TEA Texas Education Agency

2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021

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 **loiapplications@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 4, 2021.**

Application stamp-in date and time

Grant period from | **January 18, 2022 - September 30, 2023**

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 TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment   Attachment 4: Instructional Leadership
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 | Ector County ISD   CDN | 068901   Campus | ESC | 18   DUNS | N/A

Address | 802. N. Sam Houston   City | Odessa   ZIP | 79761   Vendor ID | 75-60013620

Primary Contact | Ashley Osborne   Email | ashely.osborne@ectorcountyisd.org   Phone | 432-456-0085

Secondary Contact | Juan Dominguez   Email | juan.dominguez@ectorcountyisd.org   Phone | 432-456-0065

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 | Dr. Scott Muri   Title | Superintendent of Schools

Email | scott.muri@ectorcountyisd.org   Phone | 432-456-9879

Signature | _(signed)_   Date | 10-4-21

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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 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 do not have 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 and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.

☒ 12. EA 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 *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: 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 principalresidency@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 culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

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.

The Principal resident Program is a collaborative partnership between Ector County ISD and Texas Tech University (TTU) to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Each Principal resident will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a Ector County ISD Principal Mentor and a TTU Faculty Coach. Ector County ISD will work with Texas Tech University to ensure that recruitment practices are equitable and will target populations that have been under-represented in the principal field. ECISD will work closely with TTU to build the capacity of principal residents that will enable them to while increasing the level of support on campuses. lead coaching sessions and professional learning communities. ECISD will work closely with Texas Tech to implement a robust Principal Residency program to increase the number of qualified principal applicants.

Goals, Objectives, and Strategies

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

By May 2023, Ector County ISD in collaboration with Texas Tech University will recruit and select up to 5 diverse teacher leaders to participate in the Texas Tech Residency program to increase the talent pool of effective principals and increase retention rates to quality campus instructional leaders. By September 2023, 100% of the principal residents will have successfully completed the Texas Tech Residency program, earn a Master of Education in Educational Leadership, and obtain a Texas Principal Certification. The Principal Residency Program Evaluation Team (PRPET) will perform quarterly data step-backs to assess project effectiveness and inform needed changes in the program scope. All principal residents will submit data from their coursework in addition to each of their case studies. The case studies include one PLC outside of their content area of strength, coaching data concerning the two teachers for whom the principal resident observes and provides ongoing feedback using the Texas Tech coaching framework, and data regarding the three students that the principal resident advocates for. Other Program Evaluation Data to be considered during data step-backs includes: program diversity data, mentor principal feedback, principal resident feedback, principal resident T-Pess self-evaluation, campus student growth data, and campus teacher observation data. The PRPET will first establish baseline data and set progress measures and goal turrets. At each of the additional data step-backs, the data will be measured and compared to the baseline as well as the goal targets to ensure effective implementation of the teacher residency program. If progress measures are not being met, the team will discuss programmatic adjustments.

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.

All principal mentors will be selected according to criteria identified and agreed upon by ECISD and Texas Tech University. All principal residents will be selected via interview panels at Ector County ISD as well as at Texas Tech University. All principal residents will undergo and continue their initial course work with Texas Tech. The residents will undergo Cultural Responsive Educator professional learning. The principal residents will begin and continue to shadow their mentor during the T-TESS evaluation process during the duration of the program. The resident will conduct an equity audit analysis, and then suggest two teachers to coach and support using the Texas Tech coaching model during the duration of the program utilizing the Texas Tech coaching framework. The principal mentor will provide feedback to the principal resident regarding his/her selection of teachers for ongoing coaching. The principal mentor and principal resident will then collaborate on the final selections. All principal residents will undergo Positive Behavioral Interventions and Supports professional learning. The principal mentor along with the principal resident will identify three students to advocate for during either 504 meetings, ARD meetings, or LPAC reviews. The principal mentor will assign the mentor to lead one professional learning community (PLC) outside their area of content strength. The principal will complete Texas Tech program course work and demonstrate leadership competencies through the T-PESS instrument self evaluation. The principal residents will demonstrate calibration with their mentor during the T-TESS evaluation process. All principal residents will continue coaching and supporting the two identified teachers via the Texas Tech framework and provide student growth data and teacher walk-through data as evidence of coaching effectiveness. All principal residents will provide student growth data and teacher surveys as evidence of PLC effectiveness implementing the Data Driven Instruction systems. All residents will pass the TExES Principal (268) test. The mentor principals will complete a survey regarding residency program effectiveness. All principal residents will complete a survey regarding their program experience.

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.

ECISD will request grant funds to meet the needs and goals of the program.The number of principal residents participating in the 2022-2023 Principal Residency Grant Program will be 5 as well as 5 Mentor Principals. ECISD will use $251,500 for resident salaries being 5 residents salaries at $50,300 each. ECISD will also pay a mentor stipend to each Mentor Principal at $1,500 per each mentor for a total of $7,500. Both of these will be a payroll expense. ECISD will also provide a matched amount (number of principal residents participating in program x $15,000) for a total of $75,000. Allowable grant-related activities ECISD will be requesting grant funds to include $5,000 for additional supplies and $3,500 for exam and certification fees. Summer institute and professional development costs will come to $15,000 with summer institute costing $500 per resident for a total of $2,500 and additional Professional Development charges coming to $12,500. ECISD will request and allocate grant funds for travel including travel for the residents to attend the Summer Institute for a total of 5 nights including per diem. The residents will arrive on a Sunday and leave on a Friday. ECISD will allocate grant funds of $1,295.59 to each resident for this travel with $785.35 for hotel, $156.24 for miles, and $354 for meals for a total of $6,477.95. Tuition and fees will be allocated at $15,000 per resident for a total of $75,000. Additional contracted services needed by TTU plus direct cost plus F&A will be $5,500 per resident for a total of $27,500. Additionally ECISD will allocate grant funds of $1,000 per principal resident for textbooks for a total of $5,000. The total direct cost of the listed expenses comes to $389,800. ECISD will require an indirect cost of 4.471 % for indirect cost coming to a total of $17,428. This brings a total of all budgeted costs to $407,228. ECISD will be able to make additional adjustments where necessary if needed to ensure the fidelity and overall success of the program.

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.

Each January, Ector County ISD holds a Principal residents Partnership Seminar to showcase the residency program. Leadership team members refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to attend the event. Ector County ISD leaders are instructed to invite teachers who reflect the diversity of the student population, have documented success working with at-risk youth, have not previously held a principal role, and do not currently hold a principal or mid-management certification. During the event, prospective residents learn about the program and Principal Mentors and Faculty Coaches meet applicants. Teachers who wish to become Principal residents submit an application that summarizes educational background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The team then screens the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement -The search team utilizes Edugence student data (CIRCLE, TPRI, STAAR, and Ector County ISD 9 Week Test scores) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups are given the highest ratings; (2) Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics over a 3 year period Is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to candidates with distinguished achievement In Planning and Instruction domains; (3) Interpersonal Leadership: Letters of recommendation from Ector County ISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers; (4) Effective response to Observations & feedback T-TESS and walk-through observation scores are reviewed to determine improvement. In areas targeted for growth; and (5) Growth Mindset - Personnel records and resumes are reviewed to determine Instructional leadership roles sought and achieved by the candidate within the grade level or campus (Teacher Leader, Grade Level Coach, Content Area Coach, etc)

2. The LEA must provide a description of the year-long, full-time residency and include 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; and 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.

During the 15-month internship, students will earn a master's degree in Educational Leadership and a Texas Principal certification. The Master of Educational Leadership is a 36-hour program including 30 hours of core content and a 6-hour principal internship. The Educational Leadership faculty at TTU designed course curriculum, job-embedded leadership opportunities, and assessment measures to meet skill requirements of the 268 Identified Integrated Pillars. During the summer of 2022, residents will attend a Summer Institute and complete 6 hours of graduate courses. Beginning in August 2022, residents will begin the internship at an Ector County ISD campus and complete 30 hours of graduate coursework. Course content will be provided by Texas Tech faculty through synchronous live virtual group learning. The TTU Coach assigned to each resident will work with the intern weekly and visit the campus at least six times. During the residency, residents will complete rigorous clinical learning assignments at their assigned campus. In the following topics: Instructional Leadership, Decision Making & Mindset skills, Equity Audits & Data Literacy, Leading PLCs, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law & Policy to advocate for students, Establishing SMART Goals & Progress Monitoring, and Using Quarterly Planning to Improve Teaching & Learning. The Ector County ISD Mentor will provide continuous support to ensure the intern successfully completes job-embedded assignments. Seventy percent of the resident's evaluation will be tied to performance in school and community leadership, instructional leadership, and administrative leadership. Thirty percent of the resident's evaluation will be tied to student scores on STAAR.

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.

Ector County ISD is committed to ongoing student growth through the use of data-driven instruction practices. ECISD implements the Relay Data Driven Instruction PLC framework. This implementation is the result of a three year commitment between ECISD and TEA. This commitment was tied to ECISD's Instructional Leadership Development which directly correlates to Paul Bambrick-Santoyo's Get Better Faster DDI framework. Not only has over half of ECISD leaders gone through the Relay certification training process, ECISD implements with fidelity the waterfall in Get Better Faster on both management and rigor. Leaders, Instructional Coaches, and Teachers at all grade levels and all content areas have not only been coached on the DDI model, but it is used daily to continually assess their students using both formative and summative tools. These assessments run the gout from quick "ticket out the door" daily check to district-administered short-cycle assessments and semi-annual STAAR benchmarks. ECISD also administers the NWEA Measures of Academic Progress (MAP) assessments, a series of nationally-normed tests which analyze the students' academic growth in math and reading. All student assessment data is collected and summarized in electronic form for use by our collaborative teacher teams. ECISD campuses have committed to a Professional Learning Community (PLC) model in which teacher teams are provided structured time during the school day to analyze data, revise curriculum, and design student intervention and extension activities. Each team is allotted a minimum of 45 minutes per week for this work with targeted, high-need teams receiving up to four periods of PLC planning time each week. Nearly all ECISD schools have robust systems in place to disaggregate data by student subpopulation and have developed intentional measures to support under-performing students. Our teachers are supported by district administrators, campus administrators, and instructional coaches who are trained in Paul Bambrick-Santoyo's "See It, Name It, Do it" strategy. These individuals utilize data rooms and best practice exemplars to model data desegregation and curriculum revision for each of our teacher teams. In accordance with well-known, high-leverage strategies, PLC teams regularly initiate the DDI process by reviewing the students data, analyzing the actual student work product, comparing that with an exemplar, identifying gaps, planning for the reteach of the lesson, and rehearsing to garner feedback. The overachieving goal is to make student data both visible and actionable.

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.

Ector County ISD utilizes both the Texas Teacher Evaluation and Support System (T-TESS) and Relay GSE/Leverage Leadership models in order to provide actionable feedback to teachers regarding their classroom practices. All ECISD instructional leaders are trained in the T-TESS evaluation process to support teachers in their continued professional growth. The T-TESS observation cycle includes a pre-conference, formal observation, post-conference, end-of-year conference, and at least five classroom walk-throughs per teacher. All campus leaders who have not yet completed the full training have participated in an overview session and are active participants in the on-going observation/feedback cycle. Principal supervisors also utilize the Relay rubric in order to deliver feedback to principals during weekly campus visits. In an effort to expand their reach, campus principals have created Instructional Leadership Teams (ILTs) made up of both campus administrators and instructional coaches who regularly observe classrooms and provide feedback to a select group of teachers. These "coaching divisions" ensure that each teacher is assigned to an individual coach, with whom they develop a strong relationship. Coaches both deliver and track instructional feedback throughout the school year, including weekly action steps. Finally, ECISD paired with the National Institute for Excellence in Teaching (NIET) in order to provide training to all of our observers regarding effective evaluation practices and to calibrate classroom walk-through and observation feedback rating across all ECISD campuses. Principal supervisors will continue this calibration work throughout the school year.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

ECISD and the Talent Development Department will oversee the continuation of the Principal Residency Program with Texas Tech University. The Talent Development Department will closely monitor and oversee the 2022-2023 program to ensure 100% success by all principal residents and ensure that it is a district initiative for the school year. The Talent Development Dpt. will pursue available funds through appropriate funding sources in the foreseeable future to go before the Board of Trustees. ECISD and the Talent Development Department will continue the program based on fund availability.

6. The LEA must provide a clear description of a <u>proposed</u> communication system between the EPP team and key district players.

Proposed communication between the EEP team and key district players will be open and concise. ECISD has structures and a chain of command in place to ensure the efficiency and success of the grant with the direct contact being the Executive Director of Talent Development and the secondary contact being the Leadership Coordinator. ECISD will communicate with check in with the Principal mentors throught the department of the Executive Directors of Leadership. Residents and staff at TTU will communicate through their program. The ECISD staff overseeing the grant will have monthly meetings with the principal mentors as well as mentors and residents. The ECISD staff member from the central office that will be overseeing the grant's implementation is the Executive Director of Talent Development. ECISD staff members that will be taking the call from TEA for the phone interview will be the Executive Director of Talent Development and the Leadership Coordinator. The Executive Director of Talent Development and the Leadership Coordinator will be well versed on the grant and what was written in it and agreed upon by the district since they are the writers of the grant. The Talent Development Department with ECISD will be receiving and overseeing the allocation of the funds from TEA. The Talent Development Department with ECISD will also be paying the invoices received from TTU for their services.

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		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 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

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 program allocation

5. LEA reservation for direct administrative costs, not to exceed the program'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)

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

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. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section   **Reason for Amendment**