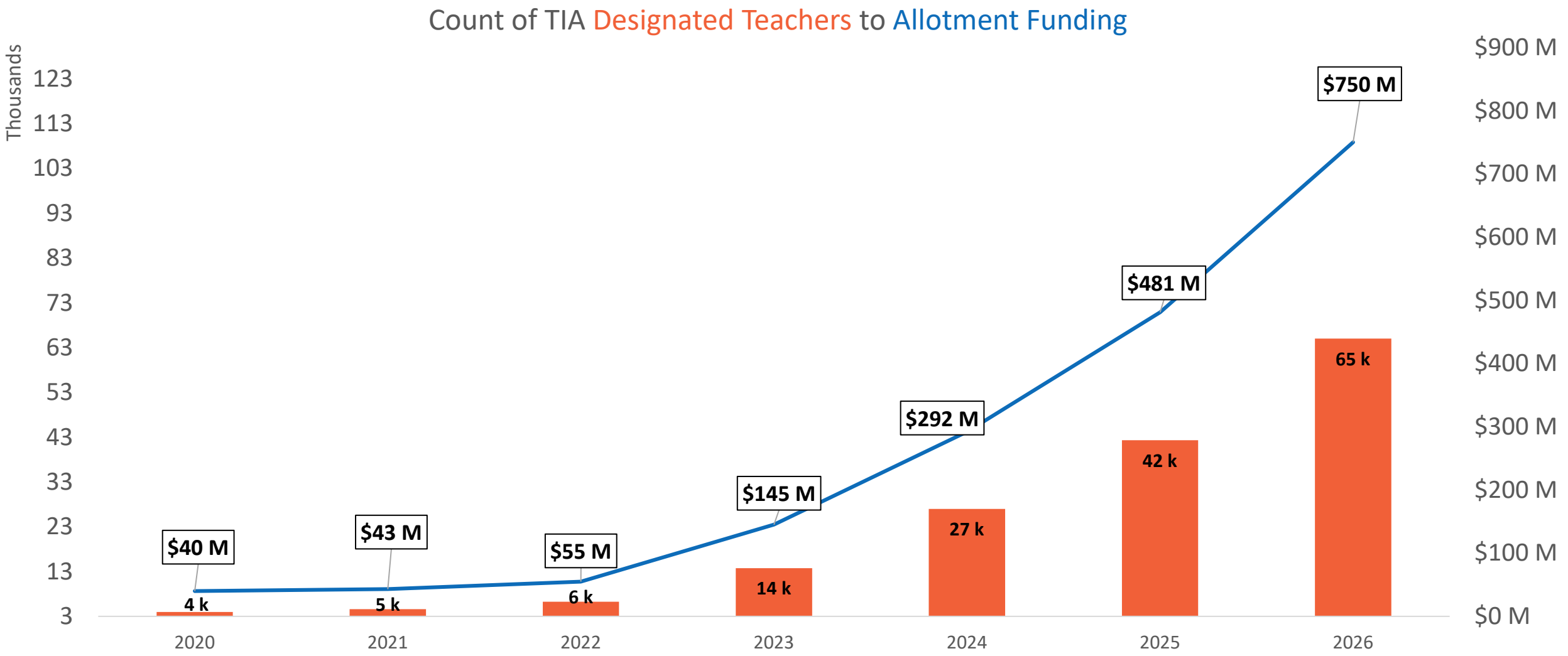



## Participation Rates (Percent of Total)



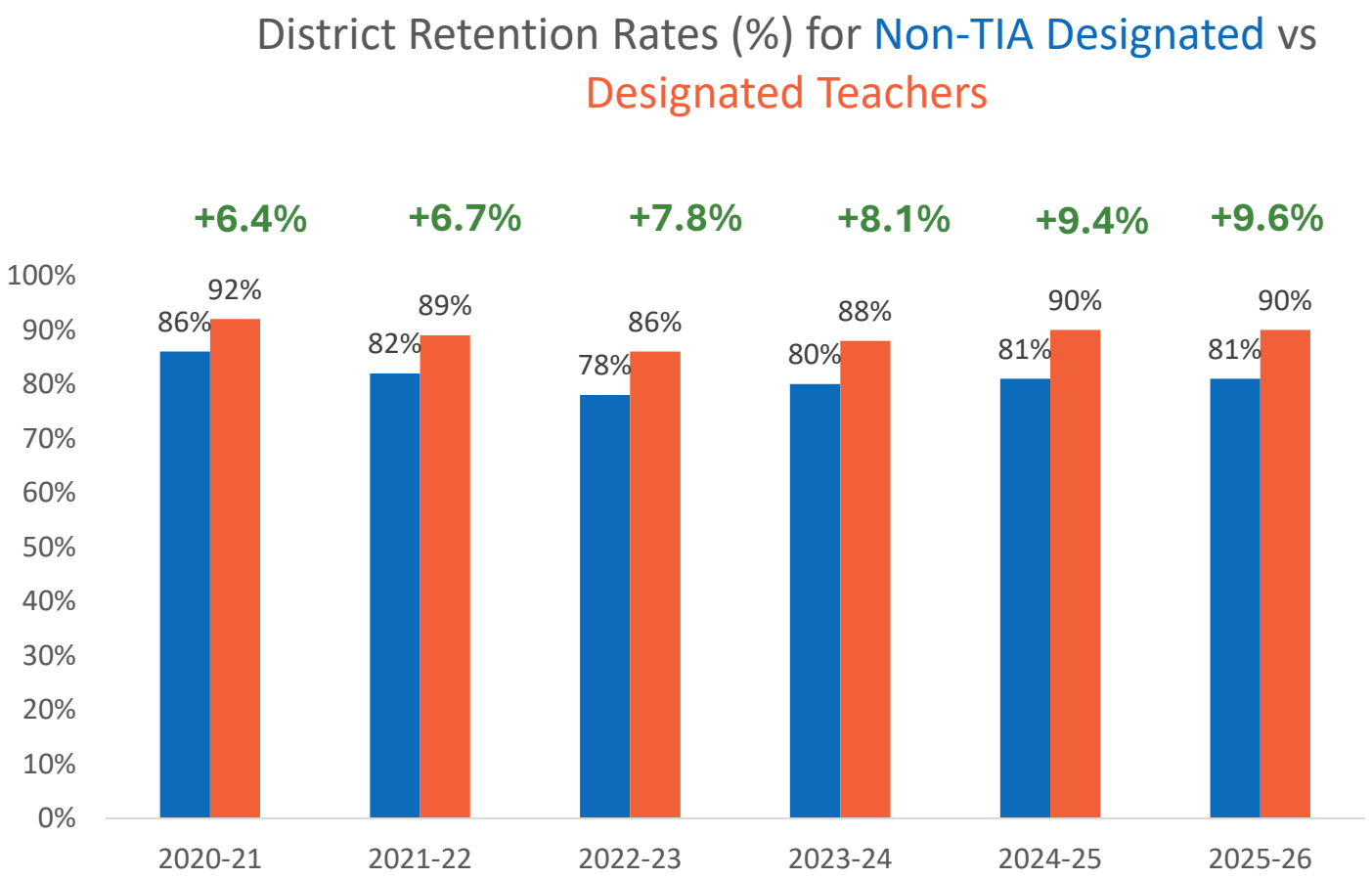

**Note:** Projected participation counts and rates for 2026-27 are based on submitted applications and are not final. Actual counts and rates will be available in August 2026.

# TIA funding is ongoing and reliable, scaling to support the growing number of designated teachers




Note: 2025-26 Allotment projected based on current teacher data. Final in late June 2026.

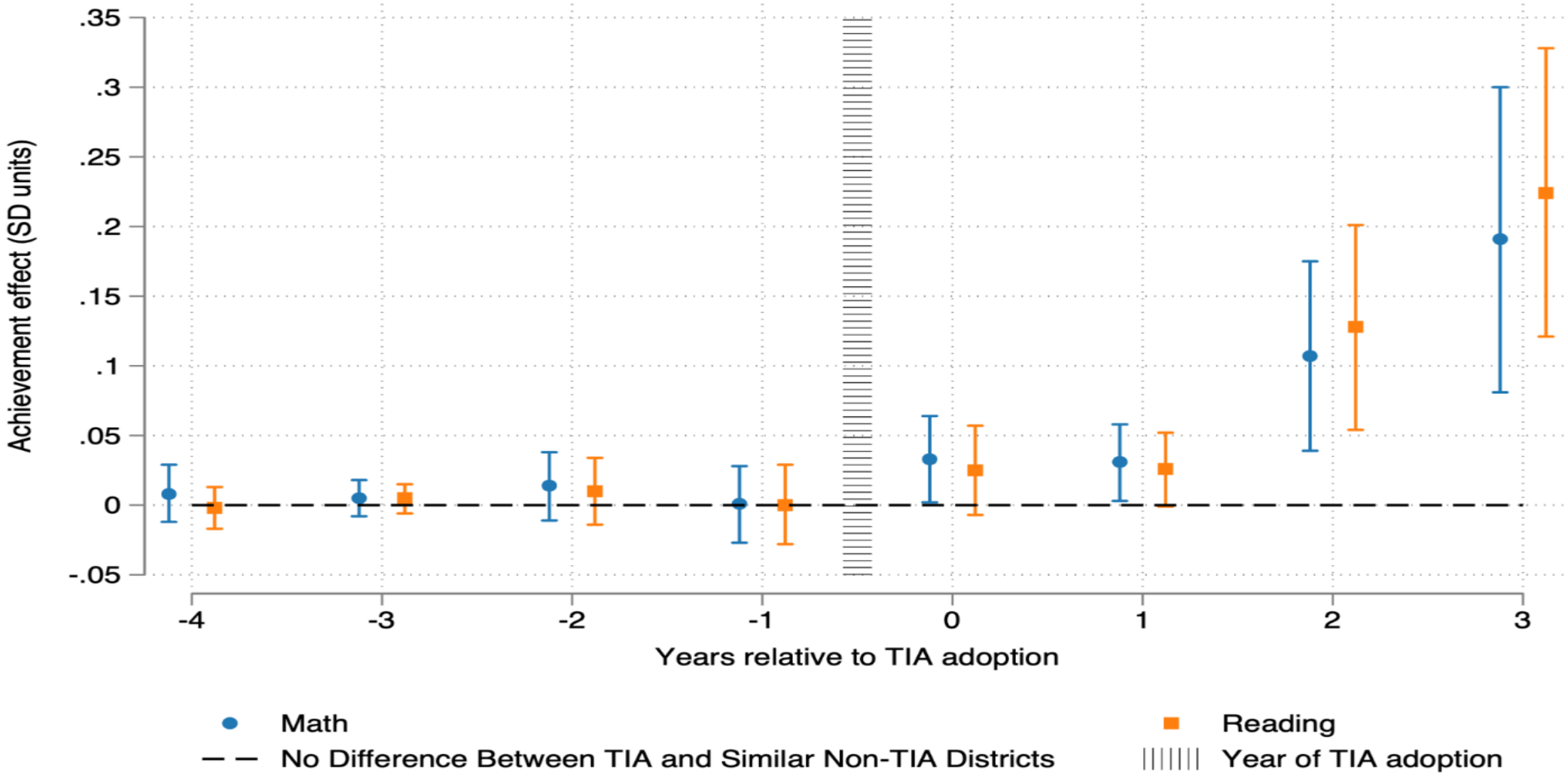
# TIA is keeping the most effective teachers in Texas classrooms




Even as TIA is scaling to reach more teachers, TIA designated teachers are staying in the classroom at far higher rates than non-designated teachers

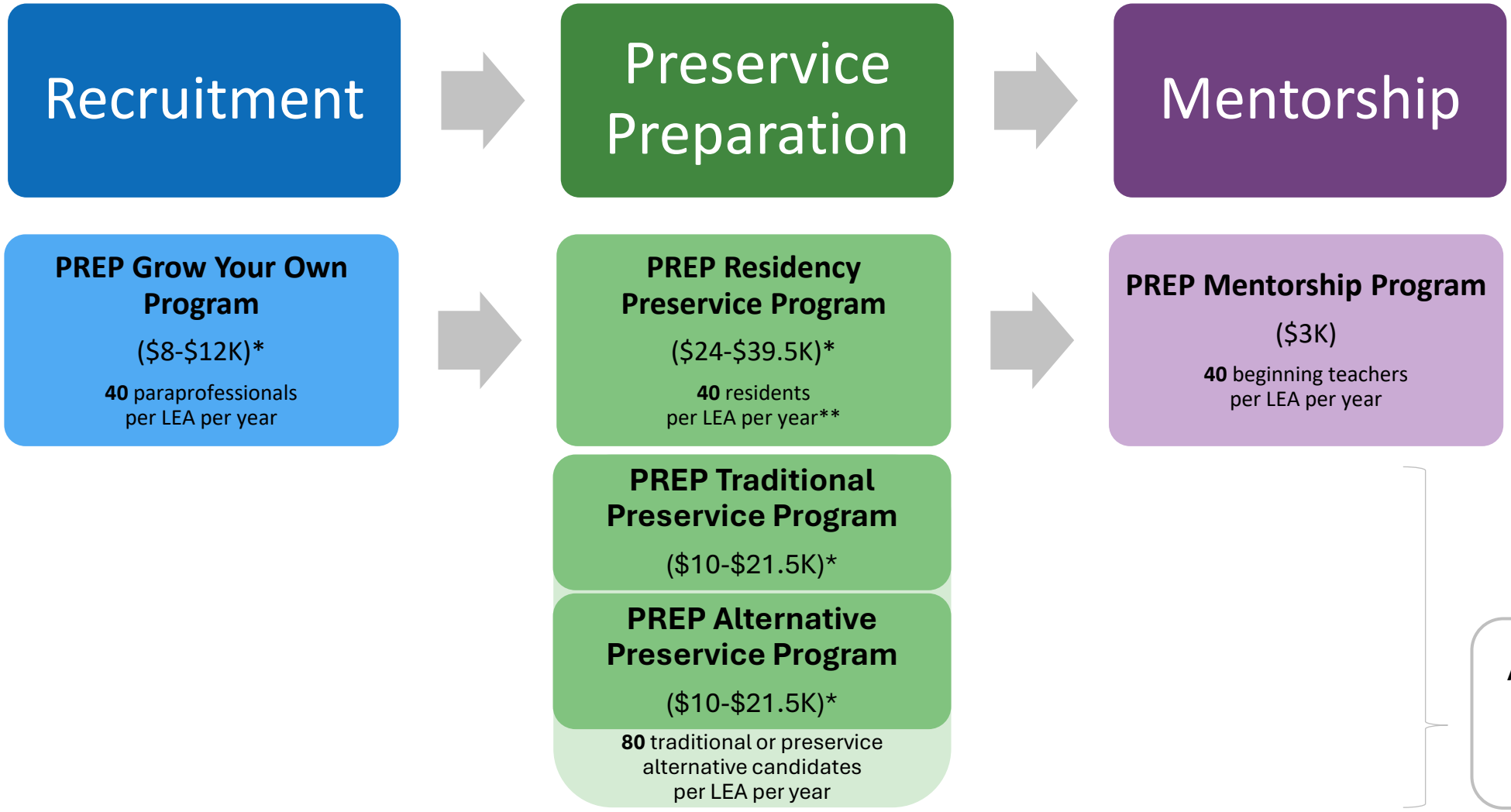
*TIA designated teachers in this dataset does not include National Board teachers. Retention shown for teachers with fte ≥ 0.5.*

# TIA is associated with an increase of about a third of a year of learning, on average




Source: Kirksey, J.J. (2026) *Texas's Teacher Incentive Allotment is Improving Student Achievement and Keeping Top Teachers in Classrooms*

# New **PREP Allotment** to sustain the reforms via the pipeline




*FSP Formulas are structured with higher levels of funding for small/rural districts

**If total number of residents exceeds 40, funding can also be provided from eligible slots from the Traditional/Preservice Alternative allocation at that lower funding level for up to an additional 40 residents

# District Spotlight: South San Antonio ISD

Texas Education Agency

# South San Antonio ISD: Dr. Hinojosa

## 'What our kids deserve': New South San leader eliminates uncertified, underperforming teachers

Saul Hinojosa wants South San to be fully staffed with high-quality teachers by the end of summer.

## Full interview: Dr. Saul Hinojosa takes helm at South San Antonio ISD

## South San ISD to implement new learning curriculum this fall

## New South San Antonio ISD superintendent to focus on ‘quality’ teachers to turn district around

# SOUTH SAN ANTONIO ISD
# STRATEGIC PRIORITIES

**Build coherent systems that support all learners and staff**

**Implement Bluebonnet Learning with fidelity**

**Leverage master teachers as instructional leaders**

**Organize campuses into collaborative clusters for shared learners**

**Aggressive monitoring with real-time data to close gaps**

# STAAR Results – South San Antonio ISD

RLA By Grade

## SPRING 2025 and 2026 MEETS RESULTS
### STAAR GRADE 3-8 RLA, ENGLISH I, & ENGLISH II
### RESULTS by ENROLLED GRADE LEVEL

| Grade Level | Spring 2025 Meets | Spring 2026 Meets | Change in Meets |
|---|---|---|---|
| **3** | 32% | 40% | **+8%** |
| **4** | 32% | 36% | **+4%** |
| **5** | 35% | 44% | **+9%** |
| **6** | 30% | 35% | **+5%** |
| **7** | 32% | 33% | **+1%** |
| **8** | 39% | 43% | **+4%** |
| **English I** | 31% | 41% | **+9%** |
| **English II** | 35% | 47% | **+12%** |

MATH By Grade

## SPRING 2025 and 2026 MEETS RESULTS
### STAAR GRADE 3-8 MATH & ALGEBRA 1
### RESULTS by ENROLLED GRADE LEVEL

| Grade Level | Spring 2025 Meets | Spring 2026 Meets | Change in Meets |
|---|---|---|---|
| **3** | 30% | 27% | **-3%** |
| **4** | 32% | 32% | **+1%** |
| **5** | 31% | 34% | **+3%** |
| **6** | 12% | 22% | **+10%** |
| **7** | n/a | n/a | n/a |
| **8** | 22% | 21% | **-1%** |
| **Algebra I** | 18% | 33% | **+15%** |