ANNUAL REPORT

SustainED Leaders



2022 - 2023

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NOTE FROM OUR CEO

Dear Partners,

I want to express my immense gratitude for all of the support SustainED Leaders has received over the past two years. We are deeply grateful to our district, school, and university partners as well as the individuals and foundations that have contributed to our success. I also want to say thank you to SustainED Leaders' remarkable team and board - we would not have been able to make an impact without each of you.

As we conclude our second year, we are excited to have expanded and deepened partnerships with districts and schools throughout Texas. We continue to strive toward achieving excellence and equity while ensuring that progress and growth can be sustained over time.

Our theory of change is grounded in the belief that in order to sustain progress in education, we need to invest deeply in the development of educators. Teaching and leading in schools is complex and there continues to be exceptionally high turnover of educators; this is especially pronounced in schools facing the greatest challenges. For these reasons, there is an unprecedented need for embedded support and development for leaders and teachers.

Throughout the 2022-2023 school year, we worked side-by-side with leadership teams to lead continuous instructional improvement in schools while codifying essential practices that have the greatest impact on educators' development and students' learning. We supported district leaders in adopting and implementing high-quality instructional materials (HQIM) and partnered with districts to build leadership pipelines.

We are extremely excited by the progress that we made during the 2022-2023 school year and look forward to building on this success in the coming years.

With gratitude,



Jacob Stainbrook
CEO



ABOUT SUSTAINED LEADERS

Our Purpose

SustainED Leaders seeks to create sustainable change in education by investing in the development of leaders at every level - teacher leaders, assistant principals, principals, and central office leaders. Our programs specialize in deepening leaders' ability to lead continuous instructional improvement by implementing evidence-based practices and research-based curriculum. We partner with districts and schools to build leaders' capacity via three unique programs:

Our Programs

BUILDING LEADER PIPELINES



SustainED Leaders works with senior district personnel to build leader pipelines that increase the capacity of education leaders to lead continuous instructional improvement in schools. In our work with districts, we provide customized solutions focused on defining leadership roles and designing and delivering aligned professional learning. During the 2022-2023 school year, our team partnered with Arlington ISD and Dallas ISD to build leadership pipelines by developing teacher leaders, assistant principals, and principals.

LEADING SCHOOL IMPROVEMENT



Our team partners with school leadership teams to lead continuous instructional improvement in schools. In our work with leaders, we support them to implement evidence-based practices and research-based curriculum that accelerate the learning and growth of all students. During the 2022-2023 school year, we partnered with eight schools throughout Dallas-Fort Worth - 6 schools at Dallas ISD and 2 schools at IDEA Tarrant County.

ADOPTING & IMPLEMENTING HQIM



We partner with districts and schools to adopt and implement high-quality instructional materials (HQIM) that help every child reach their full potential. In our work with schools and districts, we develop customized solutions that ensure leaders and teachers are able to implement the curriculum with fidelity while meeting the unique needs of diverse learners. During the 2022-2023 school year, we partnered with two school districts in Texas - Belton ISD and BakerRipley Community Schools - to adopt HQIM.

2022 - 2023 OVERVIEW

Partnership Recap

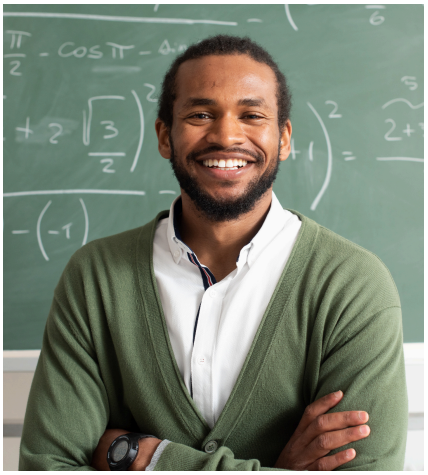
During the 2022-2023 school year, SustainED Leaders partnered with two new districts - Belton ISD and BakerRipley Community Schools - to adopt and implement high-quality instructional materials. Additionally, we expanded our work with existing partners - Dallas ISD and Arlington ISD - to build leadership pipelines, and we formed partnerships with additional districts and universities throughout Texas. Lastly, we increased the number of schools throughout North Texas that we supported to lead continuous instructional improvement.

	2021-2022	2022-2023	2023-2024 *Projected*
Building Leadership Pipelines			
District & University Partners	2	3	4
Leaders Developed	36	1,200	1,300
Student Reach	3,500	60,000	70,000
Leading School Improvement			
School Partners	3	8	15
Leaders Developed	10	30	60
Students Impacted	1,300	3,500	7,500
Adopting & Implementing HQIM			
District Partners	0	2	2
Student Reach	0	13,500	8,500

2022 - 2023 OVERVIEW

Lessons Learned

HIGH LEVELS OF TEACHER & LEADER TURNOVER



We continue to see that schools and districts are plagued with high levels of teacher and leader turnover which leads to large numbers of educators who are new to their role. While teacher and leader turnover presents an enormous challenge, it also provides a compelling opportunity. In our work in schools and districts, we see how critically important it is to build novice educators' capacity through ongoing coaching and development grounded in evidence and research-based practices. Making a deep investment in the development of leaders and teachers has the potential to have an enormous impact on students' learning and ultimately drive sustainable progress in education. When educators receive high-quality job-embedded coaching and support, there are several key benefits: 1) educators are more likely to stay in their roles longer, 2) educators are more effective in accelerating all students' learning, and 3) a higher density of skilled educators in a school leads to greater support and development of other educators in that school.

CUSTOMIZED SOLUTIONS + EVIDENCE-BASED PRACTICES

When partnering with districts and schools, we are learning how essential it is for our team to deeply understand the district and/or school context so that we can design and implement customized solutions that meet the unique needs of the school or district community. We have learned that educators need support in customizing the implementation of evidence-based practices and research-based curriculum so that all teachers and students can thrive.



SUPPORTING WITH IMPLEMENTATION OF HQIM

In supporting schools and districts with the adoption and implementation of HQIM, we are learning how critical it is for leaders and teachers to receive ongoing coaching and support that helps them implement the curriculum with fidelity. Leaders and teachers benefit significantly when they receive: 1) targeted professional learning that deepens their understanding of the curriculum, 2) side-by-side coaching to support with internalizing the curriculum and facilitating lessons, and 3) partnership in looking at student work to evaluate student mastery.

We are also learning how important it is for districts and schools to establish systems and structures that support teachers to implement the curriculum with fidelity. Lastly, when adopting HQIM, we see how impactful it is for leaders to manage the change process so that teachers and staff understand why and how the curriculum can have a positive impact on all students' learning.

BUILDING LEADER PIPELINES

District Partnerships

LEADER TRAINING MODULES

SustainED Leaders partnered with the Dallas ISD LEAD Team to create eight (8) learning modules that will be used in future years to train and develop leaders throughout the district. These modules focus on high-leverage instructional leadership practices that empower school leaders to lead continuous improvement in schools. Each module consists of a full-day professional learning session, a practice lab, assessment tasks, rubrics, and feedback guides.

PROFESSIONAL LEARNING FOR LEADERS

SustainED Leaders partnered with Arlington ISD to build the capacity of leaders throughout the district. Professional learning participants included Teacher Leaders (Department and Level Leads), Assistant Principals, Deans, and Aspiring Principals participating in the Leadership Academy program. Training and development focused on evidence-based instructional leadership experiences combined with AISD-specific processes and instructional strategies.

University Partnerships

DEVELOPING ASPIRING LEADERS

We continued our work developing leaders in the Aspiring Leaders Program (ALP) at Southern Methodist University. During the 2022-2023 school year, SustainED Leaders coached and developed leader residents in ALP Cohort 11. In our coaching and development of leader residents, we provided professional learning and 1:1 coaching that empowers educators to build an aspirational school culture and lead high-quality instruction for all students.

BUILDING LEADER PIPELINES

Dallas ISD - Leader Training Modules

PROGRAM OVERVIEW

In partnership with the Dallas ISD LEAD Team, SustainED Leaders designed and developed eight (8) learning modules that will help build leaders' capacity to lead instructional improvement in schools. Each module consists of a full-day professional learning session, practice lab session, assessment tasks, aligned evaluation rubrics and feedback guides.

LEADER TRAINING MODULES

Module	Description
Observation & Feedback	Develop leaders' ability to observe classroom instruction, identify the highest leverage action step, and deliver coaching feedback to teachers.
Look Forward PLC / Planning	Empower leaders to lead effective PLC meetings and guide teachers to internalize high-quality curriculum (Eureka, Amplify, Carnegie).
Data Driven Instruction	Support leaders in managing the data driven instruction cycle to review student work, lead data meetings and create intervention plans.
Professional Learning	Develop leaders' ability to plan and facilitate effective professional learning sessions that meet the needs of educators at their school.
Student Culture	Empower leaders to create a safe, supportive, and positive learning environment that enhances all students' learning and growth.
Staff Culture	Equip leaders with the knowledge and skills to create a positive and inclusive school culture that bolsters adult and student learning.
Leadership Development	Develop leaders to utilize a distributed leadership model that builds the capacity in self, others, and teams.
Professional Communication	Support leaders to create and implement systems for communicating the mission, vision, values and goals of the school.

BUILDING LEADER PIPELINES

Dallas ISD - Leader Training Modules

SUSTAINED IMPACT

The training modules will be used by the Dallas ISD LEAD Team to train and develop cohorts of leaders during the 2023-2024 school year and in the years ahead. These learning modules have the potential to strengthen the leader pipeline in Dallas ISD so that aspiring and current leaders are better prepared to lead instructional improvement that maximizes the learning and growth of every child.



"I believe the most valuable aspect of this partnership was the customization of content to the priorities and language of our district. In addition, SustainED provides a wealth of knowledge, research, and experience that is evident in the what and how of the materials produced."

AARON AGUIRRE-CASTILLO
Director of Leadership Professional Development, Dallas ISD

"First and foremost, the quality of the products delivered by SustainED has been outstanding. Your commitment to excellence shines through in every aspect of the materials you have developed for us. The depth of research, attention to detail, and creative solutions you brought to the table are exemplified in the work products. The leadership development materials you have created, focusing on adaptive, technical, and instructional leadership, exceeded our expectations and will undoubtedly make a significant impact on our organization."



ALI SAIYED
Executive Director, LEAD, Dallas ISD



Net Promoter Score

"On a scale of 0 to 10, how likely are you to recommend SustainED Leaders to another school district?

BUILDING LEADER PIPELINES

Arlington ISD - Professional Learning for Leaders

PROGRAM OVERVIEW

During the 2022-2023 school year, we partnered with Arlington ISD to develop a leadership pipeline in the district. Our work supported Arlington to continue its leadership pipeline work that originated during its work with The Holdsworth Center. We worked with the Arlington ISD team to refine and redesign teacher-leader roles and develop and deliver aligned professional learning that strengthened leaders' capacity to enhance the quality of teaching and learning for all students.

Arlington
INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

PROGRAM DETAILS

Education leaders participating in the professional learning included teacher leaders (department and level leads), assistant principals, deans, and aspiring principals participating in the Leadership Academy program. The training and development sessions focused on evidence-based instructional leadership practices, specifically tailored to align with the unique district context of Arlington ISD.

Leadership Role	Training Description	Training Topics
Teacher Leaders	Building Teacher Leaders' capacity to lead teams and instructional Improvement	• Data Driven Instruction • Vertical Alignment • Lesson Planning
Aspiring Assistant Principals	Developing high-potential teachers' capacity in leading instructional improvement	• Data Driven Instruction • Coaching Teachers • Research-Based Practices in Math & Literacy
Assistant Principal Interns	Training leaders who are completing masters program at SMU	• Instructional Coaching and Feedback Cycles • Data Driven Instruction • Data Action Planning

BUILDING LEADER PIPELINES

Arlington ISD - Professional Learning for Leaders

OUR IMPACT

1,100
Teacher Leaders developed

85%
of teacher leaders gained new knowledge that they could implement in daily practice

100%
of school leaders agreed or strongly agreed that they had the tools and skills to implement new learning in practice

55,000
Student reach via leader training

"I learned so much from SustainED Leaders! They constantly brought in research-based best practices in instruction that added to my knowledge. I trust their resources completely, and I felt confident that the work I was sharing with our lead teachers was effective and grounded in research."

JENNIFER FULLER
Coordinator of Leadership Development, Arlington ISD





"EVERYTHING that SustainED does with us is absolutely top-notch. They help our organization learn and implement research-based best practices in streamlined, structured, and practical ways. They are also masters at project management. They do an exceptional job at keeping up with our timelines and deliverables, and have never once been behind on a project."

JESSICA ESTILLETE
Former Director of Leadership Development, Arlington ISD

"What is so unique about this service is how aligned they make the work to your district and purpose. They are able to utilize all of our district resources to ensure they make the necessary connections to the work we have been doing and make it all tie together so seamlessly."

COURTNI BOYD
Leadership Development Specialist, Arlington ISD



Arlington INDEPENDENT SCHOOL DISTRICT
More Than a Remarkable Education

BUILDING LEADER PIPELINES

SMU - Developing Aspiring Leaders

PROGRAM OVERVIEW

SustainED Leaders has partnered with Southern Methodist University and local districts to develop transformational urban school leaders. Residents in the Aspiring Leaders Program (ALP) earn an M.Ed. in Urban Educational Leadership while engaging in rigorous coursework in year one and receiving personalized coaching in year two.

SMU | Annette Caldwell Simmons School of Education & Human Development



Cohort 11 of the Aspiring Leaders Program

PROGRAM DETAILS

During the 2022-2023 school year, SustainED Leaders provided personalized coaching and development to Cohort 11 residents who were in the second year of the program; the coaching and development focused on empowering residents to lead continuous instructional improvement in schools. Residents built their leadership capacity by engaging in the following experiences:

- Serving in campus leadership roles where they honed their skills in leading instructional improvement
- Completing a year-long capstone project that integrated learning from year-one coursework to lead a team of teachers in enhancing learning for all students
- Receiving 1:1 on-the-job coaching and leadership development from a Leadership Development Director at SustainED Leaders
- Participating in monthly professional learning focused on evidence-based instructional leadership practices

ALP IMPACT

Since the program's inception in 2011, ALP Alumni have positively impacted tens of thousands of students

274 *Program Graduates*

168 *DFW Campuses*

BUILDING LEADER PIPELINES

SMU - Developing Aspiring Leaders

Cohort 11 (2022-2023 Cohort)

OUR IMPACT

23
ALP Residents in Cohort 11

19
Schools across Dallas-Fort Worth

4,970+
Students served

100%
Passing rate on PASL and 268 principal certification exams

96%
of Cohort 11 residents secured a campus leadership role for the 2022-2023 residency year

93%
of Cohort 11 residents rated as highly-effective by their mentor principal

ALP ALUMNI SPOTLIGHT

During her Residency year, Marina coached and developed 3rd-5th grade math teachers at her school. Marina led her team to increase math results on STAAR by 7 percentage points in Approaches and Meets and the 4th-grade math team achieved a 91 in Domain 1 of Student Achievement.

Marina Spataro, Assistant Principal
ALP Cohort 11 Resident





"I can see the difference in my leadership from the beginning of the year to the end. Having someone to coach me through my residency felt like having a sports coach guiding me through my journey. All feedback was useful and on-point, providing me with opportunities to grow and expand my knowledge."

Vickie Villarroel, Assistant Principal
ALP Cohort 11 Resident

BUILDING LEADER PIPELINES

SMU - Developing Aspiring Leaders

All Cohorts (2011 - 2023)

SUSTAINABLE IMPACT

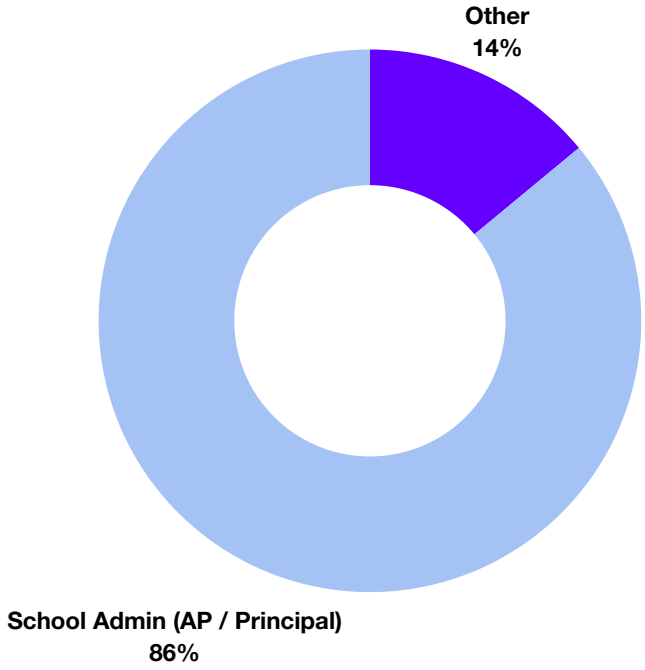
Since 2011, when Teaching Trust launched the Aspiring Leaders Program in partnership with SMU, 274 leaders have graduated and served in leadership roles at schools and districts throughout North Texas. These graduates have continued to positively impact the lives of thousands of students for over a decade.

91%

of ALP Alumni are still in the field of education, serving as campus leaders, teachers, district central office leaders, and educational consultants

Leadership Roles

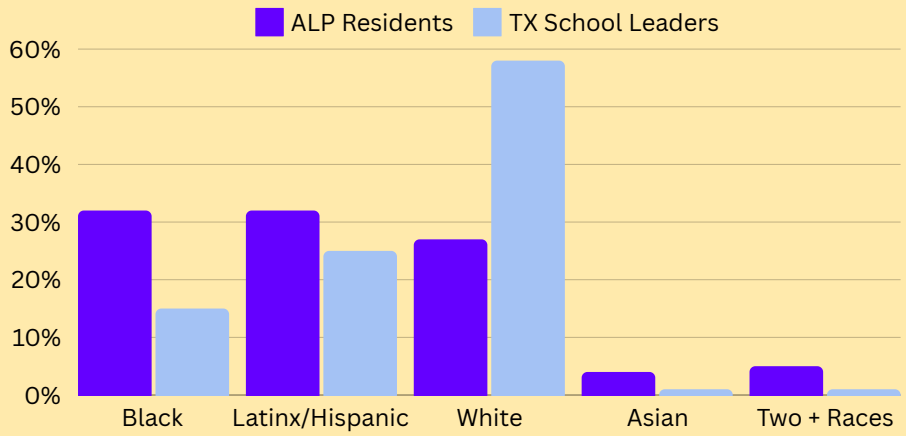
ALP Alumni ever serving in school leadership roles since 2011



Building A Diverse Leadership Pipeline

The Aspiring Leaders Program has and continues to develop a diverse cohort of education leaders who more closely match the diversity of the communities throughout Dallas-Fort Worth.

Diversity of ALP Alumni vs. Texas Average



SMU | Annette Caldwell Simmons School of Education & Human Development

LEADING SCHOOL IMPROVEMENT

2022-2023 Overview

During the 2022-2023 school year, SustainED Leaders partnered with eight (8) schools in North Texas to support leaders in leading continuous instructional improvement in their schools. We worked side-by-side with leaders to support them in implementing evidence-based practices and research-based curriculum that accelerate learning for all students.



IMPACT

8 Schools

30 School Leaders

180 Teachers

3,500 Students

PROGRAM PILLARS

Strong School Leadership & Planning

Development of campus instructional leaders (principal, assistant principal, counselors, and teacher leaders)

Strategic Staffing

Recruitment, selection, assignment, induction, and retention of highly-qualified educators

Positive School Culture

Compelling and aligned vision, mission, goals, and values focused on high expectations and support for students and adults

High-Quality Instructional Materials

Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Effective Instruction

Research-based instructional strategies that engage all learners

LEADING SCHOOL IMPROVEMENT

Impact

SCHOOL CONTEXT

SustainED Leaders partnered with eight (8) schools throughout Dallas-Fort Worth - six schools in Dallas ISD and two schools in IDEA Tarrant County - to support them in leading continuous instructional improvement. On average, 50% of the principals and over 60% of other campus leaders (assistant principals, instructional coaches, deans, etc.) at our partner schools were in their first or second year of the role. Additionally, schools had large numbers of first-year teachers (20% - 40% on average) as well as teacher vacancies and teacher turnover throughout the year.

GOALS + SCHOOL PERFORMANCE

The two shared goals that we worked to achieve with each school were: 1) increasing Domain 1 by at least five points and 2) accelerating students' learning so that 70% or more of students achieved their individual STAAR growth goals in 3rd-5th reading and math. Because TEA did not release student growth data, we were unable to measure the 70% student-growth goal. In our analysis of Domain 1 growth, many schools had meaningful year-over-year growth from 21-22 to 22-23, but no school was able to achieve 5 points of growth in Domain 1.

Several of our partner schools outgrew the state and district in Domain 1. In 3rd and 5th grade math, 66% of our partner schools grew at or above the state and district in Domain 1 and in 3rd grade reading, 83% of our partner schools grew the same or more than the state. In 5th grade reading, half of our partner schools outgrew the district and state by more than 4 points.

IMPLEMENTING HQIM (EUREKA MATH)

In Dallas ISD, we supported five schools piloting HQIM (Eureka Math) with implementation in grades 3rd - 5th. In our work with leaders, we supported them to: coach and develop teachers, plan and lead PLC meetings, and support teachers with the analysis of student work. Overall, our partner schools in Dallas ISD demonstrated meaningful growth in 3rd and 5th grade math during the 2022-2023 school year.

STAAR Domain 1 Growth

Dallas ISD: 3rd Grade Math

66% of schools grew at or above the district and state

Dallas ISD: 5th Grade Math

66% of schools grew at or above the district and state



LEADING SCHOOL IMPROVEMENT

Lessons Learned

LESSON 1: MULTI-YEAR IMPROVEMENT

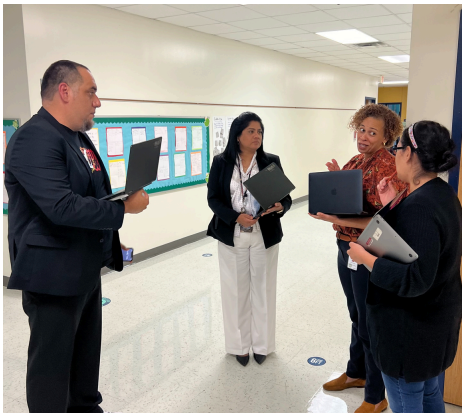
We continue to learn that school improvement can take multiple years, particularly when there are many new leaders and teachers in schools. Changes in leadership generally result in staff turnover, more first-year teachers, and/or vacancies in critical positions. In addition to high turnover, when districts and schools are implementing a new curriculum, it takes time for teachers and leaders to learn and understand how it can be implemented to meet the needs of all students. In our work with leadership teams, we help leaders think beyond a single school year while focusing on the strategic decisions that will help a school improve in the short, medium, and long term.

LESSON 2: DEVELOPING NOVICE TEACHERS & LEADERS

In nearly every partner school that we supported, there were large numbers of new leaders and teachers (0-1 years of experience). In some cases, schools had 80% new leaders and 30% - 60% new or novice teachers in STAAR-tested grades. We are learning the critical importance of providing new leaders and teachers with more intensive on-the-job development via side-by-side coaching and support. Providing job-embedded development to leaders and teachers accelerates their learning and growth and increases their impact on all students' learning. Additionally, as teachers and leaders grow, they are better able to support and develop team members and, in the end, stay in their positions longer. This has a compounding effect in education and ultimately leads to sustainable progress in schools and districts.

LESSON 3: IMPLEMENTING & MANAGING SYSTEMS

School leaders are required to manage multiple priorities every day while leading instructional and cultural improvement. Leading the continuous improvement process requires consistent coaching, support, and development of teachers and staff. In order for leaders to have the time to focus on improving the quality of teaching and learning, we are learning how critical it is for leadership teams to design, implement, and manage systems (cultural, instructional, operational, and data) aligned with the goals and vision of the school and district. Robust systems promote stronger teamwork and collaboration and allow leaders to spend more time coaching, supporting, and developing other team members.



LESSON 4: STRENGTHENING IMPLEMENTATION OF HQIM

Nearly 90% of the schools that we supported during the 2022-2023 school year were piloting high-quality instructional materials in 3rd - 5th grades. In our side-by-side work with leaders and teachers, we have learned how critically important it is for leaders and teachers to deeply understand the design and content of the curriculum and have clarity on how and when to adjust the curriculum to meet the needs of all learners in their school. Common adjustments that enhance all student's learning are: scaffolding lessons, sharing feedback with students, checking for understanding, increasing practice opportunities, and responding to misconceptions.

LEADING SCHOOL IMPROVEMENT

Impact - Dallas ISD Principals

“SustainED Leaders coached me to develop accountability systems to ensure my administrative team, my teachers, and I utilized the best instructional practices. The feedback I received, both one-on-one and in the moment, provided me with multiple opportunities to refine my critical thinking and communication skills as a leader in a high-trust, non-evaluative environment. This highly personalized coaching led to an increase in positive perceptions of campus culture as well as tremendous academic gains.”



REANNA WILBORN
Principal, Ben Milam Elementary School



"Our collaboration with SustainED Leaders is a key element when we speak to our success. The positive impact of their work rippled through our campus from the leadership team to teachers and most importantly, student achievement."

HERSCHEL CARTER II
Principal, DeGolyer Elementary School

"SustainED Leaders has helped me to be more intentional in how I spend my time during the school day. I now know that even if it's 5 minutes to observe in the classrooms, that small amount of time observing classroom instruction can give me a pulse on how we are doing in our school."



NORMA BARRAGAN
Principal, Soto Elementary School



"SustainED Leaders has been monumental in the continuous development and improvement of our leadership team. They have helped us consistently define exemplary instruction and coach teachers to benefit all students. We would not have been able to develop and grow our leadership team and new teachers without the support of SustainED Leaders.”

OMAR FELICIANO
Principal, Stevens Park Elementary School

Adopting & Implementing HQIM

PROGRAM OVERVIEW

During the 2022-2023 school year, SustainED Leaders became an approved technical provider with TEA to support districts with the adoption and implementation of high-quality instructional materials (HQIM) - i.e. Amplify Reading, Carnegie Math, and Eureka Math. Over the course of the year, we partnered with two school districts as part of the TEA Strong Foundations Grant - Belton ISD and BakerRipley Community Schools - to support them with the creation and rollout of instructional frameworks that would guide the adoption and implementation of HQIM.

Texas Education Agency

Approved Technical Provider with TEA

ADOPTING HQIM

SustainED Leaders partnered with BakerRipley Community Schools and Belton ISD to develop math frameworks for their districts. In our partnership with each district, we led the project management and grant process, delivered professional learning to school and district staff, facilitated the collaborative design of a math or literacy framework, and developed a comprehensive implementation plan that supported each district with the adoption of a curriculum.





IMPLEMENTING HQIM

In addition to supporting districts in adopting HQIM, SustainED Leaders provided customized support to districts to help them implement high-quality instructional materials. Drawing on our extensive experience implementing HQIM in schools and districts throughout Texas, our team worked side-by-side with leaders to deeply understand the district context and design personalized solutions for effective HQIM implementation.

SustainED Leaders supports districts' adoption & implementation of several curriculum:

EUREKA MATH TEKS EDITION

AmplifyReading

CARNEGIE LEARNING LONG + LIVE + MATH

ADOPTING & IMPLEMENTING HQIM

Supporting the Adoption of HQIM

In supporting districts with the adoption of HQIM, SustainED Leaders manages and leads every step of the planning process. Our team creates a customized project management plan tailored to the needs and timeline of the district. We manage the project to ensure all grant milestones are met and create drafts of all deliverables for district review, feedback, and approval. Additionally, we lead professional learning and the collaborative design of a literacy or math framework.

Professional Learning → **Collaborative Design of Framework** → **Framework Approval** → **Implementation Support**

BELTON ISD - ADOPTING HQIM

In 2022-2023, our organization partnered with Belton ISD through the TEA Strong Foundations Grant to support the district design a math framework that could lead to the adoption of high-quality math instructional materials. We worked in partnership with twenty-three Belton ISD leaders and teachers to collaboratively create a math framework that would guide math instruction across the district.

DISTRICT PARTNERSHIP GOALS

- Create consistency and alignment across the district in math instruction
- Eliminate variability in math curricular resources across the district
- Address math gaps developed during the pandemic

100% of Belton ISD partners believe the district has developed a clear common vision for high-quality math instruction as a result of partnering with SustainED Leaders

"SustainED has been a phenomenal partner in aligning our vision for math instruction in our classrooms. The support they provided allowed us to maintain a focus and meet our goals to develop a framework."

DEANNA LOVESMITH
Former Assistant Superintendent of Teaching and Learning, Belton ISD



ADOPTING & IMPLEMENTING HQIM

BakerRipley - Adopting & Implementing HQIM

We partnered with BakerRipley Community Schools (BRCS) during the 2022-2023 school year to support the network's implementation of high-quality instructional materials. Previously, BRCS had adopted HQIM for math (Eureka Math TEKS Edition and Carnegie Learning Texas Math Solution) yet faced challenges in implementing the curriculum across their network.

DISTRICT PARTNERSHIP GOALS

We worked with BRCS to achieve the following goals:

- Enhance the alignment of PreK-8th grade math instruction
- Develop a math framework and corresponding systems to support the implementation of the Eureka Math and Carnegie Math
- Improve math instruction through teacher and leader development on Research-Based Instructional Strategies



OUR IMPACT

"SustainED Leaders has been amazing! They are very attentive to our district's needs and very responsive in every way. The PD they facilitated was extremely impactful for our teachers and leadership team. We want to continue our work with SustainED leaders - so far, this is the best education consulting team I have ever met."

WENDY PYLES
Teacher Development Officer, BakerRipley Community Schools



Net Promoter Score - BRCS RBIS Training

"On a scale of 1-10 with 10 being "most likely", how likely are you to recommend this training session to fellow educators?"

OUR TEAM



CAITLIN WRIGHT, Leadership Development Director

Caitlin Wright is a Leadership Development Director for SustainED Leaders. She graduated from Grambling State University with a B.S. in Elementary Education. Since then, she has led and taught students in grades PreK-8 for over twenty years. While working for San Bernardino City Unified School District, she taught grades K-6 dual immersion, served as campus Admin Designee, and worked in district curriculum committees. After moving to Dallas, Caitlin completed the Ed Fellows program with Teaching Trust. Most recently, she was with Uplift Education for eight years, where she served as Interventionist, MYP Dean, and founding Academic Director.



RACHEL YEARWOOD, Leadership Development Director

Rachel Yearwood is a Leadership Development Director for SustainED Leaders. Before this role, she founded and led a campus as an Academic Director with Uplift Education for six years. While obtaining her Master's degree from the Harvard Graduate School of Education, Rachel was an elementary school principal intern in Cambridge Public Schools. She started her educational career in Spring Branch ISD where she was able to teach middle school science, lead as Department Chair, and work with district curriculum development over a five-year time span. She has received a B.S. in Biology from Prairie View A&M University and an M.Ed. in Science Education from the University of Houston.



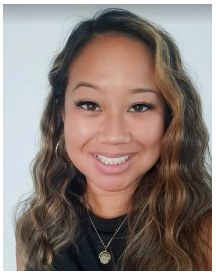
JACOB STAINBROOK, CEO

Before co-founding SustainED Leaders, Jacob served in senior leadership roles at multiple school districts. He has coached and managed leaders as the Vice President of Schools at IDEA Tarrant County and as a Managing Director at Uplift Education. As a principal, he led the turnaround of a low-performing middle school in Dallas, Texas, transforming it into one of the highest-rated middle schools in Texas. Jacob has worked as a national consultant at TNTP and taught instructional leadership courses to graduate students as an adjunct professor at Southern Methodist University.



NAIMA BLAKES, Program Director

Prior to becoming a Program Manager for SustainED Leaders, Naima worked as an Instructional Dean with Uplift Education. In this role, she completely revamped teacher leader development to increase the effectiveness of professional learning communities on campus. In her former position as an Academic Counselor, she supported her campus to repeatedly outpace the district in yearly reading and math growth. Before serving in campus leadership roles, Ms. Blakes worked as a Math Intervention Specialist and Science Teacher in the states of Texas and Nevada.



GRACE JACKSON, Leadership Development Director

Grace Jackson is a Leadership Development Director for SustainED Leaders. Prior to this role, Grace worked at Uplift Education for ten years, where she served as a PYP Dean and Academic Director. In addition to serving as a school leader, Grace also worked as a Residency Mentor for the Summit Learning Teacher Residency program, where she coached a cohort of new teachers toward earning their credentials. After graduating from the University of Florida, Grace moved to Dallas to begin her career in education as a middle school science teacher at KIPP TRUTH Academy. She received her M.Ed. in Educational Leadership and Policy from the University of Texas at Arlington.

OUR BOARD



Anson Jackson - Board Chair

Anson is a partner & Academic and Program Strategy Leader at Bellwether Education Partners. Prior to this role, Anson served as the Deputy Chief of Schools at Uplift Education and led Summit Public Schools as the Superintendent.



A. Tracie Brown

Tracie has spent over 25 years in public education in large urban school districts and is the Superintendent of Bezos Academy. Prior to joining Bezos Academy, Tracie served in Arlington ISD as Chief Schools Officer and Dallas ISD as a teacher, principal, and executive director for PK-12 schools.



Allen Anderson - Board Secretary

Allen is the Vice President of Selection at Pahara Institute. In his role, he leads the vision-setting and strategy for identifying, selecting, and developing outstanding education leaders. Prior to this role, he was the Senior Director of Impact at Education Opens Doors.



Ellen Pryor

Ellen is currently Professor of Law Emeritus at UNT Dallas College of Law. Before joining UNT Dallas as founding Associate Dean of the College of Law in 2013, Ellen was a professor at SMU Dedman School of Law.



Dee Chambliss

Dee currently serves as Director of Research and Network Evaluation for NAF (naf.org), driving program effectiveness and youth engagement through participatory action research for the network of career-themed academies throughout the U.S. and the Virgin Islands.



Milan Sevak

Milan co-founded SustainED Leaders and currently serves as the inaugural Executive Director of the Center for Socioeconomic Mobility through Education at the University of North Texas at Dallas.



Josie Hernandez

Josie presently works in the Waco Independent School District as the Deputy Superintendent, assisting the Superintendent with the day-to-day operations of the school district and overseeing the supervision of principals.



Jacob Stainbrook

Before co-founding SustainED Leaders, Jacob served in senior leadership roles at multiple school districts. He has coached and managed leaders as the Vice President of Schools at IDEA Tarrant County and as a Managing Director at Uplift Education.



Rosemary Perlmeter

Rosemary has spent the last 25 years as an education entrepreneur in North Texas. In 2010, she co-founded Teaching Trust with Ellen Wood, and fourteen years prior, in 1996, she founded Uplift Education, one of the first and most successful charter school operators in Texas.



Ellen Wood - Board Treasurer

Ellen was a Co-Founder of Teaching Trust and currently serves on the advisory board of The Commit Partnership, a Dallas education collaborative, and on the board of the Vickery Meadow Youth Development Foundation. She also serves on several foundation investment committees.

OUR PARTNERS & SUPPORTERS

Partners

We are deeply grateful for the opportunity to partner with such extraordinary districts, schools, and educators who are committed to advancing educational equity and excellence for all children. We are humbled by your deep commitment to the communities, families, and students in your schools and districts and excited to be able to collaborate with you in doing this extraordinary work.

Investors

Thank you for your belief in our work partnering with schools and districts to build the capacity of education leaders. Your investment in SustainED Leaders helps create sustainable change in education by investing deeply in leaders who, in turn, coach, develop, and support teachers and school staff, creating a brighter future for everyone involved. We are immensely grateful for your ongoing support and partnership.

INDIVIDUAL INVESTORS

- Ellen Wood
- Rosemary & Michael Perlmeter
- David Wallenstein

FOUNDATIONS & ORGANIZATIONS

FINANCIALS

2022-2023 Finances

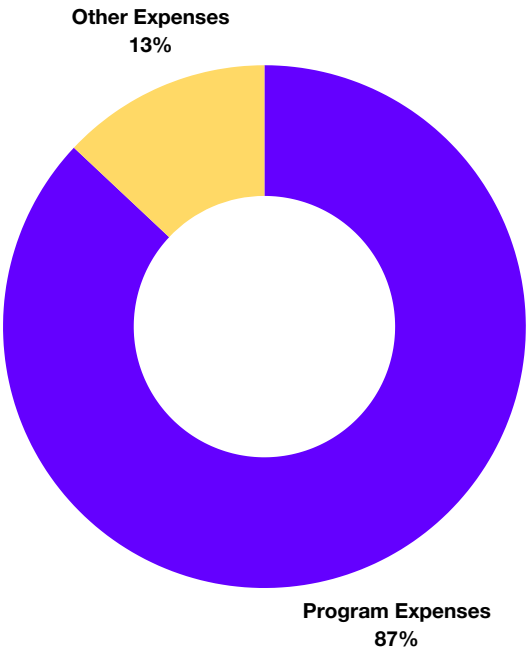
INCOME STATEMENT

	2021-2022	2022-2023
Private/Grants	$517,171	$550,200
Public/Program	$149,000	$582,665
Total Revenue	**$666,171**	**$1,132,865**
Salaries & Benefits	$277,530	$570,641
Other Program Expenses	$70,008	$77,178
General and Admin Expenses	$27,011	$16,353
Total Expenses	**$374,549**	**$664,172**
Increase in Net Assets	**$291,622**	**$468,693**

KEY MILESTONES

During the 2022-2023 school year, SustainED Leaders continued to expand its partnerships with schools, districts, and foundations while operating with a disciplined focus on maximizing our impact on educators' development and students' learning. Key highlights are:

- Increasing program revenues by more than 300%
- Adding additional team members to design and deliver programs
- Operating with organizational efficiency - nearly 90% of expenses were spent on delivering programs
- Expanding partnerships with districts and schools
- Forming new partnerships with foundations and organizations to provide philanthropic support



SustainED Leaders

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