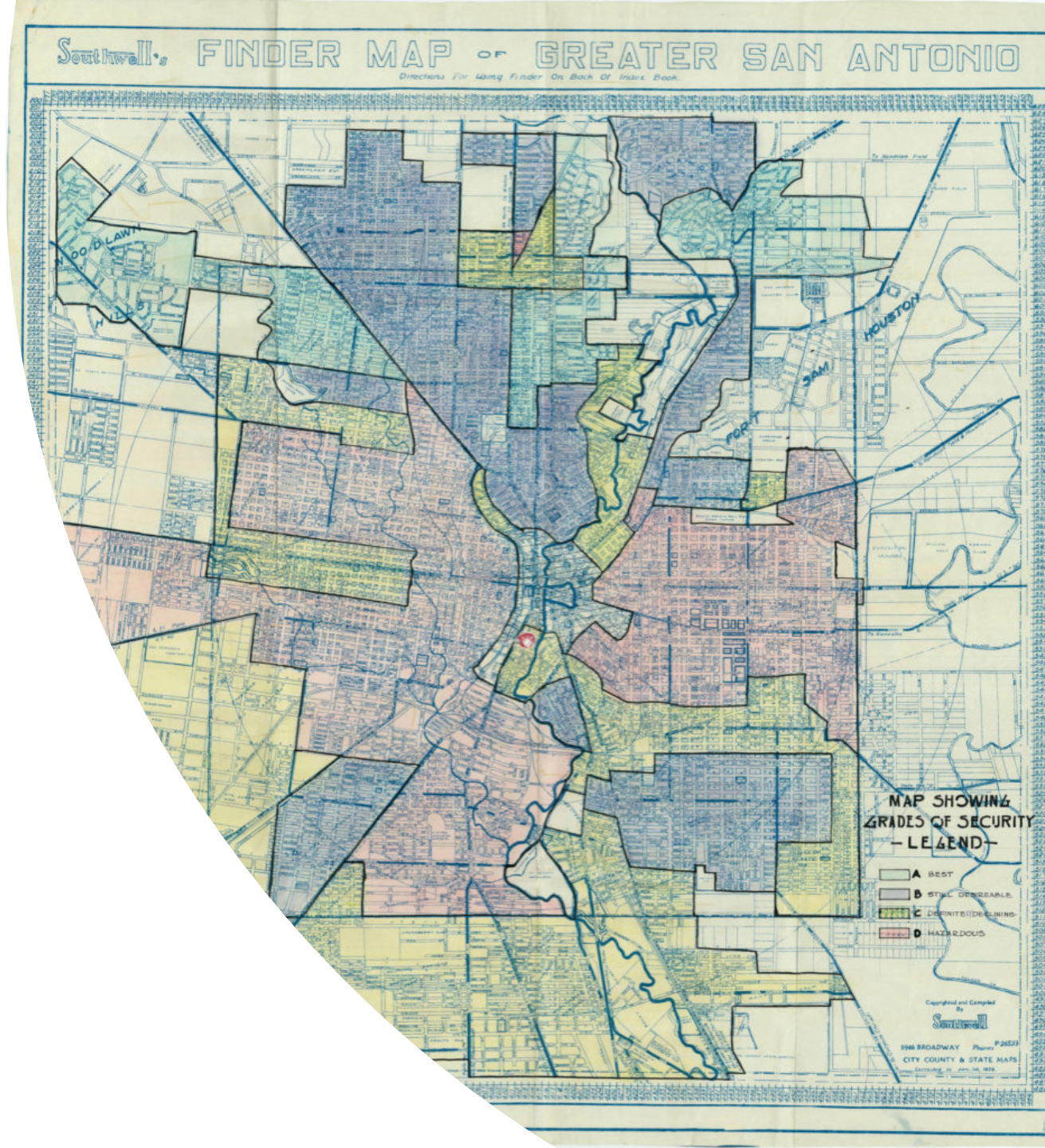


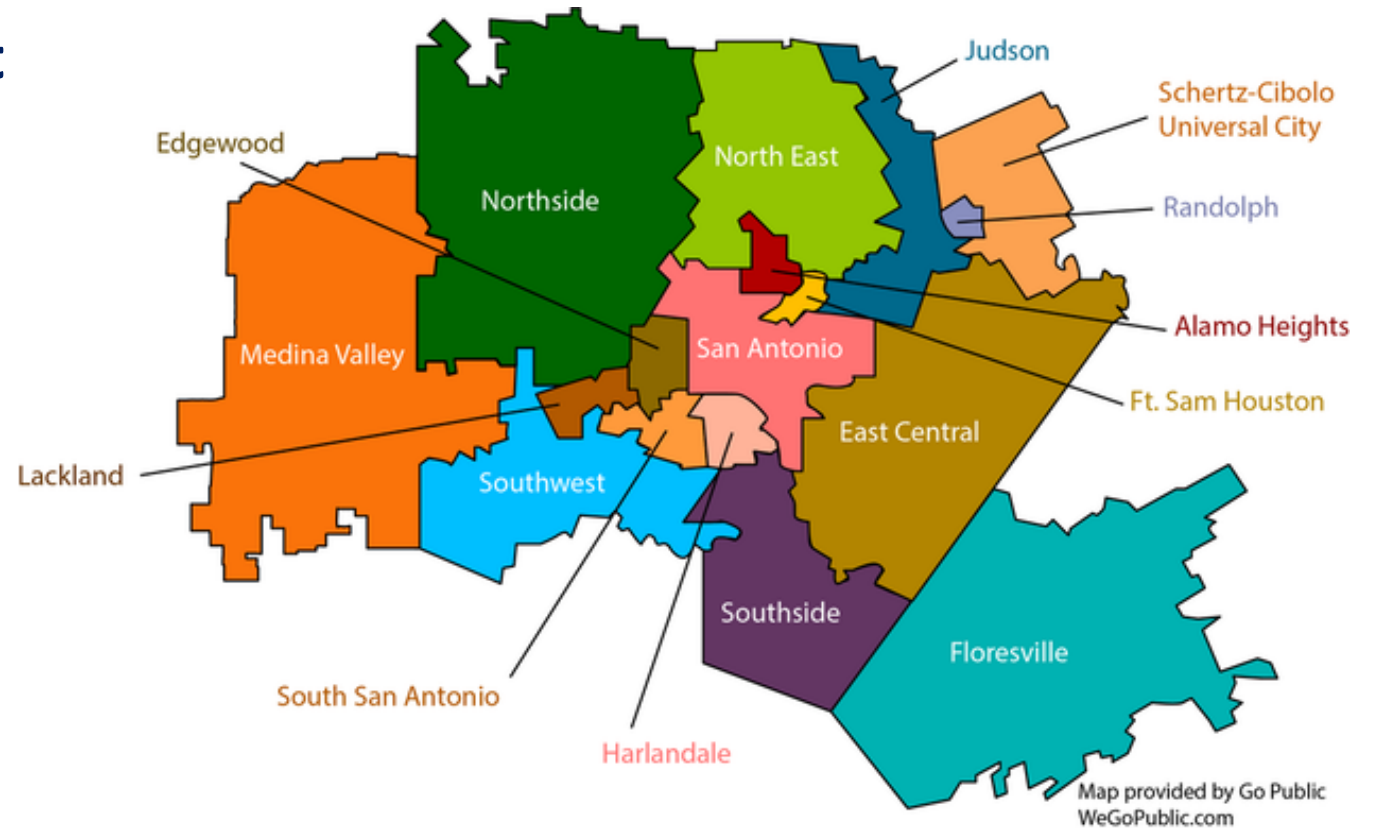
# Disrupting Segregation in the San Antonio Independent School District

Mohammed Choudhury  
Chief Strategy, Talent, and Innovation Officer



## SAISD is the main urban core district in Bexar County

- The district has about 49,000 students in 90+ campuses
- 92% students qualifying for Free or Reduced Lunch
- 93% Hispanic Students
- 6% Black Students
- 19% English Language Learners
- 12% Special Education

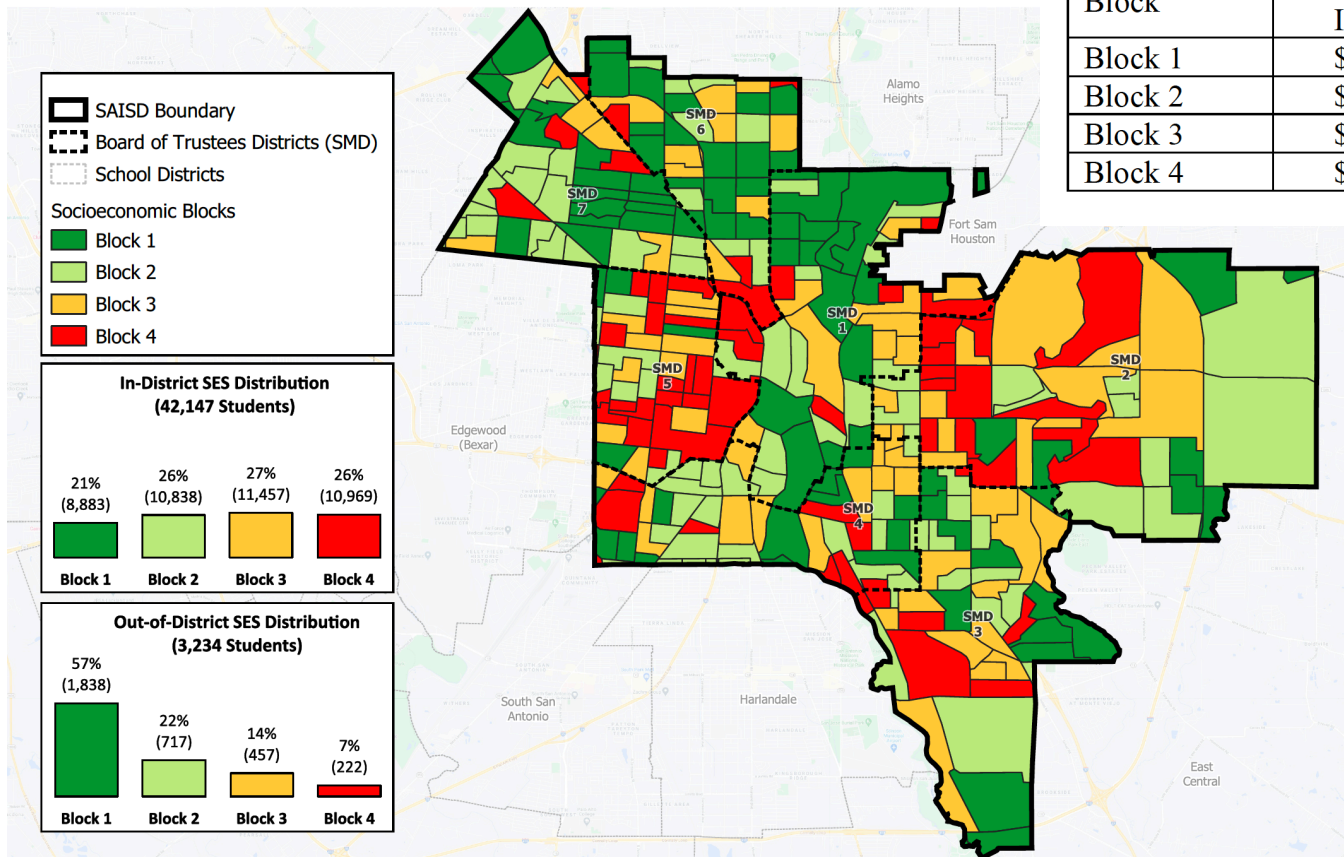




# SAISD Socioeconomic Status Blocks Methodology



## 2020-21 SAISD Socioeconomic BI Students Residing In and Out of Distri



Block	Median Household Income	Percent Home Ownership	Percent Single-Parent Households	Educational Score Percent	Total Socioeconomic Score
Block 1	\$61,279	66%	30%	55%	0.2602
Block 2	\$37,131	57%	49%	46%	0.4797
Block 3	\$31,252	49%	59%	43%	0.6114
Block 4	\$22,280	34%	72%	39%	0.7753



### EDUCATION

## SAISD Plans to Tackle Poverty One School at a Time

by Bekah McNeel  
October 11, 2017



San Antonio ISD | Office of Innovation

Socioeconomic Blocks are calculated from the neighborhood's median income, percentage of single-parent homes, percentage of family home ownership, and level of adult education. Data Sources: US Census Bureau: 2018 American Community Survey 5-year Estimates; October 2020 Fall PEIMS.

Updated 01/15/2021



# Dallas ISD SES Blocks Comparison

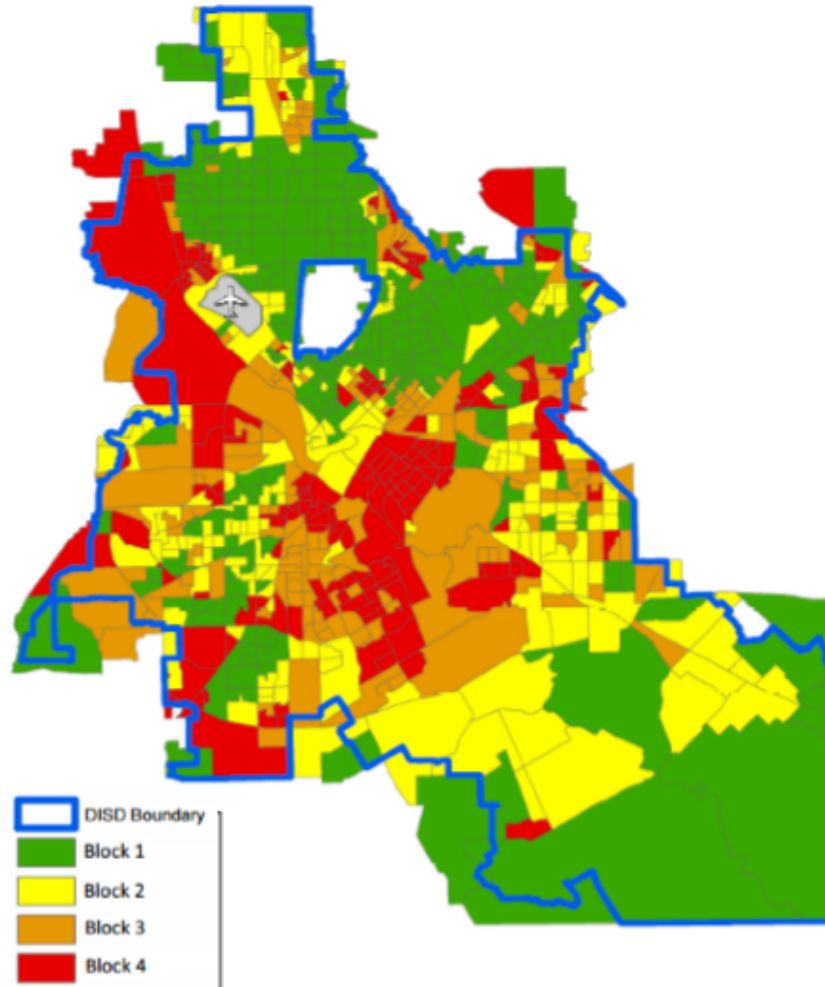
## SOCIOECONOMIC BLOCKS

808 Census Blocks

Equal number of  
students in each Block

Blocks based on:

- Median Income
- Single-Parent
- Home Ownership
- Adult Education



SES Block	Median Household Income
Block 1	\$71,473
Block 2	\$40,228
Block 3	\$29,823
Block 4	\$22,955

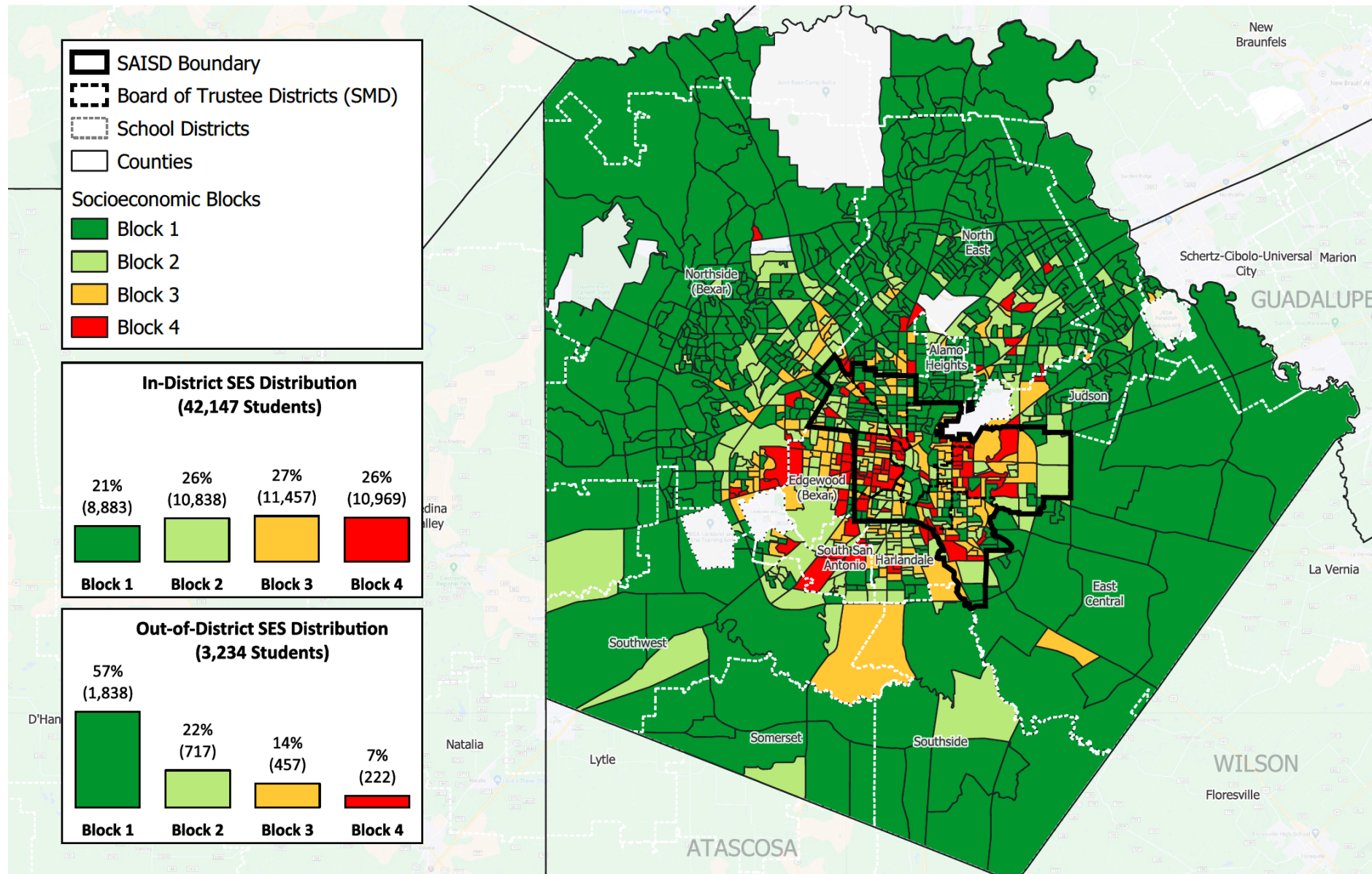
Family of Four:

- Fed poverty line:
  - ~\$24,000
- Reduced lunch:
  - ~\$44,000
- Free lunch:
  - ~\$31,000





# 2020-21 SAISD Socioeconomic Block Map - Bexar County Students Residing In and Out of District Boundaries



# State of Texas SES Tiers and Compensatory Education Funding – House Bill 3 (Based on SAISD SES Blocks System)

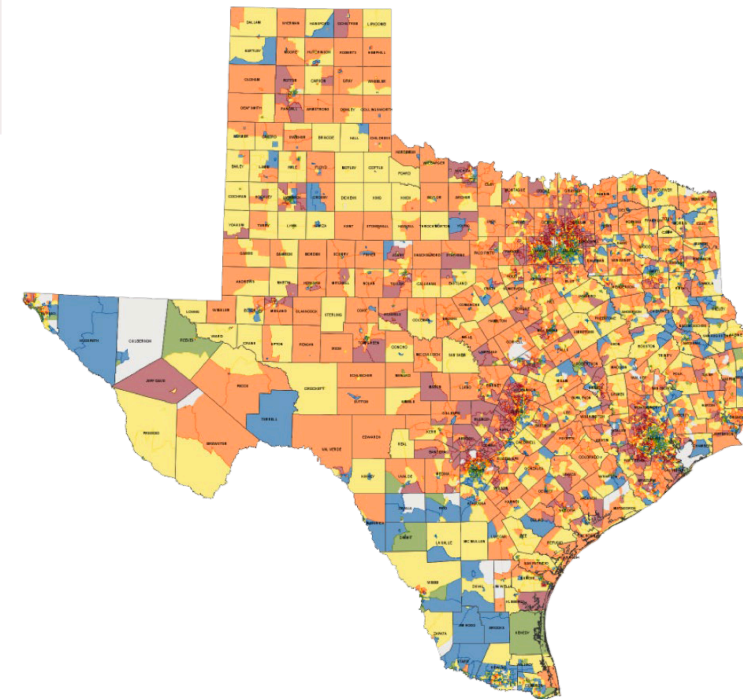
## Percentage of Census Blocks by Poverty Tier for SAISD and Surrounding Districts

	Tier 5	Tier 4	Tier 3	Tier 2	Tier 1
<b>San Antonio ISD</b>	<b>50%</b>	<b>32%</b>	<b>13%</b>	<b>4%</b>	<b>1%</b>
Edgewood	75%	21%	4%	0%	0%
Harlandale	44%	46%	10%	0%	0%
South San Antonio	37%	46%	12%	5%	0%
<b>Northeast</b>	<b>13%</b>	<b>21%</b>	<b>19%</b>	<b>24%</b>	<b>24%</b>
<b>Alamo Heights</b>	<b>13%</b>	<b>8%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>
<b>Northside</b>	<b>12%</b>	<b>20%</b>	<b>18%</b>	<b>27%</b>	<b>22%</b>
Judson	12%	16%	30%	29%	13%
East Central	5%	23%	39%	27%	7%

## Poverty Tier Distribution Based on Current TEA Projections

### TEA Census Tiers

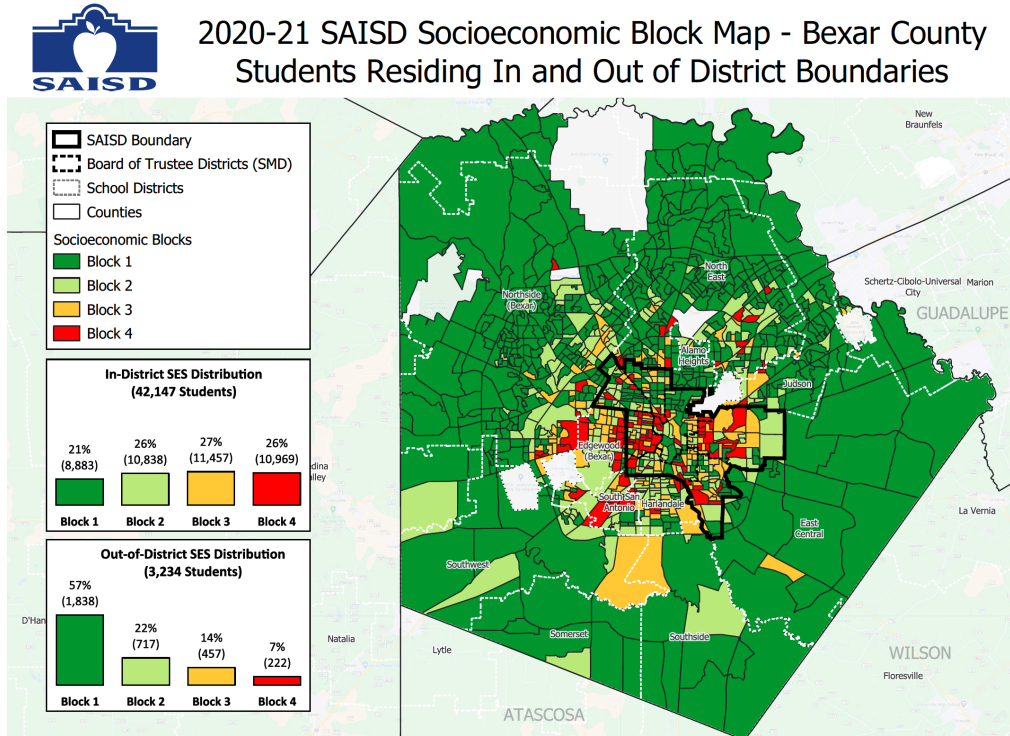
**Key Point:** Students are funded if they are identified as eligible for a free or reduced lunch. But the **level of funding for each student is based on the tier of the student's home address census block group.**



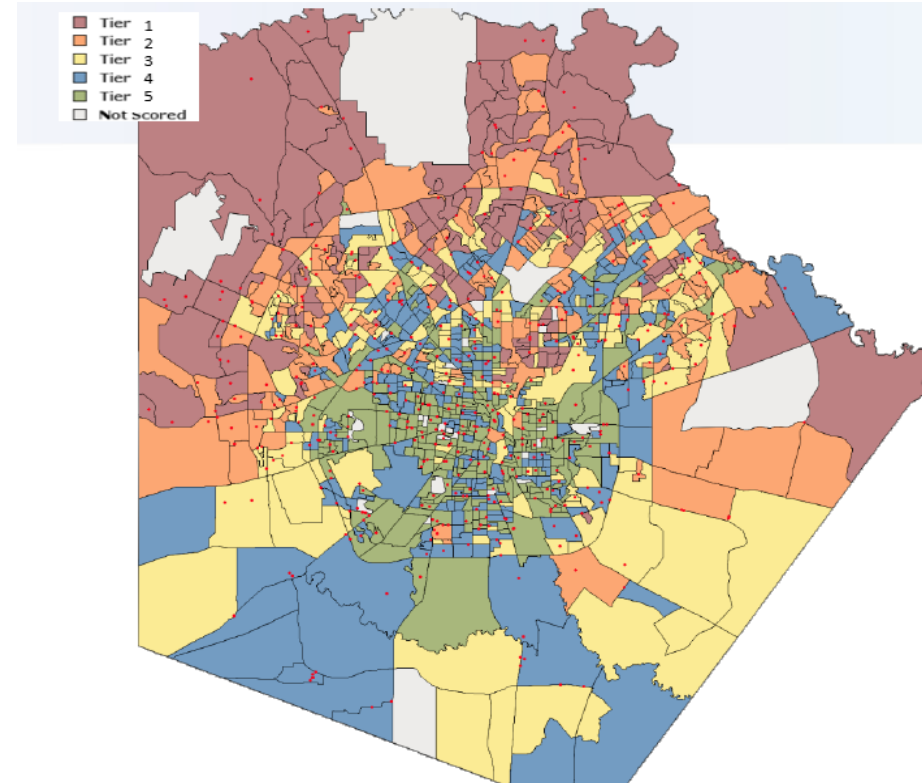


# Teacher Incentive Allotment – House Bill 3 (Based on SAISD SES Blocks System)

## SAISD 4-Block SES Measure



## TEA 5-Tier SES Measure



Districts receive \$3,000 - \$32,000 per teacher depending on designation level, school's socioeconomic status, and school's location (urban vs rural).

The study examined scores from hundreds of millions of tests over the last decade by students in thousands of school districts. Key findings:

- Found that the gaps were “completely accounted for” by poverty
- Found a “very strong link” between racial school segregation and academic achievement gaps.
- “Racial segregation appears to be harmful because it concentrates minority students in high-poverty schools, which are, on average, less effective than lower-poverty schools”
- If it is possible to provide equal educational opportunity under conditions of segregation, no community in the U.S. has discovered the way

## The Educational Opportunity Project at Stanford University

SEPTEMBER 23, 2019

### School poverty – not racial composition – limits educational opportunity, according to new research at Stanford

*Racial segregation leads to growing achievement gaps – but it does so entirely through differences in school poverty, according to new research from education Professor Sean Reardon, who is launching a new tool to help educators, parents and policymakers examine education trends by race and poverty level nationwide.*



BY CARRIE SPECTOR

Fifty years ago, communities across America began efforts to make school districts more racially integrated, believing it would ease racial disparities in students' educational opportunities. But new evidence shows that while racial segregation within a district is a very strong predictor of achievement gaps, school poverty – not the racial composition of schools – accounts for this effect.

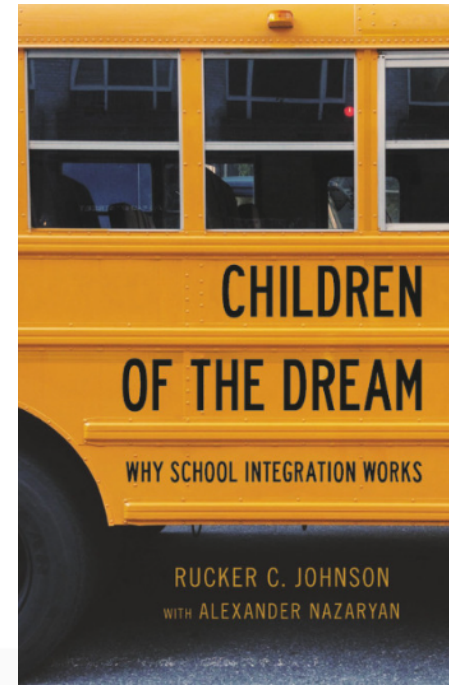
In other words, racial segregation remains a major source of educational inequality, but this is because racial segregation almost always concentrates black and Hispanic students in high-poverty schools, according to new research led by [Sean Reardon](#), a professor at [Stanford Graduate School of Education](#) (GSE).





# School Desegregation

- Major government intervention
- **Achievement gap narrowest at height of desegregation**
  - NAEP Reading, 1971 – 53 point gap; Narrowed to 20 points by 1988
- Early 90s – courts begin to dismantle desegregation plans; achievement gap climbs to 26 points in 2012
- Schools as segregated today as in the late 1960s
- **Rucker Johnson (2011)**
  - National longitudinal study from childhood to adulthood



# Findings: Effects of School Desegregation

- Higher graduation rates for blacks; no effect for whites
- Educational gaps narrowed SIGNIFICANTLY for blacks; no effect for whites
- Lower incarceration rates for blacks; no effect for whites
- Greater career outcomes/earnings for blacks; no effect for whites
- Improved health (on average 7 years younger)
- Generational impact (their children)
- Overall, substantial reductions in adult poverty
- Dosage effect - The more years of exposure to integrated schools, the better outcomes
- Johnson found that deseg played the dominant role
- Other studies found that white students attending integrated schools were more likely to live in integrated neighborhoods as grown-ups and to send their own kids to racially integrated schools
- Desegregation made majority of the students who attended these schools less racially prejudiced



# Montgomery County, MD

- 1970s – began mixed-income housing program (scattered-site public housing)
- After 7 years, low-income children in the economically mixed schools performed 8 percentage points higher on math tests than their low-income peers attending the higher-poverty schools - even though the county had put extra resources into the high-poverty schools (~\$2,000 more per-pupil)
- Flips conventional wisdom on its head
- Housing policy IS school policy
  - Decisions about housing greatly impact student outcomes
  - That relationship is not often discussed publicly



# Study by Stella Flores Finds More Than Half of the Racial College Completion Gap Explained by Pre-College Factors

April 6, 2017

TheUpshot

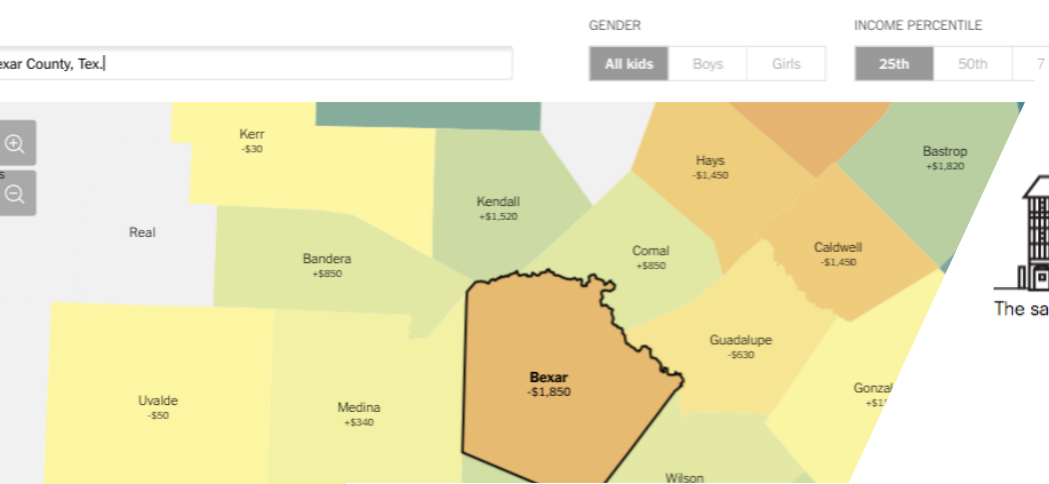
FOLLOW US: [f](#) [t](#) [in](#)  
GET THE UPSHOT IN YOUR INBOX

→ SHAP

## The Best and Worst Places to Grow Up: How Your Area Compares

4, 2015

Children who grow up in some places go on to earn much more than they would if they grew up elsewhere. [RELATED ARTICLE](#)



The same as kids from the new place

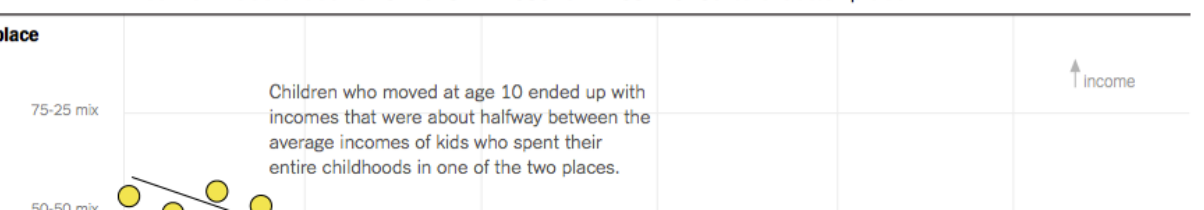
TheUpshot

## IMPORTANCE OF PLACE

## An Atlas of Upward Mobility Shows Paths Out of Poverty

Segregation is often blamed for some of the achievement gap between blacks and whites. We study the effects of school and neighborhood segregation on the relative SAT scores of black students across 100 metropolitan areas, using large microdata samples for the 1998-2001 test cohorts. Our models include detailed controls for the family background of individual test-takers, school-level controls for selective participation in the test, and city-level controls for racial composition, income, and region. We find robust evidence that the black-white test score gap is higher in more segregated cities. Holding constant family background and other factors, a shift from a fully segregated to a completely integrated city closes about one-quarter of the raw black-white gap in SAT scores. Specifications that distinguish between school and neighborhood segregation suggest that neighborhood segregation has a consistently negative impact but that school segregation has no independent effect (though we cannot reject equality of the two effects). We find similar results using Census-based data on schooling outcomes for youth in different cities. Data on enrollment in honors courses suggest that within-school segregation increases when schools are more highly integrated, potentially offsetting the benefits of school desegregation and accounting for our findings.


Income in adulthood for children whose families moved to a better place






# SAISD *Diverse by Design* Choice Schools and Programs

- Attractive instructional model and location
- Boundless, open enrollment
- No academic entry requirements – Detracking
- Socioeconomic-based admissions – ***Controlled Choice*** lotteries and selection process ensures Blocks 3 and 4 students gain access and schools serve at least a 50% Economically Disadvantaged student body
- Provide transportation


[Choice Schools & Magnet Programs](#)


[HOME](#)
[ABOUT](#)
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## The **CHOICE** is yours!

Find the school that best fits your child's needs.

[APPLY NOW](#)



San Antonio Independent School District • 1931 E. Houston St. • San Antonio, Texas 78202  
Office of Access & Enrollment Services

### HOW THE LOTTERY WORKS

#### PREPARING FOR THE APPLICATION WINDOW AND LOTTERIES

Prior to the opening of the application window, the Office of Access and Enrollment Services (OAES) meets with the administration of all Choice Schools and Programs to determine which grades will host a lottery and the number of seats available for the upcoming school year based on capacity.

The OAES determines the percentage of seats allotted for each lottery. Individualized lotteries for the campus are created based on the following considerations:

- Best practice of the programmatic model (i.e., Montessori, dual language, etc.)
- Prioritizing students living within campus attendance zones (if applicable) or priority area (if applicable)
- Ensuring equity and access for all students, regardless of academic abilities and where they live
- Prioritizing student demographics (i.e., socioeconomic status, at-risk status, English Language Learner status, etc.)
- Prioritizing siblings of students currently enrolled at the campus

#### EXAMPLES

Advanced Learning Academy has four different lotteries:

- Priority Area
- In District | Economically Disadvantaged
- In District | Non Economically Disadvantaged
- Out of District

Bonham Academy enrolls all students living within their attendance zone, but has four different lotteries for students outside their attendance zone:

- In District | English
- In District | Spanish
- Out of District | English
- Out of District | Spanish

Jefferson HS magnet program has two different lotteries:

- Attendance Zone
- Outside of Attendance Zone (in district and out of district)

#### DURING THE APPLICATION WINDOW

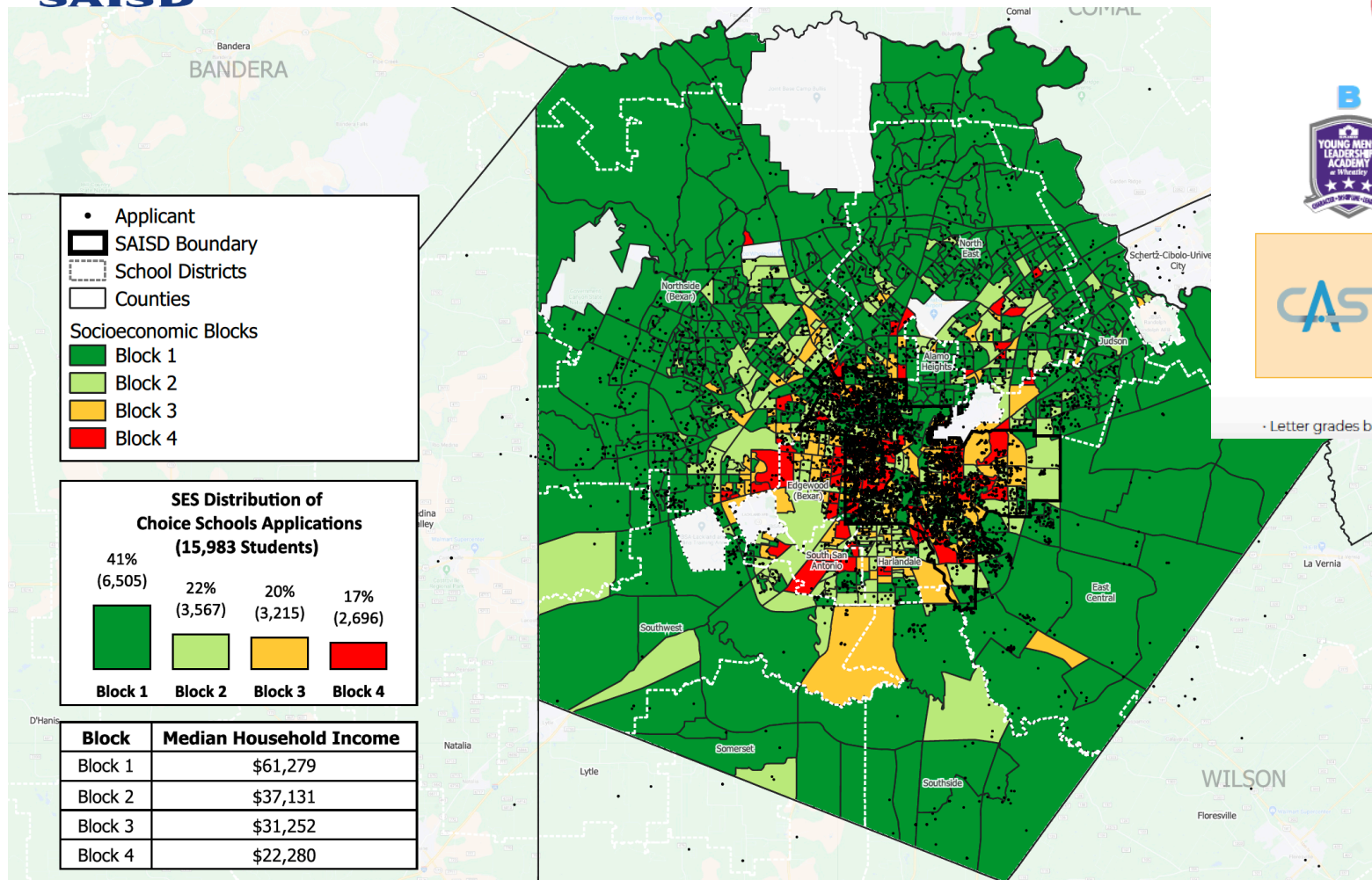
1. Families complete an application on paper or online for their desired Choice School or Program(s).
2. The application asks a series of questions to determine a student's demographic information.
3. Each application is tagged with flags depending on the information entered. The flags include the following:

- **SAISD EMPLOYEE** - Parent/guardian works for SAISD
- **IN DISTRICT** - Address is zoned to SAISD boundaries
- **OUT OF DISTRICT** - Address is zoned to outside of SAISD boundaries
- **ATTENDANCE ZONE** - Address is zoned to the campus' attendance zone
- **PRIORITY AREA** - Address is zoned to an area within a circle radius
- **COMPREHENSIVE & TARGETED SUPPORT** - Student is currently attending or is zoned to a Comprehensive and Targeted Support campus as

- **SPANISH** - Student answers "Spanish" to language questions
- **ENGLISH** - Student answers "English" to both language questions
- **SIBLING ATTENDING** - Applying student has a sibling currently attending the campus
- **SIBLING APPLYING** - Applying student has a sibling also applying to enter the campus
- **ECONOMICALLY DISADVANTAGED** - Family qualifies for free and reduced price lunch per federal guidelines
- **NON ECONOMICALLY DISADVANTAGED** - Family does not qualify for free



## Applications for 2020-21 Enrollment in SAISD Choice Schools

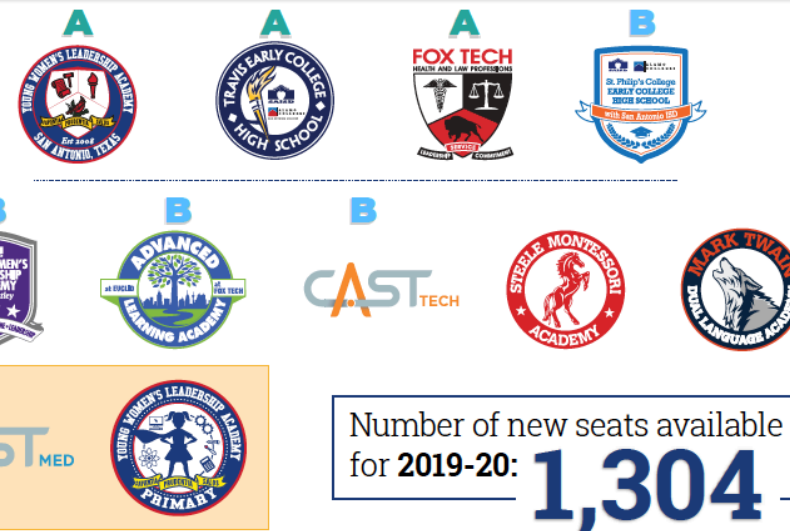


San Antonio ISD | Office of Innovation

Socioeconomic Blocks are calculated from the neighborhood's median income, percentage of single-parent homes, percentage of family home ownership, and level of adult education. SES Distribution chart includes all applications from within Bexar County.

Data Sources: US Census Bureau: 2018 American Community Survey 5-year Estimates; SAISD SchoolMint School Applications.

## Increased Options



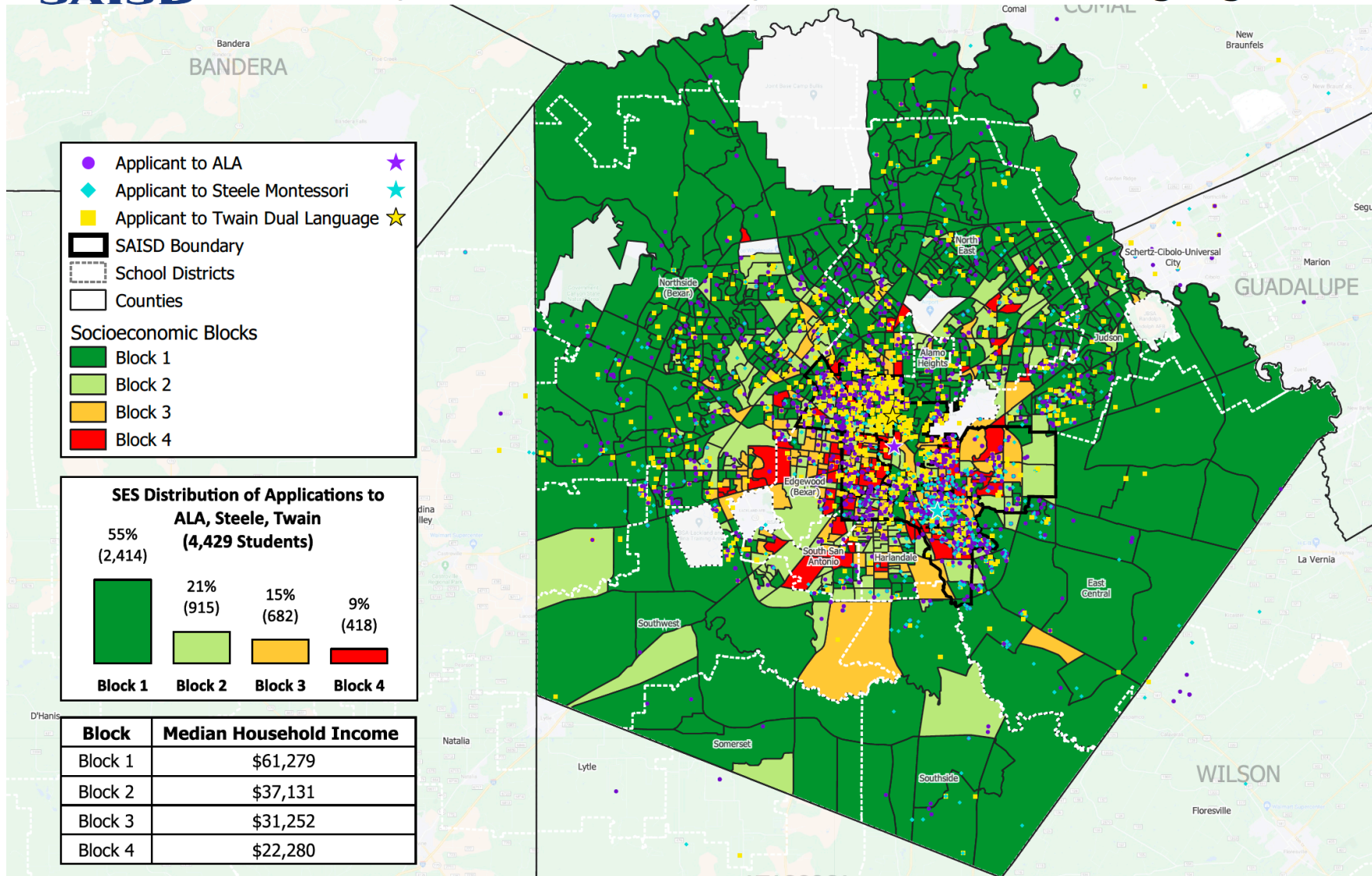
\* Letter grades based on 2018 numerical overall ratings.

Updated 01/31/2021





# Applications for 2020-21 Enrollment in ALA, Steele Montessori, and Twain Dual Language



**San Antonio ISD | Office of Innovation**

Updated 01/31/2021

Socioeconomic Blocks are calculated from the neighborhood's median income, percentage of single-parent homes, percentage of family home ownership, and level of adult education. SES Distribution chart includes all applications from within Bexar County.

Data Sources: US Census Bureau: 2018 American Community Survey 5-year Estimates; SAISD SchoolMint School Applications.



# Controlled Choice Framework

## What is it?

- An equity-driven school assignment process that seeks to provide historically disadvantaged families/students equitable access to an array of excellent schools

## Why it matters?

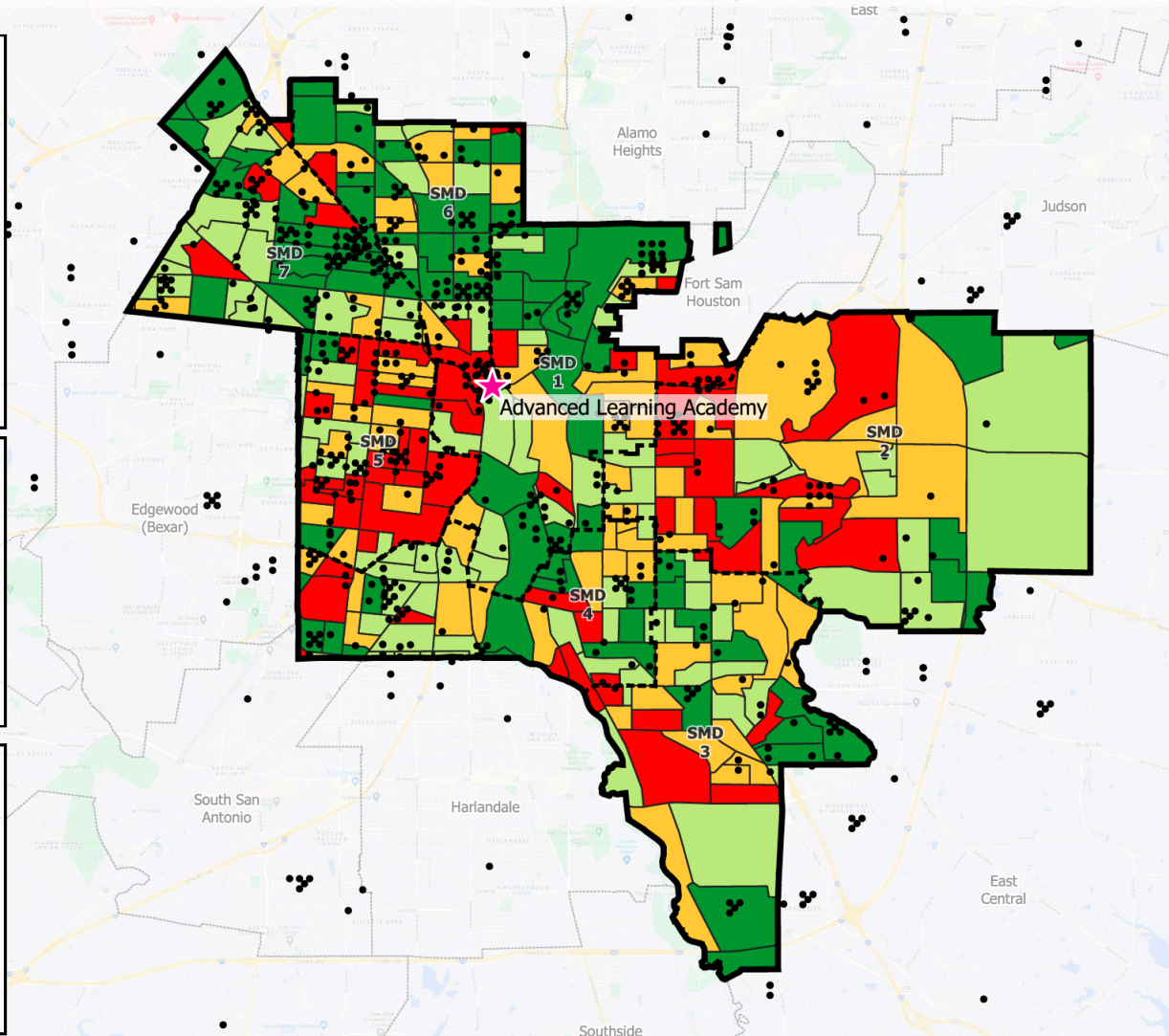
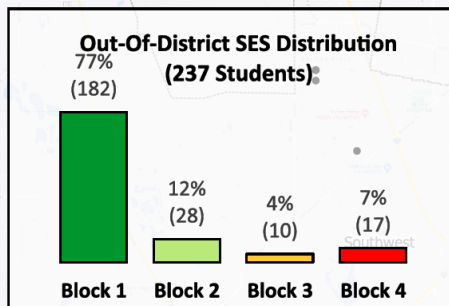
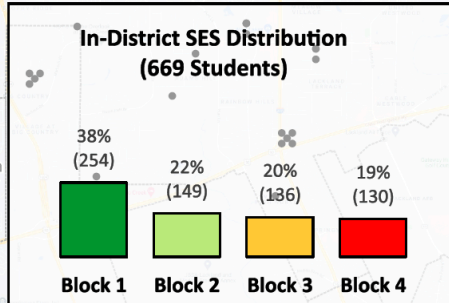
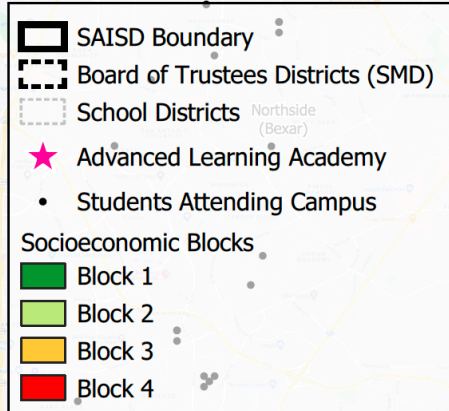
- Research shows that choice, unfettered by fairness or equity factors and controls, can lead to and/or exacerbate segregation (inter-/intra-district)

## How?

- Leveraging preferential weights within school choice lotteries based on student characteristics:
  - English Language Learner; special education; siblings; homeless; geographic location (in-district, out-of-district, priority radii, zip codes, students zoned to low-performing schools, etc.); Economically Disadvantaged (Title 1); etc.
  - **Socioeconomic status factors – Using SAISD SES Blocks system**

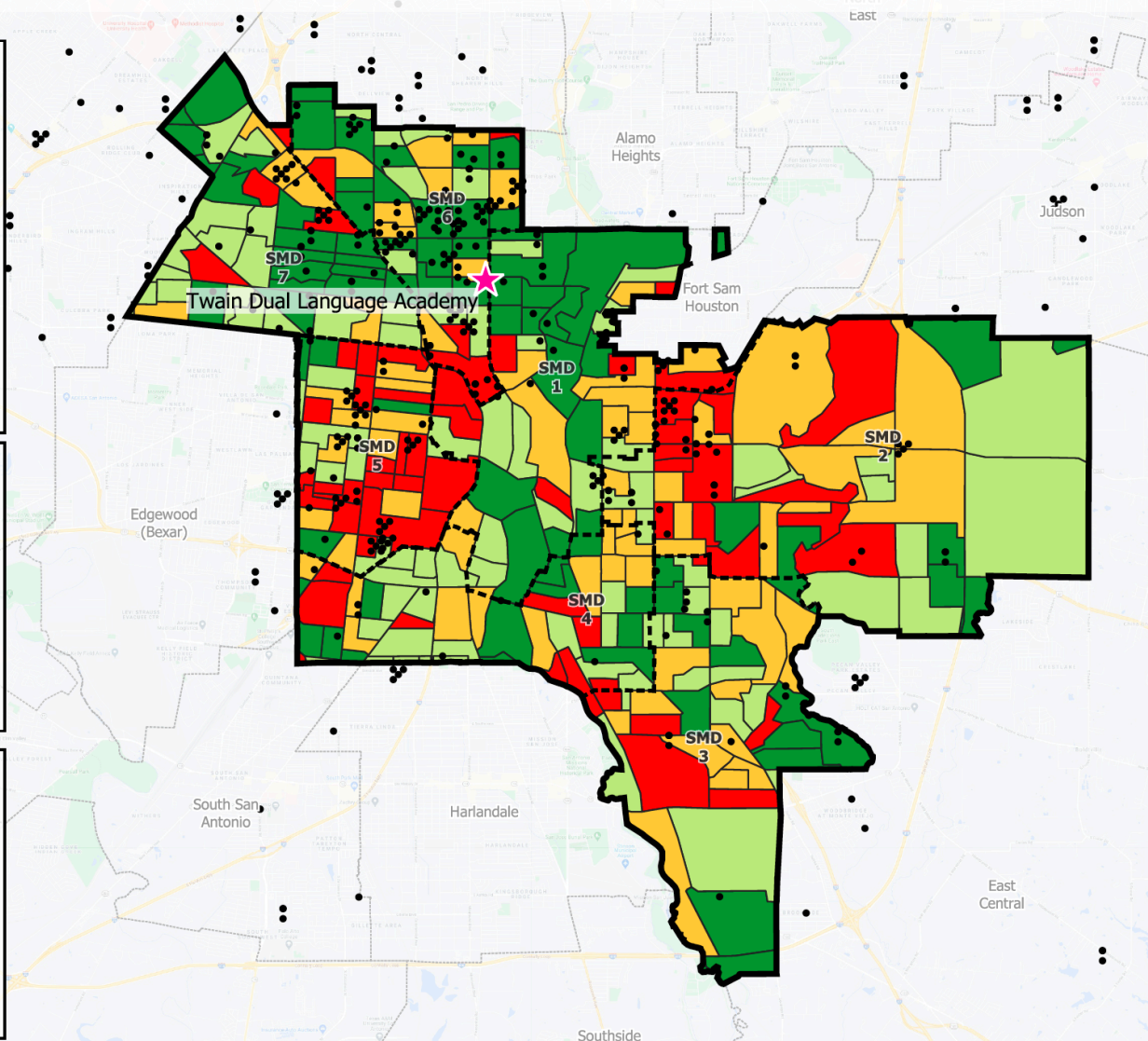
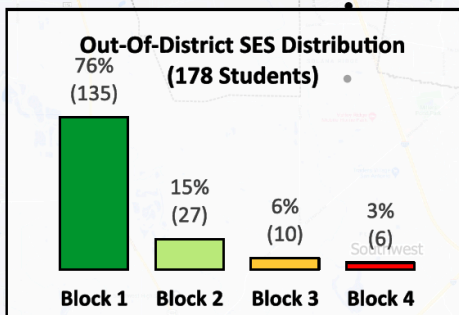
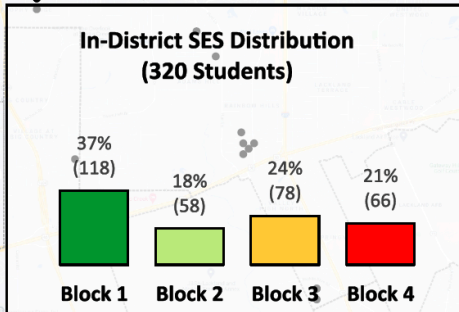
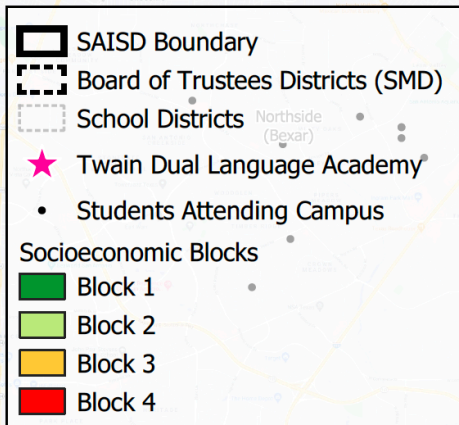


# 2020-21 SAISD Socioeconomic Block Distribution Advanced Learning Academy





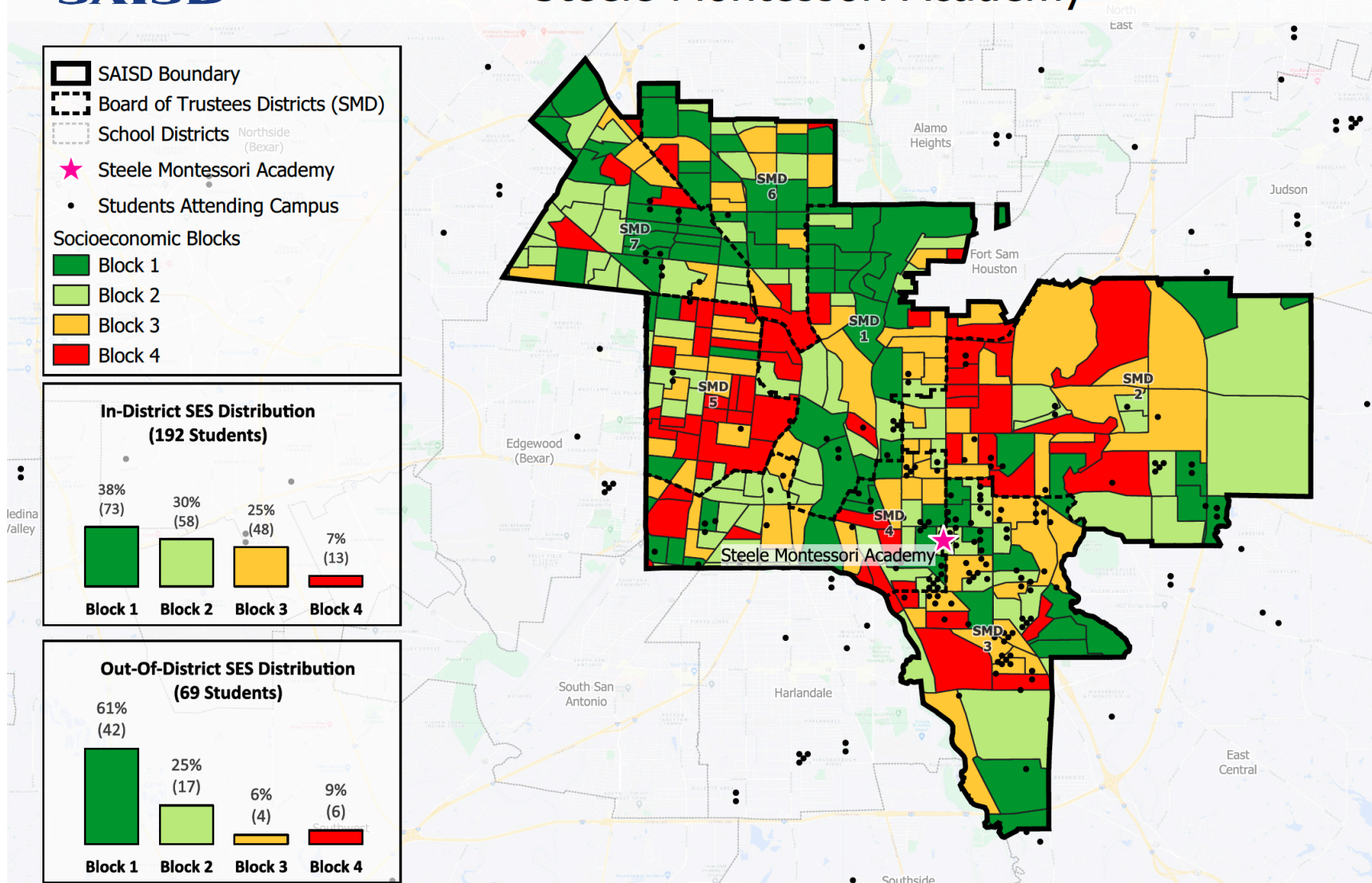
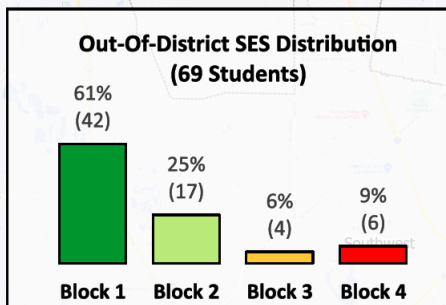
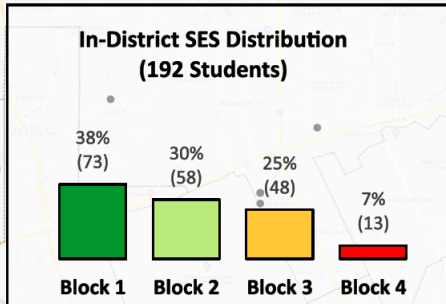
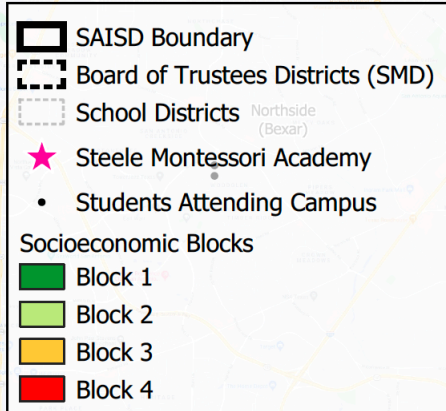
# 2020-21 SAISD Socioeconomic Block Distribution Twain Dual Language Academy







# 2020-21 SAISD Socioeconomic Block Distribution Steele Montessori Academy



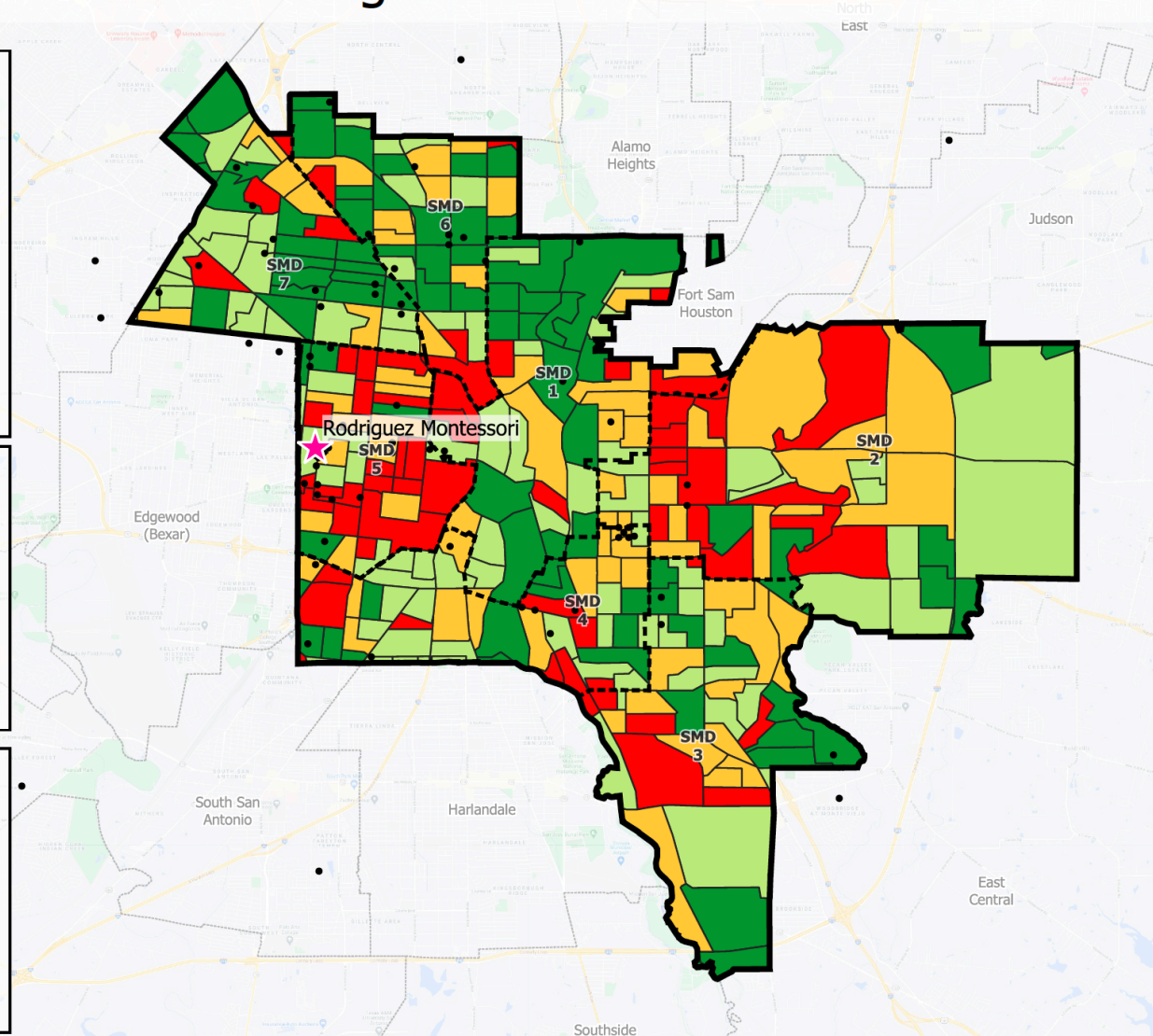
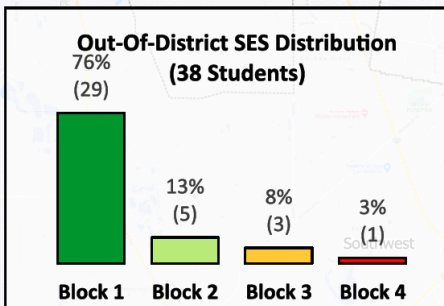
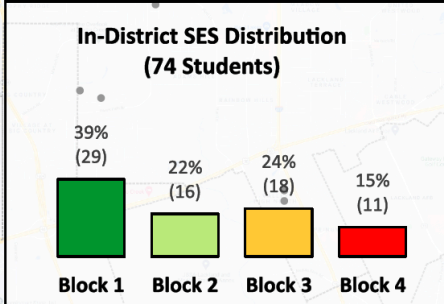
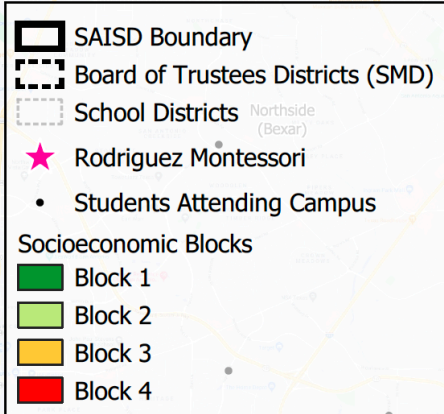
San Antonio ISD | Office of Innovation

Socioeconomic Blocks are calculated from the neighborhood's median income, percentage of single-parent homes, percentage of family home ownership, and level of adult education. Data Sources: US Census Bureau: 2018 American Community Survey 5-year Estimates; October 2020 Fall PEIMS.

Updated 01/15/2021



# 2020-21 SAISD Socioeconomic Block Distribution Rodriguez Montessori





# SAISD Master Teacher Initiative



## Master Teacher Initiative

### Quicklinks

- [Master Teacher Home](#)
- [Master Teacher Initiative \(MTI\) 1.0](#)
- [Master Teacher Initiative \(MTI\) 2.0 and Beyond](#)
- [Master Teacher Initiative \(MTI\) 2.0 and Beyond SharePoint Site](#)
- [National Board Certification](#)

### About the Master Teacher Initiative (MTI) 2.0 and Beyond

MTI 2.0 and Beyond is a proposed multi-measure teacher designation system that will incorporate domains and metrics that collectively define excellent teaching based on SAISD's values for teacher development and performance. It is an evolution of MTI 1.0 that will meet the state's rigorous requirements under the House Bill 3 Teacher Incentive Allotment (TIA). As part of this bill, the legislature and TEA have committed to supporting districts with initiatives that recognize excellent teaching on the condition that local initiatives meet rigorous state requirements. SAISD is applying to secure TIA funding and pending approval, SAISD will begin to designate teachers in the 2020-21 school year under MTI 2.0 and Beyond.

- [Eligibility](#)
- [Timeline](#)
- [FAQs & Resources](#)
- [Contact Us](#)

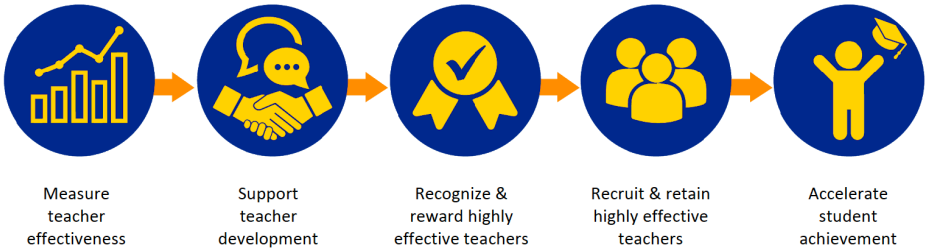
Teachers do not need to apply for MTI 2.0 and Beyond. Under MTI 2.0, teachers of STAAR/EOC-tested subjects are eligible for a designation, starting in the 2020-21 school year. By the 2022-23 school year, the system will evolve into MTI 3.0, and all teachers across all grade levels and subjects will be eligible to earn a designation.

When TEA publishes the SES Multiplier values, SAISD will finalize the School Funding Categories and associated payouts. The State will recalculate the SES Multiplier for each school based on student enrollment each year, and SAISD will also update its School Funding Categories annually.

**Preliminary** School Funding Categories and associated payouts by designation level are shown below.

School Funding Category	State SES Multiplier	# Schools	Payout Per Teacher		
			Recognized	Exemplary	Master
A (Highest SES)	0.0-2.7	25	\$5,000	\$10,000	\$18,500
B	2.8-3.1	25	\$6,000	\$12,500	\$22,500
C	3.2-3.4	24	\$6,500	\$13,500	\$24,500
D (Lowest SES)	3.5-5.0	25	\$7,000	\$14,500	\$26,500

*This table reflects the gross payout amount for each designation level. Standard employee deductions will apply. SAISD's budget for TIA also accounts for standard employer benefit costs and taxes, not shown here.*



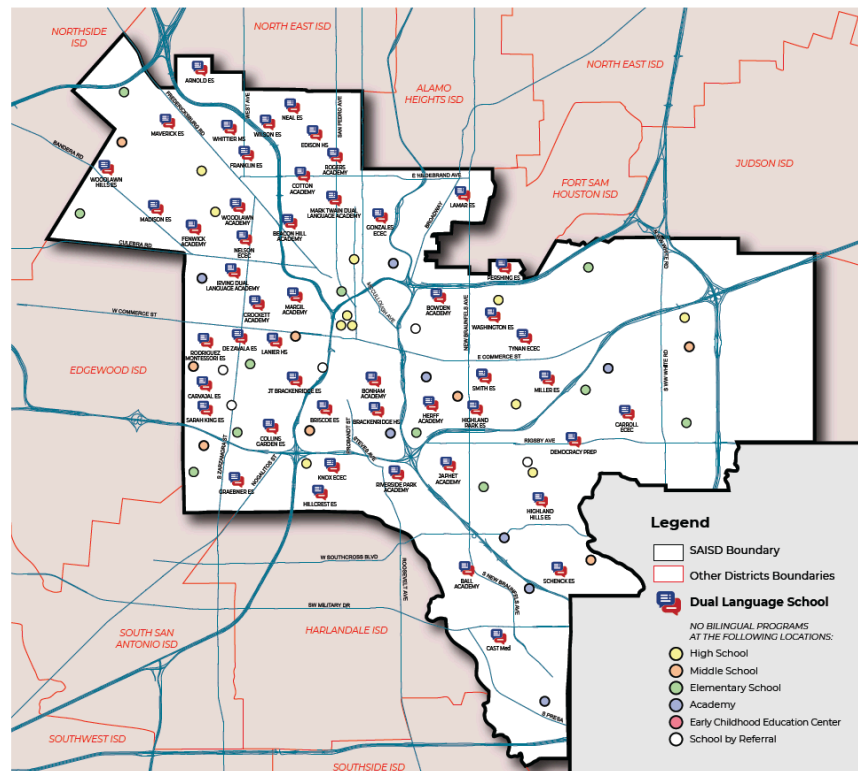
- Measure teacher effectiveness:** MTI uses multiple measures of teacher performance, including observation and assessment data, to measure teacher effectiveness and holistically evaluate a teacher's performance.
- Support teacher development:** Teacher observation and student assessment data enable school and district leaders to support teachers at all levels in their growth and professional development.
- Recognize, reward, recruit, and retain highly effective teachers:** SAISD recognizes highly effective teaching by designating high performing teachers and financially rewarding them. This, in turn, enables the district to recruit and retain effective teachers, especially within our highest need communities and schools.
- Accelerating student achievement:** the ultimate goal of the MTI is to accelerate student achievement and prepare SAISD students for a lifetime of success.





## Dual Language Schools

**BILINGÜE ♦ BILETRADO ♦ BICULTURAL**  
Bilingual ♦ Biliterate ♦ Bicultural



### 50 SCHOOLS WITH DUAL LANGUAGE PROGRAMS

**4 HIGH SCHOOLS**

Brackenridge HS  
CAST Med HS  
Edison HS  
Lanier HS

**1 MIDDLE SCHOOL**

Whittier Middle School

**2 TOTAL DUAL LANGUAGE CAMPUSES**

Mark Twain Dual Language Academy

**25 ELEMENTARY SCHOOLS**

Arnold ES	Highland Park ES	Pershing ES
Briscoe ES	Hillcrest ES	Rodriguez
Carvajal ES	J.T. Brackenridge ES	Montessori ES
Collins Garden ES	Sarah King ES	Schenck ES
De Zavala ES	Lamar ES	Smith ES
Democracy Prep	Madison ES	Washington ES
Franklin ES	Maverick ES	Wilson ES
Graebner ES	Miller ES	Woodlawn Hills ES
Highland Hills ES	Neal ES	

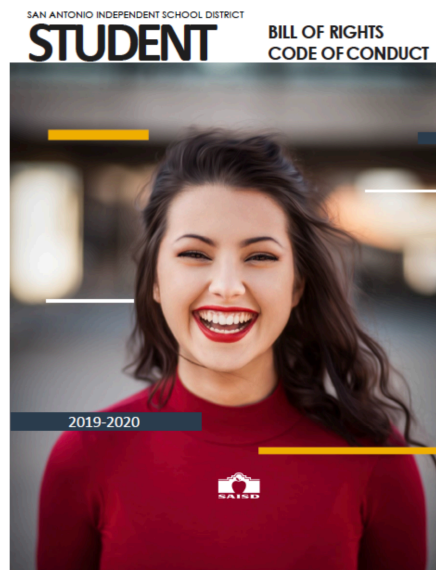
## New school-based health center at Tafolla Middle School

February 26, 2020

University Health System and San Antonio ISD on Tuesday held the grand opening for its new school-based clinic at Tafolla Middle School. Health Center West serves students and campus employees from SAISD schools in the West Side Lanier High School feeder Monday through Friday from 8 a.m. to 5 p.m. The Health System will staff the center with its employees, including a nurse practitioner, a nurse, a medical assistant and a registrar. Our school-based clinics bring health care to students and their families where they live and learn, keeping kids healthier and reducing absenteeism.

The center will provide care for both adults and children for the following health issues:

- Minor acute care (ear infections, throat infections, asthma, bronchitis)
- Physical exams/well-child checkups
- Primary care
- Immunizations
- Sports physicals



SAISD continues to pave the way with the city's only public Montessori school, single-gender campuses, and K-12 International Baccalaureate framework

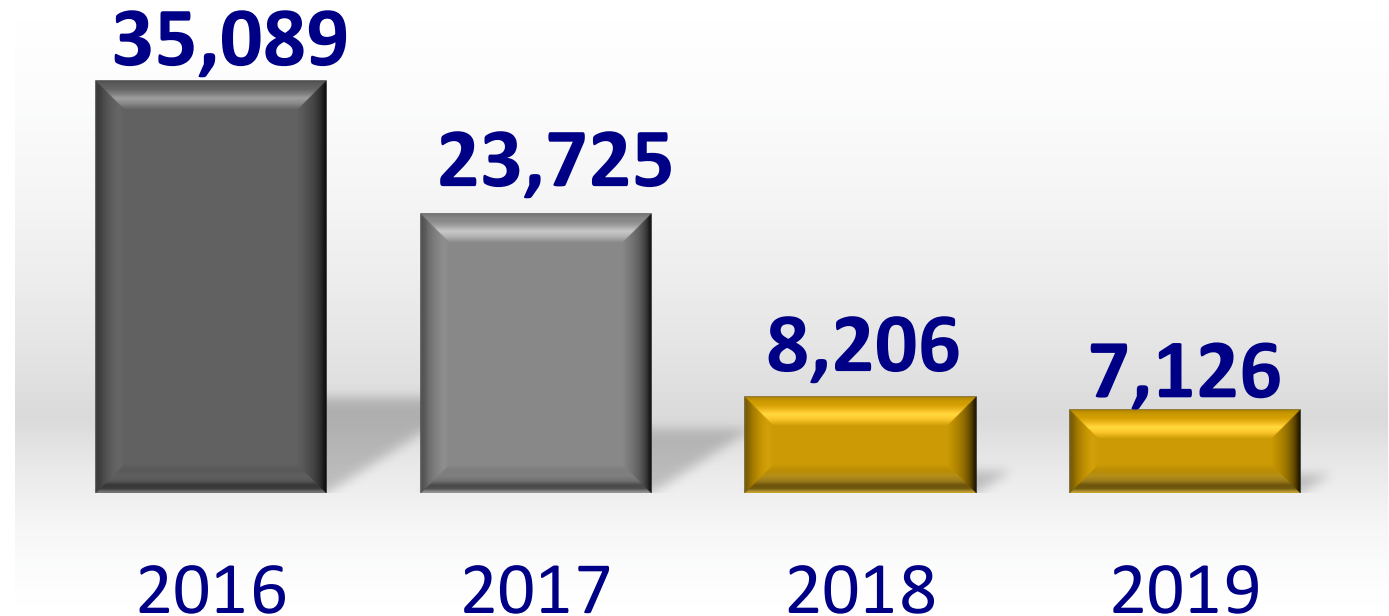
### Senate Bill 1882 Partnership Examples:

- HighScope
- Young Women's Preparatory Network
- Democracy Prep Public Schools



In the last 4 years SAISD has **DECREASED** the number of students attending low performing schools **by about 80%**

- Since 2017, the district has **tripled the number of A- and B-rated campuses.**
- Recognized in 2019 as **one of the fastest-improving districts in the state.** In almost every grade level, the district either met or outperformed statewide student achievement gains over the past two school years.
- The percentage of **students graduating college-ready rose from 10 percent in 2015 to 42 percent with more than half of all graduates now attending 4-year colleges and universities.**



# Historical State Accountability Results Using Current Methodology

2016			2017			2018			2019		
SAISD Rating: <b>F</b>			SAISD Rating: <b>D</b>			SAISD Rating: <b>C</b>			SAISD Rating: <b>B</b>		
Student Achievement	58	F	Student Achievement	61	D	Student Achievement	64	D	Student Achievement	73	C
Progress A: Growth	59	F	Progress A: Growth	58	F	Progress A: Growth	70	C	Progress A: Growth	70	C
Progress B: Relative	65	D	Progress B: Relative	70	C	Progress B: Relative	75	C	Progress B: Relative	87	B
Closing the Gap	51	F	Closing the Gap	63	D	Closing the Gap	72	C	Closing the Gap	73	C
Overall = <b>59</b>			Overall = <b>68</b>			Overall = <b>74</b>			Overall = <b>83</b>		



*Unless our children begin to learn together, there is little hope that our people will ever learn to live together and understand each other –  
Justice Thurgood Marshall, 1974*

**Fix high-poverty schools AND disrupt segregation and promote integration to the greatest extent possible**