



2024-2025 Principal Residency Grant Cycle 7

Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

NOGA ID []

Authorizing legislation ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

This LOI application must be submitted via email to loapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by 11:59 p.m. CT, October 27, 2023.

Application stamp-in date and time

Grant period from February 12, 2024 - August 31, 2025

Pre-award costs permitted from Pre-award costs are not allowed.

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TE/ Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

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 Campus [] ESC 10 UEI 075096347

Address 9400 N. Central Expressway City Dallas ZIP 75001 Vendor ID 1756001278

Primary Contact Ali Saiyed Email zsaiyed@dallasisd.org Phone 972-925-8013

Secondary Contact Derinda Hunter Email dhunter@dallasisd.org Phone 972-925-3072

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
Debarment and Suspension Certification
General and application-specific Provisions and Assurances
Lobbying Certification

Authorized Official Name Stephanie Elizalde Title Superintendent

Email selizalde@dallasisd.org Phone 972-925-3220

Signature [Handwritten Signature] Date 10/23/23

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

- 1. 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 LOI 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.
- 2. 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.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 12. LEA 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.
- 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

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

Check each of the following boxes to indicate your compliance.

- 14. 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 kyla.jaramillo@tea.texas.gov for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the 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, including the following: a) Courses that are designed to develop leader competencies including 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, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Dallas ISD has established a relationship with Texas Tech University to enhance the pipeline for effective instructional leaders. The university offers a 15-month accelerated Masters of Educational Leadership program which incorporates a full year of residency in a leadership role on campus. Skilled coaches provide ongoing support to participants during their residency year, facilitating job-embedded learning experiences. Additionally, Principal Fellows are matched with high-performing mentor principals who offer guidance and coaching throughout their year of residency.

The district continues to face a significant demand for highly-prepared instructional leaders. In a typical year, Dallas ISD experiences approximately 70 principal vacancies and over 40 assistant principal vacancies for the 2023-24 school year. The program's core mission is to expand the pool of leaders equipped to lead in educational institutions. By implementing this robust residency program, we anticipate addressing the leadership needs of our district's campuses more effectively. In collaboration with TTU, Dallas ISD is actively recruiting well-prepared leaders to tackle the challenges of school leadership positions. This enhanced preparation will positively influence the leadership pipeline and reduce annual turnover rates.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The heart of our initiative lies in the deliberate cultivation and training of high-quality campus leaders, with the ancillary objective of reducing annual administrative vacancies—an outcome naturally resulting from the robust support and development of these leaders. Presently, the Dallas Independent School District (ISD) grapples with a significant annual turnover, characterized by approximately 30 principal and more than 100 assistant principal vacancies.

Our primary commitment revolves around the creation of a cadre of exceptional campus leaders poised to provide strong instructional leadership and planning within our educational institutions. This development process entails meticulous recruitment, retention, and placement strategies, all subject to continuous evaluation and enhancement. To gauge each resident's readiness for an administrative role, we will employ data-driven methods, including surveys. Any candidate identified as not fully prepared will benefit from swift, targeted modifications, which may encompass adjustments to the selection process and an increase in support during the residency year.

In tandem with our core focus on developing high-quality campus leaders, our program places a strong emphasis on aligning school leadership with the demographic makeup of our student population. We will prioritize diversity matching in the recruitment and placement of residents, ensuring that school leadership staff more accurately mirrors the communities they serve. Specialized recruitment strategies, including targeted efforts to attract bilingual educators, will be deployed, alongside informative sessions.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

The primary aim of the residency program is to develop leaders who can effectively improve student outcomes through targeted actions:

By August 2024, our fellows will conduct an equity audit to pinpoint two core content areas that they will then focus on in Professional Learning Communities (PLCs). This focus will encompass planning, instruction, and classroom management to enhance student performance on both formative and summative assessments. The progress in these content areas will be shared with stakeholders during the March Showcase, illustrating growth in content mastery at both the campus and district levels.

By end of year, our fellows will identify two teachers at risk of underperformance and provide them with support through observation and feedback. Fellows will also offer coaching to these teachers to enhance classroom management and rigor. As a result of this support, teachers will demonstrate an increase in student growth measures within their classrooms. Outcomes will be presented to stakeholders at the March Showcase.

By March 2025, our fellows will identify one Special Education (SPED) student and one English Language (EL) student for targeted action planning and support, with the goal of improving their performance on formative and summative assessments. The outcomes of these efforts will be shared with stakeholders at the End of Year Showcase.

By June 2026, campuses supported by our fellows will exhibit a positive overall improvement in student performance on formative and summative assessments. This improvement will be attributed to the additional support provided through PLCs, coaching via observation and feedback, and general assistance with campus initiatives.

Furthermore, our program will assess its success through various measures, including evaluation data on principal fellows, the successful certification and placement of candidates, as well as the satisfaction rates of our fellows and mentor principals. These comprehensive metrics will help us gauge the program's impact and effectiveness.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The majority of the proposed budget is earmarked for Principal Fellow salaries, as they play a crucial role in our program. Principal Fellows serve as administrative interns on selected campuses, effectively acting as Assistant Principals in training. They receive exposure to and comprehensive training in the duties of a principal. This role is designed to enable fellows to learn, practice, and lead high-impact instructional leadership practices under the guidance of a mentor principal before assuming the full responsibilities of a Principal. Importantly, this unique job position allows district personnel to provide daily mentorship and experiential learning opportunities for aspiring principals without negatively affecting the existing roles of other staff members. After the district's \$15,000 match for each resident, the grant will cover the remaining salaries, amounting to approximately \$55,000 for ten residents, totaling \$550,000.

We have also allocated \$100,000 for professional development costs. These funds will enable the district to offer targeted professional development, including multiple cohort sessions focusing on key leadership competencies. Additionally, the funds will support regular, on-site individualized coaching sessions for each resident by the Educator Preparation Program (EPP), ensuring multiple learning cycles are completed for each principal resident. All professional development sessions and support align with leadership competencies, equipping residents for success in instructional leadership. An additional \$5,000 per resident has been set aside for tuition reimbursement, totaling \$50,000 for ten residents.

The remaining budget will be utilized for supplies and materials that support our professional development sessions and align with the core competencies of the preparation program. We anticipate allocating approximately \$28,750 for this purpose, including publications authored by nationally-recognized educational and business leaders, which serve as exemplars for our new leaders.

Lastly, we've allocated \$10,000 to cover anticipated travel costs related to any training associated with the Principal Residency Grant that may occur outside the district but within the state. This accounts for approximately \$1,000 per resident.

Program Requirements

1. The LEA must 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.

Dallas ISD and TTU are dedicated to recruiting and selecting a diverse group of principal fellows deeply committed to serving our schools. Our project team employs a range of strategies designed to attract highly skilled candidates. Principals can nominate candidates, and district leadership plays a crucial role in selecting mentor principals for the residents. Moreover, Dallas ISD and TTU engage district leaders in the selection process, encouraging them to nominate potential applicants who align with our mission. Broader outreach methods are also utilized to encourage qualified applicants to apply, such as conducting mass communications to Dallas ISD principals and Executive Directors to request nominees, and organizing information sessions for prospective candidates. Following the initial recruitment efforts, applicants are selected through a rigorous process that places emphasis on diversity and factors critical to a school leader's success. The initial screening evaluates an applicant's academic background, their understanding of the challenges and opportunities in school leadership, their receptiveness to feedback, their growth mindset, their impact on student achievement, and their problem-solving abilities. Additionally, applicants are required to submit their most recent performance appraisal, which is carefully evaluated for evidence of measurable student achievement.

Applicants are then invited to participate in an in-person assessment that includes various role-plays and interviews. These role-plays are aligned with key leadership competencies, assess each candidate's capacity for strategic and instructional leadership, their growth mindset, and their responsiveness to feedback. Applicants present formative assessment data and provide evidence of the actions they implemented to improve student achievement.

The project team has a proven track record of successfully recruiting and selecting a diverse group of highly skilled participants, increasingly reflecting the demographic makeup of Dallas ISD's student population. For instance, in the most recent cohort of the Principal Fellows Program, approximately 85% of participants come from minority backgrounds, compared to 95% of minority students served by Dallas ISD.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

The Texas Tech University Principal Fellows Program (TTU PFP) is grounded in best practices aimed at preparing leaders to address students' needs and enhance teacher effectiveness. Currently, the TTU PFP and Dallas ISD has successfully began its second cohort. The PFP follows a rigorous and highly selective, competency-based residency model, offering evidence-based professional development activities leading to a Master's degree in Educational Leadership, Principal Certification, and proficiency in implementing the Texas Teacher Evaluation and Support System (TTESS). The TTU PFP provides full-time clinical experiences that afford aspiring leaders the opportunity to hone their instructional leadership skills, ultimately transforming schools. Coaches from TTU oversee these clinical experiences, conducting weekly individual coaching sessions to assess Fellows' growth and performance using both formative and summative assessments. Competencies and skills are continually monitored through performance assessments, quarterly instructional coaching feedback cycles, and progress monitoring toward instructional goals. One key feature of the PFP is its just-in-time curriculum, which integrates coursework seamlessly. This approach allows Fellows to apply their data literacy skills in equity audits in real-time within schools. They also learn to conduct root cause analyses, monitor progress towards instructional goals, and lead professional learning communities (PLCs). The program includes coaching and mentoring from exemplary current campus principals, involving data-driven selection of two struggling teachers, the Principal Fellows coach, and a year-long focus on growth. Additionally, Fellows take an active role in facilitating select PLCs to model best practices, utilizing various forms of data and student evidence, and providing support to English Language Learner (ELL) and Special Education (SPED) students.

Program Requirements (Cont.)

3. The LEA must 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 deeply committed to a culture of continuous improvement anchored in data-driven decision-making. To support this commitment, the district administers a range of assessments at both the district and campus levels each semester and every nine weeks. These assessments are aligned with the STAAR framework, norm-referenced benchmarks, reading evaluations, and content-specific tests. The data from these assessments are collected and analyzed as part of an ongoing improvement process.

Within this framework, various meetings such as A-Team, Content, Look-Back, and Look Forward sessions play a pivotal role. Data is meticulously collected and dissected by parameters such as campus, grade level, content area, individual teachers, students, and specific TEKS/SE (Texas Essential Knowledge and Skills/Student Expectations). Campuses showing lower performance data take proactive steps by devising action plans and receive personalized support from their principal supervisors. Furthermore, student performance on these assessments holds significance not only in terms of academic grades but also factors into the evaluation of teachers under the Teacher Excellence Initiative (TEI) scorecard, which directly influences their compensation. In addition to summative assessments, Dallas ISD incorporates a range of formative assessment practices. A common example is the daily exit ticket, which serves as a tool to gauge each student's grasp of the day's lessons. The schools also employ a structured weekly data meeting protocol. This protocol includes a review of standards-aligned data, analysis of actual student work, identification of learning gaps through comparison with exemplars, and planning for reteaching lessons. These meetings occur weekly within PLC sessions and are led by assistant principals and instructional coaches. The outcome of these meetings includes scheduling reteaching sessions, observed and coached by both teachers and leaders. These data-driven practices, in alignment with the district's ACE model, have yielded significant improvements in Dallas ISD schools. The professional development and coaching associated with these practices aim to make data not only visible but also actionable. Supporting this culture of data-driven decision-making, campuses have established data rooms, data walls in classrooms, and student profiles. These tools help facilitate strategic and focused learning interventions, ensuring that data-driven instruction is consistently and effectively implemented across campuses.

4. The LEA must 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 is at the forefront of teacher observation and feedback, employing the Teacher Excellence Initiative (TEI) to evaluate and support educators. This multi-observation and coaching-centered system directly impacts compensation. Teachers undergo assessments based on lesson preparation, instructional delivery, classroom culture development, and professional growth. The frequency of classroom observations and feedback sessions varies depending on the teacher's effectiveness level. The TEI observation-feedback cycle encompasses campus administrators observing classroom instruction, conducting face-to-face feedback sessions within 48 hours, and follow-up observations to ensure instructional improvement. During these sessions, teachers receive commendation for successful teaching actions, prompting questions for self-reflection, and actionable, bite-sized strategies for improvement, all tracked within an online platform. This data encompasses observation counts, tracking the status of regular observations, and specific performance indicators. Users can also monitor action steps and teacher trends to inform targeted professional development.

TEI's observation and feedback process is complemented by tools like Get Better, Faster and Teach Like a Champion, with additional resources developed post-professional development sessions. The cycle is accelerated through "coaching-in-the-moment techniques," including hand signals, cue cards, dry-erase boards, and modeling. Daily observations adhere to a specific scope and sequence of high-impact strategies for mastery, with data and trends meticulously recorded in an Excel spreadsheet for growth tracking. These insights are shared weekly during administrative leadership team meetings, informing the creation of professional development and weekly calendars. Residents in this program benefit from intensive, personalized mentoring by high-performing principals experienced in the district's data-driven instructional methods, teacher observation, and feedback practices. This equips them with the skills needed to lead urban schools facing significant challenges.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

In 2018, Dallas ISD established a dedicated department within School Leadership to drive the district's efforts in cultivating a robust principal pipeline. This department focuses on two key priorities: attracting highly talented and diverse candidates for principal positions and nurturing leadership development across various leadership levels, and engaging in district-wide vacancy planning cycles to ensure the leadership pipeline meets the campus leadership needs of the district. Thus far, Dallas ISD has provided support to approximately 250 individuals enrolled in university principal pipeline programs, and currently, just over 100 of these individuals hold leadership positions within the district. This investment includes the allocation of dedicated staff and corresponding budgetary resources, signifying the district's enduring commitment to grooming future principals.

As recipients of this grant, the funds will enable us to sustain a dedicated position within our residency program. While we have contingency plans in place to continue the principal residency program even without the grant, this would necessitate adjustments. For instance, principal residents might be assigned to leadership roles like instructional coaches or assistant principals. Although they would still receive job-embedded development and mentorship, it would occur within the framework of a traditional role, albeit with a reduced amount of dedicated time.

6. The LEA must provide a clear description of a current or proposed communication system between the EPP team and key district personnel.

Dallas ISD and Educational Preparation Programs (EPPs) have established multiple channels for communication and collaboration. Faculty coaches regularly conduct campus visits to engage with fellows and mentor principals, ensuring direct support. These visits are followed by phone or face-to-face conferences involving key district stakeholders to review progress and make necessary adjustments. During these conferences, strengths, weaknesses, and growth opportunities are addressed. The district remains fully committed to making any required adaptations to ensure a successful learning experience for candidates. Furthermore, key district personnel, including the Director and Executive Director of the LEAD Department for School Leadership, convene with fellows and mentor principals and subsequently relay similar reports to the EPP. These meetings occur at least once every nine weeks unless data indicates a need for more frequent interaction. Thanks to the strong and enduring partnership between Dallas ISD and Texas Tech, informal contacts, facilitated via email, phone calls, or face-to-face visits, are commonplace.

Beyond campus-based discussions, the Local Education Agency (LEA) and EPP maintain ongoing meetings and dialogues. These forums address grant opportunities like the one at hand, the curriculum's scope and sequence, program implementation, and prospects for further program enhancement. Additionally, both entities collaborate to tackle broader educational issues, such as enhancing teacher pipelines, ensuring the growth and development of our most valuable human resources.

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 program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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 program?

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