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Louisiana leads the nation in developing bold, innovative, and enduring approaches to improving equitable access to effective educators and raising student achievement. In 2010, the Louisiana Legislature enacted laws that established a uniform system of educator evaluation. These laws require that educators receive annual evaluations and that measures of student growth—including value-added measures, when available—comprise 50 percent of their final rating (Appendix F8). In 2012, Louisiana’s Legislature enacted laws that required LEAs to establish compensation systems that reward teachers for performance in the classroom and for meeting local needs, allowing LEAs to competitively recruit, reward, and retain more effective teachers, and providing a link between rigorous standards, accountability for student achievement, and professional growth (see Act 1, Appendix F11). Further, Louisiana provides significant authority to superintendents and principals to use this performance-based evaluation to inform human capital decisions.

As part of its reform plan, Louisiana has placed emphasis on teacher effectiveness as the greatest single factor in influencing student achievement. In 2010, the Louisiana Department of Education (LDOE), along with partner LEAs, was awarded TIF funds to implement a performance-based compensation system (PBCS) and improve educator effectiveness and student achievement in partner LEAs. Because of the strong collaborative partnerships established between the LDOE and LEAs, Louisiana demonstrated significant success in achieving the goals of that TIF grant, improving student achievement by increasing educator effectiveness and developing a sustainable PBCS in which educators are rewarded for increasing student achievement.

With legislation in place to support a strong PBCS with an evaluation and support system at the center, and a track record of continuous improvements to this system through extensive infrastructure investments and stakeholder engagement, the next steps to realizing the full

potential of Louisiana’s PBCS and improving the talent continuum within Louisiana are clear. The LDOE, in partnership with 16 LEAs, are requesting TIF funds in order to expand equitable access to effective educators in rural LEAs and improve student achievement by improving the key lever of our PBCS—our Compass evaluation and support system—and bringing both our pre-service teacher preparation and our principal professional development (PD) into alignment with a more robust and effective evaluation and support system, thus creating a talent pipeline that is aligned from pre-service through leadership development. Specifically, this project will accomplish two primary objectives:

1. Improve student assessments and goal-setting that live at the heart of the HCMS and PBCS. As a result, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.
2. Expand equitable access to excellent educators through the development of a more robust talent development pipeline from pre-service educators through principals that is based on improved Compass evaluation and support system tools and results.

Throughout this proposal, the LDOE and its partner LEAs will demonstrate how this project meets the Absolute Priority, Requirement 1, Requirement 2, Competitive Preference Priority 1, Competitive Preference Priority 2, and the Invitational Priority. Most are indicated clearly in headers, though the competitive preference responses are included in the narrative.

### **CRITERION A: SIGNIFICANCE**

***Our target population: rural LEAs and their educators and students who are underperforming***

The Louisiana TIF project proposed in this application involves the Louisiana Department of Education (LDOE) and 16 rural local educational agencies (LEAs) across the state, 137 schools (primary high schools), 3,773 educators (teachers and administrators), 50,626

students who attend high-need schools, and approximately six teacher preparation programs to be identified. Each of the partner LEAs, which share common challenges related to student outcomes and access to effective educators, serve low-income families and minority students in rural communities: 78.3 percent of students in these LEAs come from low-income families, and 52.3 percent are racial minorities. Memoranda of understanding from these partners are included in Appendix E and documentation to meet Requirement 2 is included as Appendix F5.

Louisiana's 2014-2015 assessment data indicate that economically disadvantaged and minority students are achieving mastery or advanced-level performance at rates more than 20 percent lower than their peers in English language arts (ELA) and mathematics. Students in partner LEAs are performing below the state average: 27.4 percent of students in partner LEAs achieved mastery or above compared to 33.6 percent of students statewide.

Research shows that teachers are the most important school-based factor affecting student achievement (DeMonte, 2015; Hanushek & Rivkin, 2006). Yet the partner LEAs' schools struggle to retain teachers and have high-rates classes taught by out-of-field teachers. From 2012-2013 to 2014-2015, the percentage of teachers who departed partner LEAs was 55.6 percent higher than state attrition. Thirteen percent of classes in participating districts are taught by out-of-field or uncertified teachers. Louisiana's Plan for Ensuring Equitable Access to Excellent Teachers for All Students (Equity Plan) contains a detailed description of the data and methods used to understand equity gaps and their root causes in Louisiana (Appendix F1). Sixty-four percent of the rural, high-poverty or high-minority districts identified in the Equity Plan are participating in Louisiana TIF.

***Understanding the problem: Challenges that contribute to this inequity in rural LEAs***

In spite of a robust statewide HCMS that has a PBCS at the center, several challenges inhibit increases in educator effectiveness and student achievement. At the heart of our

evaluation and support system is the process of setting and measuring progress toward student achievement goals, which are a required component of the Compass evaluation and support system. Educators across the career spectrum are not universally well-prepared to identify quality assessments or use data to set goals and monitor progress toward those goals. Further, weaknesses in formative assessments used for goal-setting undermine the effectiveness of the system and diminish the potential benefits of a PBCS. TIF partner LEAs face particular challenges in developing a strong talent continuum in part due to their rural setting.

*Challenges start with attracting qualified, certified, teachers from teacher preparation programs*

Teacher preparation programs in Louisiana play a key role in ensuring equitable access to effective educators: over 70 percent of the teachers prepared in Louisiana go on to teach in Louisiana. Yet a 2014 survey of over 6,000 teachers and administrators from teacher preparation programs across the state found that many teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed, 50 percent indicated they were not fully prepared for the realities of a classroom, 41 percent indicated they were not prepared to teach students how to read, and 42 percent indicated they were not prepared to teach students with diverse needs (see Partners in Preparation Survey Report, Appendix F2). Based on extensive stakeholder engagement, the LDOE has identified key areas for improvement, including the expansion of a statewide effort to align teacher preparation programs with LEA needs so that Louisiana programs better prepare pre-service teachers for the partner schools' expectations, and so that the certification areas in which teachers are prepared meet rural LEA workforce needs.

The need for stronger alignment between teacher preparation and schools' expectations for teachers is evident in a number of areas, including schools' focus on using student achievement data to set learning goals and analyzing data to inform instruction and monitor

progress toward those goals. Serafini (2002) notes that in order to bring assessment practices in line with assessment research, “teacher education programs would need to provide time for reflection, establish more school-based teacher education programs, create partnerships with reflective teachers, and provide the time, distance, and dialogue opportunities to support these changes in perspectives” (p. 82). Forty-nine percent of teachers with one to five years of experience indicated they did not know how to analyze data in order to set goals and plan instruction (Appendix F2). The need for alignment is also evident in teacher effectiveness ratings the program graduates receive in their first year in the classroom. Between 2012-2013 and 2014-2015, ten to eleven percent of Louisiana’s preparation program completers received ineffective results on value-added measures, impacting nearly 200 classrooms and thousands of students.

In addition to the need to align preparation to meet expectations in schools, pre-service programs are not preparing enough teachers in every content area to meet staffing needs. LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs to recruit in these subject areas. Sixty-seven percent of LEA leaders report that preparation programs do not produce enough teachers to meet staffing needs in certain certification areas and schools, while 48 percent of preparation program faculty members say they do not get enough information about LEAs’ staffing needs to inform recruiting and selection (Appendix F2). In 2015-2016, 20 percent of secondary math and science classes and 23 percent of special education classes in Louisiana public schools were taught by out-of-field or uncertified teachers. In our rural partner LEAs, this problem was even worse: 24 percent of math classes and 25 percent of science classes were taught by out-of-field or uncertified teachers. As reported in the Equity Plan, schools with high percentages of economically disadvantaged and/or minority students are more likely to be taught by uncertified or out-of-field teachers (Appendix F1).

*Rural LEAs face particular challenges with regard to teacher preparation*

Because few teacher preparation programs are located in rural areas or provide practice-based experiences in rural schools, many teacher candidates are unaware of opportunities available there or the rewarding nature of serving a higher-need population. Highly qualified program graduates and those certified in hard-to-staff subject areas often have a variety of job offers to choose from, and find the higher salary of urban LEA and/or the opportunity to work where they have completed their student teaching more appealing. From the pre-service program provider's perspective, distance from rural LEAs makes partnering with them more challenging. *The LDOE has fostered partnerships that improve these challenges, but rural LEAs—and their preparation partners—need additional supports to gain access to and scale these partnerships*

Principals and LEA leaders agree that stronger alignment with preparation programs will help promote more equitable access to effective educators. When asked what supports and tools would be most helpful in terms of teacher recruitment and retention, 70 percent of principals statewide identified “support in developing or building relationships with teacher preparation programs” (Appendix F3). Preparation providers agree that stronger partnerships with LEA leaders are needed to better align their programs to LEA needs (Appendix F2).

In 2014, Louisiana launched the Believe and Prepare program designed specifically to strengthen pre-service preparation by providing aspiring teachers with more time to practice through yearlong residencies under the tutelage of expert mentors, and to better meet LEAs' staffing needs. This program is centered on close partnerships between LEAs and preparation programs in order to improve preparation and produce more qualified candidates. Currently, 60 percent of LEAs across the state are participating in Believe and Prepare and 24 of 27 preparation providers are participating. However, rural LEAs participate at lower rates and at much smaller scale than non-rural LEAs: only 48 percent of rural LEAs participate in Believe and Prepare. Ten and 16 partner LEAs are currently participating, most at small-scale and

beginning stages. Of the partner LEAs participating in Believe and Prepare, most began piloting yearlong residencies in the last year and all are piloting residencies on a very limited scale. TIF partner LEAs have more limited leadership capacity to engage in an active partnership (often in rural LEAs, due to the size, single individuals already take on multiple roles). Additionally, their lack of proximity to teacher preparation providers adds a geographic challenge. With preparation providers serving as the primary source of certified teachers in the state, lack of capacity and proximity exacerbates the problem of rural LEAs' inequitable access to effective educators.

*Limited relationships with prep programs continues to impact rural LEAs in the form of attrition*

If teachers participate in high-quality clinical experiences as part of pre-service training, those teachers are more likely to continue teaching in the schools and communities where they trained (Krieg, Theobald, & Goldhaber, 2015). Because of the limited exposure to classrooms within rural LEAs during their preparation programs, new teachers are less likely to consider a role in a rural school. The reality of the rural classroom often comes as a surprise. Because of this, turnover rates in TIF partner LEAs are 55.6 percent higher than the statewide average.

*LEAs need support to build an educator development system based on strong goals and data*

Louisiana's laws and policies require LEAs to measure educator impact on student learning and compensate educators for their effectiveness. Across the state, LEAs use Compass to evaluate educator effectiveness and provide support to improve. The Compass system promotes continuous improvement that drives student achievement by setting ambitious student learning goals, monitoring progress toward those goals, and using data about progress toward goals to drive instruction.

While the Compass structure is sound, the quality of some underlying measures is inconsistent across the state. Statewide summative assessments are aligned to the state's standards and are a valid component measure of student achievement and teacher effectiveness.

However, summative assessments alone are not sufficient. Interim and formative assessments are used as part of the HCMS as a means to monitor student learning throughout the year and provide real-time information about areas in which the teacher needs to grow. Research strongly suggests that students—especially low-performing students—achieve greater gains when instructed by teachers employing best formative assessment practices (Black & Wiliam, 1998).

To set and monitor goals for student learning that inform instruction and support, schools draw on a wide range of assessments that vary significantly in their alignment to the state’s rigorous college- and career-ready standards and summative assessments. A comprehensive ongoing review of vendor assessments available to teachers reveals a stark lack of alignment (see Appendix F4). The need for improved assessments and goal-setting tools is echoed by leaders throughout the state, including the Louisiana Superintendents Association, the 5,000+ Teacher Leaders who receive tools and training from the LDOE to support goal-setting in their schools, as well as LEA talent and academic leads.

Because teachers are setting goals based on assessments that are not aligned to state standards, and teachers are not consistently being prepared to use high-quality assessments and data, student goals focus instruction on the wrong content and lower-level learning, rather than driving accelerated student learning. Misaligned assessments, used in this context, are much more than an inconvenience; they are harming Louisiana’s system of instructional improvement, accountability, and educator evaluation and support. They hold teachers accountable to a lower bar for students and provide data on instructional improvements that are not aligned to the instructional shifts required by our college- and career-ready standards, effectively ensuring that students will not learn the required standards. Further, all decisions that are based on information from Compass, from individualized PD to improve teacher effectiveness to decisions about educator promotion and compensation, are based on incomplete and misaligned information,

undermining the credibility of each LEA's PBCS. This challenge holds true across content areas, grade levels, and unique populations of students. Without unique and standards-aligned assessments for teachers in many settings, it is difficult to build a fair and effective HCMS.

*The challenge of poor assessment and goal-setting is exacerbated in rural LEAs*

Even if assessments were well aligned, there is uneven capacity among educators to effectively set goals. Eighty-five percent of principals indicate that teachers need additional/enhanced preparation in goal-setting. In rural LEAs, where the proportion of strong incoming teachers is lower than in other places, principals face an even greater challenge in establishing robust and appropriate goals with their teachers.

Additionally, while principals have access to data and some tools (Appendix F14), they are not universally well prepared to use data to set school-level goals, to inform how they lead teachers to set goals, or to coach and develop teachers. The LDOE offers a Principal Fellowship opportunity designed specifically to develop instructional leadership skill in these areas; however, principals in our rural LEAs face barriers to participation. Only 27 percent of rural LEAs sent participants in 2015-2016 as compared to 67 percent of non-rural LEAs.

***Research and pilot programs from within the state point to effective solutions***

While the challenges noted above are significant, research and examples from our own state provide a clear set of promising practices that will improve equitable access to effective educators and strengthen the entirety of the talent pipeline within partner LEAs.

*Stronger links between teacher preparation programs and LEAs will bolster recruitment and retention*

As described above, Louisiana has made a significant initial investment in supporting partnerships between teacher preparation programs and districts. Successful partnerships are incorporating research-based strategies, such as tightly connecting coursework with teaching

practice experience, which have been found to produce graduates that are significantly better prepared than most other beginning teachers (Grossman, 2010; Silva, McKie, Knechtel, Gleason, & Makowsky, 2014; Staub & Frank, 2015). Teaching residencies in the classroom of a highly skilled master teacher effectively prepare candidates for professional life in a school setting (Coffman & Patterson, 2014). Further, quality residency programs result in turnover of new teachers at rates of less than ten percent, compared to their counterparts, which have turnover rates of 30 to 40 percent in the first few years (Arizona State University, 2015; Haynes, Maddock, & Goldrick, 2014; Sloan, Blazeovski, 2015). Expanding teacher preparation programs that include a teacher residency component in rural LEAs will improve recruitment and retention in our partner LEAs, facilitating more equitable access to effective educators.

*Research supports the need for greater alignment between assessments and standards*

The importance of aligned assessments to the foundation of Louisiana’s evaluation and support system is clear. In a review of Louisiana LEAs with low student achievement growth, the LDOE found that student goals were primarily set based upon vendor assessments that were not aligned to the learning that mattered most for students, and that in many cases, pre-tests did not effectively inform instruction, as they were based on knowledge and skills that were not expected to be mastered until the end of the year.

When educators have accurate information about students, they are able to set goals and identify areas for instructional improvement based on progress toward those goals. When schools have strong instructional leaders who are able to set ambitious, achievable school-wide goals and support teachers to use assessment data to set goals, track those goals in a useful data system, and drive instruction, student achievement improves. When all these critical pieces are in place—preparation, tools, support—teachers are more likely to be effective, have higher job satisfaction, and stay in their schools. Research also indicates that in addition to quality

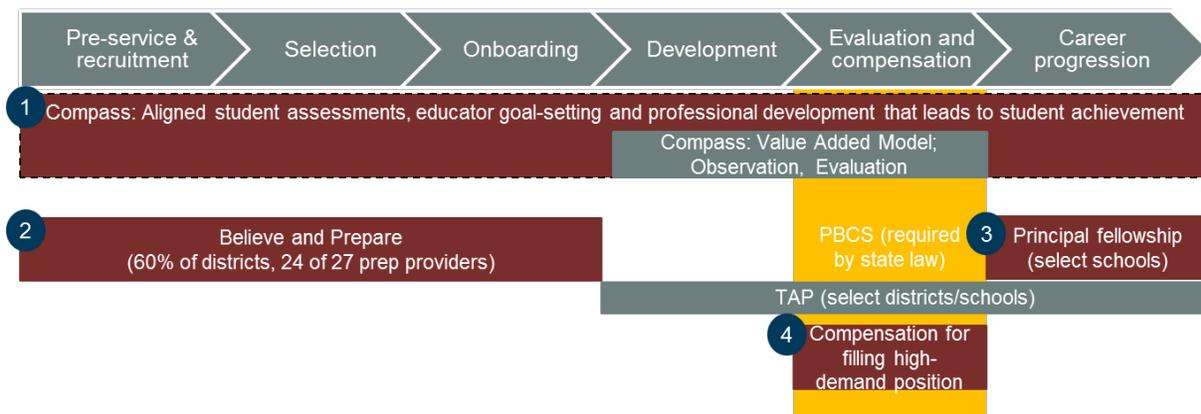
preparation, tools, and supports promoting better retention, offering incentives to teachers has also been a successful strategy for recruiting and retaining teachers in rural LEAs (Lowe, 2006).

Louisiana has a strong foundation on which to implement the improvements needed to key systems in our PBCS. Iterating based on what we have learned in the past, and tailoring the work to specific needs of rural LEAs, Louisiana will improve the cohesiveness and effectiveness of its HCMS to increase educator effectiveness and student achievement in our partner LEAs.

### CRITERION B: PROJECT DESIGN

Louisiana has been a national leader in legislating and implementing educational reforms, setting the stage for a robust HCMS with a comprehensive PBCS for teachers and principals that holds a high bar for quality and supports educators to improve their instructional skill.

#### Human Capital Management System Overview



Funding from TIF will allow us to make critical improvements to four components of our HCMS (numbered above) that each play a significant role in our PBCS, and extend them to rural LEAs throughout the state. These proposed improvements will bring alignment and coherence to our HCMS and strengthen our PBCS by focusing every single educator—from their time in teacher preparation through their career as a teacher and leader—on the most significant learning for students, resulting in improved educator effectiveness, improved student achievement,

increases in the proportion of certified new hires, and increases in teacher retention in rural partner LEAs, effectively promoting equitable access to effective educators.

*The HCMS is anchored by statewide tools and strategies that help form a coherent system (Absolute Priority (a) and (3))*

**Performance-Based Compensation System (Requirement 1).** As described in the introduction, Louisiana’s Legislature has enacted a set of laws requiring LEAs to establish a PCBS with an evaluation and support system at the center that measures teacher effectiveness in part by a value-added assessment model. The PBCS requires LEAs to compensate educators based on effectiveness, demand, and experience.

- Effectiveness is defined as an educator’s summative rating in Compass, which includes measurable increases in academic achievement (described further below).
- Demand is defined by each LEA and may change from year to year due to each LEA’s unique needs and may include stipends for educators who are willing to teach in hard-to-staff or priority schools, or who meet other local demand factors.
- Experience is defined by the LEA and may take years of relevant work experience and/or classroom experience into account.

Louisiana’s PBCS is designed to reward teachers who make the biggest impact on student achievement and allow LEAs to take their priorities into account when deciding how to compensate teachers. See Appendix F7 for each partner LEA’s PBCS policy.

**Compass Evaluation and Support System.** At the heart of Louisiana’s PBCS, and a critical lever for improving student outcomes across the state, is Compass. The purpose of Compass is to (1) ensure that every student is taught by an effective teacher, (2) provide for clear performance goals, (3) provide a means for educators to obtain support in developing their instructional skills, (4) establish PD as an integral part of a professional career in education, and

(5) inform workforce decisions. Compass, with the support of the Compass Information System (CIS), helps to guide targeted support and development for all educators, and identify high-performing educators for retention and career progression.

*Measuring Effectiveness:* Through Compass, educator effectiveness is determined using multiple measures of student growth and multiple observations, each contributing to an end-of-year score used to distinguish levels of overall effectiveness for teachers and administrators (see Appendix F8 for a more detailed description of the measures). This effectiveness rating and the detail within the evaluation are then used, as determined by each LEA's PBCS, to inform performance-based compensation and other human capital decisions. Compass provides an extensive set of resources for users, including instructional rubrics and observation guides, goal-setting tools, and examples of professional growth plans; it also allows for LEA-developed tools.

CIS is a tool that all LEAs use to input teacher and leader goals, monitor teacher progress, and make a final evaluation determination. This system allows the state, district, principals, and teachers to view the connection between their goals and observations and review trends across districts and schools related to talent performance.

*Defining Student Learning Expectations (goals):* At the heart of Compass is the process of setting and monitoring goals for student achievement. At the LEA level, leaders are supported by LDOE network partners to analyze historical data and set ambitious LEA-level goals for the coming school year, identifying the key actions leaders will need to take to achieve their goals.

Once LEA goals are set, LEA leaders lead a similar goal-setting process with principals. To set rigorous goals for their schools, principals and their leadership teams examine current and historical data from their own school and from similar schools and set targets for performance and growth of students across grades and subjects, and identify the key actions they will need to take to achieve those goals (a model of school-level goal-setting is included as Appendix F9).

School-level goals, ultimately reported in a school performance score or SPS, are required by state policy to be based entirely on student outcomes.

The process of defining expectations is then carried out at the most critical level of the system—the classroom level—with teachers defining student learning targets (SLTs) that support the overall school goals. Quality goals are (1) ambitious and grounded in student achievement, (2) determined using appropriate individualized student-level data, and (3) measured using high-quality aligned assessments. Finally, all educators use the CIS as a system to track and manage goals, observations, and feedback.

**Pre-service Preparation: Believe and Prepare.** Preparing Louisiana’s next generation of teachers to engage in the core instructional practices of our schools, including the goal-setting, assessment, and reflection practices supported by Compass, is a critical component of our HCMS. In 2014, the LDOE launched the Believe and Prepare Educator Preparation Pilot Program to support collaborative partnerships between LEAs and preparation programs. The purpose of the program is to implement shifts in teacher recruitment and preparation that address changes in expectations for student and teacher success and provide teacher candidates with a rigorous, practice-based preparation experience. Believe and Prepare programs recruit highly skilled mentor teachers who work alongside university faculty to build aspiring teachers’ knowledge and skills during their practice-based experience. The mentor teacher role also provides a career progression opportunity for effective, experienced teachers. In some LEAs, mentor teachers receive differentiated compensation through the PBCS.

Believe and Prepare programs are local partnerships tailored to local needs. However, clear best practices are emerging from the programs. These include (1) a yearlong residency experience for teacher candidates, enabling them to experience a full year in the life of a classroom; (2) expert mentor teachers who have achieved exceptional results with their students

to “apprentice” the teacher candidates during their residency; and (3) practical coursework that prepares candidates for the current expectations for teachers in Louisiana classrooms. This year the Louisiana Board of Elementary and Secondary Education (BESE) will consider policy revisions that would require all BESE-approved teacher preparation providers to incorporate these best practices over the next five years. Some TIF partner LEAs have begun to pilot a preparation provider partnership and are in the early stages of development.

**Principal Fellowship Program.** This 14-month Executive Development Program, offered through a partnership with the National Institute for School Leadership (NISL) brings together school leaders to build their skills to excel in instructional leadership. The research-based program, recently deemed the sole “Professional Learning Activity for Principals” found to increase student achievement (Herman, Gates, Chavez-Herrerias, & Harris, 2016), is focused on training school leaders in the skills they need for success in an era of standards-based education and accountability. It is a sustained, job-embedded program that emphasizes the role of principals as strategic thinkers and instructional leaders. Through in-person sessions, professional readings, site-based activities tailored to the individual development needs, and online learning, the Fellowship deepens principals’ ability to set quality goals with educators, monitor student learning and teacher performance, and coach teachers to improve instruction.

**Teacher Leaders.** The Teacher Leader initiative is an important component of Louisiana’s leadership development continuum, providing rich professional growth opportunities for highly skilled teachers, while also facilitating distribution of tools and supports from the SEA to all schools in the state. The Teacher Leader initiative provides ongoing PD opportunities throughout the year to Teacher Leaders in every school in Louisiana. Teacher Leaders are selected based on effectiveness and interest in taking on a leadership role. The Louisiana Teacher Leaders program trains more than 5,000 teachers across the state annually. This training provides

every school with at least two experts trained on the standards and available resources. Teacher Leaders may also serve in mentor teacher roles.

*Across these anchors to the HCMS, there are some variations by LEA (Absolute Priority)*

Variations to the HCMS components by LEA are noted in the descriptions above and summarized in this table.

<b>LEA</b>	<b>Compass</b>	<b>PBCS</b>	<b>TAP</b>	<b>Believe and Prepare</b>	<b>Principal Fellowship</b>
Allen Parish	x	x		In development	
Assumption Parish	x	x		In development	15-16: 3 fellows 16-17: 2 fellows
Caldwell Parish	x	x	x		
Catahoula Parish	x	x	x	In development	
Concordia Parish	x	x	x	In development	
Grant Parish	x	x		In development	
JS Clark Leadership Academy (Appendix F6)	x	x			
Lincoln Parish	x	x		In development	16-17: 3 fellows
Morehouse Parish	x	x		In development	15-16: 2 fellows 16-17: 3 fellows
Red River Parish	x	x		In development	15-16: 2 fellows 16-17: 1 fellow
Richland Parish	x	x		In development	
St. Helena Parish	x	x			

St. Landry Parish	x	x		In development	
Tallulah Charter School (Appendix F6)	x	x			
Tensas Parish	x	x			
West Carroll Parish	x	x			15-16: 3 fellows

*Each LEA has a similar, but unique, approach to instructional improvement, and the HCMS is aligned accordingly (Absolute Priority (1))*

Every LEA establishes a vision for instructional improvement in alignment with relevant laws and policies, as well as specific priorities set by the LDOE, and leverages the tools and grant opportunities the state provides to support each priority. Over the past four years, the state has transitioned to higher expectations, adopting rigorous standards to prepare students for college and career, and partnered with districts to build systems to support educators and students to meet these expectations. The initiatives proposed through this project will strengthen the coherence across each LEA’s HCMS, bringing Compass into alignment with the state’s higher standards, dramatically improving the data produced by the system and improving the quality of all human capital decisions that are made based on Compass data. To ensure strong implementation of Compass, the initiatives we propose to better align educators to this system will further align the HCMS to each LEA’s vision of instructional improvement.

*Compass tools and data inform key human capital decisions in each LEA (Absolute Priority (2))*

In Louisiana, LEA and school leaders use Compass results to inform a number of human capital decisions. In 2012, legislation was passed that gave superintendents and principals the authority to make key workforce decisions, and required LEAs to tie certain workforce

decisions—compensation, tenure, and reductions in force—to evaluation results (Act 1 of 2012 and Act 570 of 2014), see Appendix F11 and F12 respectively).

LEA and school leaders are able to access individual and aggregated data through the CIS. Additionally, the LDOE provides an LEA-wide “educator workforce report” annually to help LEA leaders in making human capital decisions (Appendix F13). The following decisions are informed by Compass data, stored in the CIS:

- *Recruitment, Hiring, and Placement:* Educator workforce reports produced using data from the CIS and other data systems indicate any needs and equity gaps in teacher placement. LEA and state leaders use this information to determine recruitment needs in high-need schools and high-need subject areas. This information informs partnerships with preparation programs, as well as incentives within the PBCS, to facilitate more equitable access to effective educators.
- *Compensation:* Compass is the foundation of the PBCS for each LEA. By law, any educator rated Ineffective is not eligible for any compensation increase. Educators at other performance levels may be eligible for additional compensation, depending on the LEA. In 2012-2013, the LDOE offered extensive training and support to LEAs in the design of PBCS per Act 1 of 2012. All partner LEAs and LEAs across the state include a PBCS as part of their overall approach to compensation. To achieve the goals of this project, partner LEAs will review and adjust their PBCS as needed, as described in the proposed strategies below.
- *Professional development:* Individualized support for teachers to enhance their growth and development is informed by the Compass process. As teachers partner with school leaders to set their annual student learning targets and then revisit progress against them regularly throughout the year with information from quality assessments, they identify the supports that would be most helpful to achieve that growth by analyzing assessment data as well as

observation data in Compass. The proposed modifications to Compass, described below, will improve the information Compass produces about areas to target for PD. More detail is provided on tailored PD under selection criterion C.

- *Tenure:* Louisiana sets a very high bar for tenure. As of 2013, educators must earn a rating of “highly effective” within the evaluation system for five years within a six year time frame in order to gain tenure. Additionally, if a teacher has earned tenure, but receives an Ineffective rating, their tenure is revoked.
- *Promotion:* Effectiveness is core to identifying educators who are ready to take on new responsibilities, whether additions to their current role, such as becoming a Teacher Leader or mentor teacher for an aspiring or new teacher, or a new role such as a school leader.
- *Retention:* Educator workforce reports indicate retention rate effectiveness level and by years of experience for the LEA compared to the state. The reports also indicate the top reasons for departure. LEAs use this aggregate information to identify gaps in retention practices in order to improve them going forward. A key retention strategy in Louisiana is providing leadership opportunities to effective educators; school and LEA leaders use Compass educator effectiveness ratings to identify potential mentor teachers and Teacher Leaders.
- *Dismissal:* By law, if a teacher or school leader is rated as Ineffective on their final Compass evaluation, he or she should be placed on an intensive assistance plan for the following year. If the individual is evaluated the following year, and receives a second Ineffective rating, the school or LEA shall proceed with termination of the employee (Appendix F15).

*Our project will improve the PBCS and deepen and integrate HCMS components to meet objectives (Requirement 1(b), Absolute Priority (3) and (4))*

This project will accomplish two primary objectives focused on strengthening our HCMS and the PBCS employed by each LEA:

1. Improve student assessments and educator goal-setting that live at the heart of the HCMS. As a result, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.
2. Expand equitable access to excellent educators through the development of a more robust talent development pipeline from pre-service educators through principals that is based on improved Compass evaluation and support system tools and results.

The LDOE and partner LEAs propose to use TIF funds to make the following four changes to our HCMS to meet the above objectives (*addressing Absolute Priority 3*):

1. **Improve the foundation of the Compass evaluation and support system by building an aligned assessment and goal-setting system:**
  - a) Secure and scale high-quality, standards-aligned diagnostic and interim assessments that will serve as the basis for setting ambitious student achievement goals, driving instruction, and identifying areas for educator PD. This includes assessments in core content areas (math, English, social studies, and science) and unique setting (e.g., early elementary, English Language Learner classrooms, special education classrooms).
  - b) Provide expert support and coaching to LEAs to build and implement a comprehensive, aligned assessment system. The LDOE will engage an expert support provider to work with each partner LEA to audit their assessment system, vet and purchase or build high-quality aligned assessments, modify or develop new tools to support the use of assessments for setting and monitoring student achievement goals, and rid the system of misaligned assessments.
  - c) Ensure all instructional leaders (LEA leaders, principals, teacher leaders, mentor teachers) and preparation providers are trained in the new system and tools, including

how to use assessment data to set and monitor goals, how to support teachers to engage in this goal-setting process so that instruction is focused on powerful achievement goals, and how to use enhanced data reporting and visualization functions in CIS that provide detailed analyses and reports highlighting focus areas, coaching needs, and instructional supports.

2. **Improve and extend Believe and Prepare:**

- a) Develop and strengthen partnerships between partner LEAs and teacher preparation programs.
- b) Align preparation curriculum to current expectations for teachers, including skills needed to use assessments and assessment data to inform instruction and accelerate student learning. LEAs and preparation program partners will work together to adapt curricula to prepare pre-service teachers for the expectations of the partner LEA. This will include preparing pre-service teachers in all of the components of Compass, including the competencies described in instructional rubrics, using assessments to set goals, and analyzing data to inform instruction and monitor progress toward goals.
- c) Where pre-service programs are undergraduate programs, provide the necessary support and resources to ensure they include yearlong residencies in partner LEAs' schools.
- d) Strengthen the role of the mentor teacher. Strong mentor teachers are essential to the success of the residency year and in many schools also provide critical support to first-year teachers, thereby improving retention of new, effective teachers and closing gaps between LEAs with respect to access to effective educators. To strengthen this component of Believe and Prepare, the LDOE will complete the following:
  - i) Codify the essential elements of the mentor role and the knowledge and skills a mentor must possess.

- ii) Support LEA/provider partnerships to identify and select more mentor teachers who have demonstrated success per Compass and who demonstrate leadership skills.
- iii) Develop a more robust approach to training mentor teachers. This will include ensuring mentor teachers are highly skilled in the use of the assessment system for goal-setting, as well as other components of Compass, and that they develop the coaching and feedback skills needed to build the knowledge and skills of new and aspiring teachers.
- iv) Work with LEAs to offer differentiated compensation to mentors and teacher residents through their PBCS so as to increase retention.

3. **Strengthen and expand the Principal Fellowship:**

- a) Expand access to the Fellowship to ensure every rural LEA has at least one participant each year, ideally serving all local principals within the five-year grant period.
- b) Align fellowship content to increase focus on effective use of HCMS, including the new assessment system. Content will focus on developing principals' skill to understand results, set school goals, and guide the goal-setting of others. Learning opportunities will also focus on improving the instructional leadership skills needed to implement processes and structures to support instructional improvement (e.g., collaboration, leveraging Teacher Leaders and mentor teachers to provide instructional leadership), monitor progress toward goals, and coach and evaluate teachers.
- c) Prepare principals to manage their workforce effectively by identifying and projecting teacher workforce needs, leveraging the enhanced data reporting and visualization functions from CIS and other reports, using Believe and Prepare as an effective recruitment mechanism, and building a cadre of talented mentor teachers and Teacher Leaders as an approach to retention and leadership pipeline.

4. **Offer differentiated compensation based on demand for working in rural areas and on performance using improved Compass goals.** In addition to the initiatives above, including offering performance-based compensation to mentor teachers, the LDOE and partner LEAs will further address recruitment and retention challenges by working to evaluate and improve incentive pay programs for working in rural, hard-to-staff areas and for teacher performance using improved Compass goals through their PBCS.

***This project is part of a comprehensive effort to improve teaching and learning (b)(1)***

The proposed project is inextricably intertwined with the breadth of work across Louisiana focused on improving teaching and learning and supporting rigorous academic standards for students. The LDOE is focused on five critical education goals that guide a comprehensive approach to improving teaching and learning and supporting rigorous academic standards for all students:

- Align standards, curriculum, assessment, and PD that are as challenging for students and educators as any in America.
- Prepare every educator under a mentor educator through a professional residency.
- Unify child care, Head Start, and prekindergarten to prepare every student for kindergarten.
- Create opportunity for every graduate through Jump Start, Advanced Placement, and other early college pathways to a funded education after high school.
- Focus relentlessly on students in persistently struggling schools by transforming those schools and creating new options.

The first two strategies are squarely addressed by this project proposal and as such this project will be integral to the shifts occurring to enable highly effective educators and an environment that enables high student achievement.

*The LDOE has a set of approaches to enable statewide adoption of high standards and reforms*

The LDOE has a strong track record of implementing statewide reforms at the local level, enabled by systems that are tightly linked to LEAs.

*Teacher Leaders.* Based in the belief that those closest to students are best positioned to make instructional decisions, the LDOE has invested in identifying and developing Teacher Leaders in schools across the state. Teacher Leaders provide another layer of instructional leadership in schools, adding to school capacity to implement changes, disseminate resources, lead collaboration focused on student learning, and provide individualized PD to teachers based on needs identified through Compass. This cohort of more than 5,000 educators, representing every school in the state receive training through an annual Teacher Leader Summit, and three Teacher Leader Collaboration events.

*Network structure to support implementation.* The LDOE networks support LEA leaders to analyze student, CIS, and workforce data to determine top academic and workforce priorities, explore funding for priorities, and communicate the LEA vision to stakeholders. In addition, networks provided critical training and coaching to districts as they prepare to use improved assessments, the CIS system, and large-scale training.

***The project proposed will involve close collaboration between the LDOE, partner LEAs, and other key partners (b)(2)***

Each of the four core elements of our project will involve proven partners, dedicated to increased educator effectiveness and student achievement in Louisiana's rural LEAs. Each of the third-party partners, in addition to other supporters, has provided a letter of support for this grant application, found in Appendix E.

**Developing aligned assessment systems.** The LDOE will identify an expert provider to support each LEA to develop and implement an aligned assessment system. Because every LEA

has its own assessment system, the engagement will necessarily involve close collaboration between the expert provider and LEA test coordinators to ensure the resulting assessment system, accompanying tools, and PD and coaching to implement the system effectively meet the specific needs of the LEA. The LEA will also engage teacher preparation partners in this work. Based on successful pilot work with three LEAs this past year and their interest in serving TIF LEAs in this capacity Achievement Network (ANet) will likely serve as the expert provider.

**Improving and extending Believe and Prepare.** The LDOE has learned from the first three cohorts of Believe and Prepare partnerships that the best partnerships are co-led by the LEA and preparation provider. LEAs and provider partners will work together to align teacher preparation programs school expectations. Through joint meetings with BESE and the BOR, regular meetings with the heads of preparation programs and the Louisiana Association of Colleges of Teacher Education (LACTE), and consultation with BESE’s Educator Effectiveness Committee, the LDOE will work to understand how challenges in teacher preparation can be overcome and propose policies that will support needed changes.

**Strengthening and extending the Principal Fellowship.** The LDOE has partnered with the National Institute for School Leadership (NISL), a nationally recognized provider of leadership development, over the past year to deliver a high-quality fellowship experience to Louisiana principals. NISL tailors the curriculum of its fellowship program to the Louisiana context by embedding the specific tools, resources, and systems used in Louisiana into the fellowship content. NISL conducts a full audit of every unit compared to state materials before the start of each new cohort and the LDOE provides feedback to ensure the highest degree of alignment with the state approach. A recent RAND study found NISL as the sole “Professional Learning Activity for Principals” to increase student achievement and meet the Every Student Succeeds Act Tier II level of evidence (moderate evidence) (Herman, et. al., 2016).

**Adjustments to Compensation.** The LDOE’s Director of Educator Workforce will provide support to the personnel director in each LEA to review and, if appropriate, adjust the LEA’s PBCS to incorporate compensation incentives as described in the plan above. Support will also be provided for educator focus groups to advise LEA leadership on PBCS adjustments.

***The project is supported by a strong theory resulting in improved student outcomes (b)(3)***

In order to increase student achievement and improve equitable access to effective educators in rural LEAs, we have developed a plan that addresses these goals from three points along the human capital continuum: teacher preparation and recruitment, instructional improvement, and leadership pipeline.

This plan expands access to effective educators to rural LEAs by connecting teacher preparation programs directly to high-need schools. This will enhance the certified teacher pipeline to those schools and align the program experiences to prepare aspiring teachers for real school experiences and expectations, thereby increasing the effectiveness of teachers in those schools. We will do this by building on the Believe and Prepare program, establishing and strengthening partnerships between rural LEAs and teacher preparation providers in order to increase rural LEAs’ access to and retention of excellent teachers.

With respect to instructional improvement, this plan improves educator effectiveness and student achievement by improving educators’ ability to understand what their students know; set ambitious, standards-based goals for improved student achievement; monitor progress toward those goals; and receive the support they need in order to achieve those goals. To do this we will support each LEA to establish formative assessment systems that are aligned to the state’s rigorous standards. Having aligned assessments will enable the system to produce relevant information about educator strengths and needs that will inform school-wide and individualized educator PD to improve educator effectiveness and student achievement.

Finally, to further support recruitment and retention of excellent educators and improve student achievement, this plan strengthens the instructional leadership pipeline. Making teachers more effective will result in more teachers who are satisfied, who thus choose to stay in their schools longer, and become instructional leaders. We will strengthen leadership development and the leadership pipeline by aligning existing development supports provided to instructional leaders (a Principal Fellowship and training programs for mentor teachers and Teacher Leaders) with the expectations of the improved evaluation and support system and increasing the access to these leadership development opportunities in our rural LEAs. The specific objectives, activities, outputs, and outcomes of this plan are depicted in a logic model in Appendix C.

***The proposed project will build on and integrate with similar efforts across the state, including the Equity Plan and previous TIF grant ((b)(4) – part 1 of 2, (Invitational Priority))***

As described in detail in the sections above, and section (b)(1) in particular, this plan builds on current improvement efforts to the human capital pipeline and leadership continuum, to increase rural access to effective educators. Specifically, this plan will advance existing efforts by ensuring that the existing PBCS is built on a strong foundation of assessment and goal-setting, improving and extending successful teacher preparation program partnerships to more rural LEAs, and improving and extending the Principal Fellowship program.

In alignment with the TIF Invitational Priority, the entire project is consistent with the three key strategies laid out in the state's Equity Plan, focused on promoting equitable access to effective educators for students from low-income families and for minority students: (1) expansion of Believe and Prepare, (2) encouraging more and stronger partnerships between LEAs and prep programs, and (3) supporting innovative recruitment and hiring practices.

Some LEAs throughout the state have opted to participate in TAP. In 2010, the LDOE, along with NIET and eight partner LEAs, was awarded a TIF grant to implement TAP in partner

LEAs in order to increase teacher effectiveness and thereby close student achievement gaps and improve the educational experience for all students. Since then, Louisiana has expanded TAP implementations to hundreds of schools across the state. One of the partners in this project (Caldwell Parish) uses TAP within their LEAs to inform their approach to educator development and student achievement.

***Existing public and private funding streams have fueled and will continue to fuel the work that forms the foundation upon which the project will build (b)(4) – part 2 of 2***

The project element focused on improving assessment and goal-setting has its roots in related efforts to improve teacher effectiveness and student achievement, including the Teacher Leader program, and regional network collaboration. Similar to these supports, the LDOE provides a variety of programs beyond the Principal Fellowship program to promote principal instructional leadership, including tools such as a teaching and learning guidebook that support principals in making decisions around workforce planning, curriculum and PD, and goal-setting and educator support, the Compass system, and coaching and support from regional network leaders. The programs are funded through the SEA general fund, in addition to 8(g), and IDEA.

Believe and Prepare partnerships and programming have been funded through Title 1, Title II, IDEA, and 8(g) block grant funds at the SEA level. The Council for Chief State School Officers (CCSSO), the National Council on Teacher Quality (NCTQ), and the Charles and Lynn Schusterman Foundation have provided funding for stakeholder engagement and inspections of teacher preparation programs. Preparation programs who may need to both support teacher candidates during their residency year and fund staff to lead the partnership have employed their internal resources to engage in this important work. To provide financial aid to support teacher candidates they have used AmeriCorps funds, Federal TEACH grants, and USDOE Supporting Effective Educator Development grants.

TAP addresses the same relevant outcomes as the TIF project. Schools implementing TAP have employed a variety of funding sources to support associated costs, including Title I, Title II, Title III, Title VI, Education Excellence Funds (available by grant application to the LDOE), local funds, and partnerships with other LEAs, foundations, and local businesses.

### **CRITERION C: PROFESSIONAL DEVELOPMENT SYSTEMS**

Louisiana LEAs and the LDOE have strong systems and structures in place to identify and support the PD needs of schools and individual educators.

*The Compass Information System (CIS) aggregates rich information on student achievement and educator effectiveness for LDOE, LEA, and school leaders to use in defining PD*

The CIS stores and reports on the rich data in Compass, including student learning targets, teacher evaluation scores, tenure or intensive assistance status, goals, observation dates/notes/scores, and more. It is accessible to teachers and leaders at all levels of the system with appropriate permissions set based on supervisory responsibility, as well as to the public through an annual report. Compass is used with nearly 100 percent fidelity across the state and has been since first implemented, resulting in the availability of strong current and historical performance data. It does not yet include dynamic reporting features, nor does it store or report information on preservice teachers' performance.

*LEA leaders access robust LDOE and third-party PD developed based upon identified needs*

The LDOE provides PD support and resources to LEA leaders through an annual process supported by quarterly leadership development convenings and individualized support from LDOE network teams. To deeply understand the strengths and needs of constituents throughout the state, the LDOE conducts reviews of student results from state assessments and other metrics in Compass and then conducts site visits to investigate high-growth and low-growth schools and LEAs identified through this analysis. Site visits include observations, focus groups, and

interviews to understand school practices, successes, and needs. Additionally, the LDOE creates educator workforce reports and principal and LEA profiles that they share with LEAs and schools (see Appendix F13 and F16 respectively for examples) use to determine the most relevant and valuable PD topics to offer to LEA and Teacher Leaders.

Informed by this rich information, the LDOE networks convene LEA leaders quarterly and offer sessions designed for Chief- and Director-level leadership, as well as Teacher Leaders and principals. A variety of sessions are offered, enabling leaders to access the sessions that align to their responsibilities and meet their current PD needs. Though quarterly collaborations are optional, 100 percent of LEAs opt in and satisfaction numbers from post-session surveys are above 90 percent. Network team leaders follow up individually with LEA leaders, providing support to help them implement the plans they made based on what they learned and their core priorities. In addition to in-person supports, the LDOE provides extensive planning tools and resources, including the district planning guide and a host of other resources.

*LEA leaders use evaluation data to provide PD and advancement opportunities to principals and identify Teacher Leaders and master teachers*

LEA leaders analyze principal profiles and school-level Compass data in conjunction with LDOE-provided educator workforce reports to prioritize areas for school leadership improvements. LEA leaders, following the planning process detailed in the district planning guide and with support of the LDOE as described above, reflect on which schools are performing well and why, what support structures are helping principals to improve, and how the LEA can sustain or improve supports for principals. LEA leaders make key planning decisions and identify appropriate PD supports for principals based on this information. For example, examining the VAM data disaggregated by subject area in the educator workforce report, a superintendent may see areas of strength or need in particular subject areas and make curricular

and/or PD choices based on that information. Targeted supports based on individual need might include providing tools and resources in goal-setting; providing direct support through a series of trainings that help principals build effective systems for goal setting, observation, feedback, and collaboration; or, for principals who have basic systems in place and are ready to deepen their instruction leadership, providing the Principal Fellowship, which supports individual school leaders in enhancing their instructional leadership skills.

LEA leaders also use disaggregated educator effectiveness data from Compass to recommend teachers to the state's Teacher Leader program (described under Criterion B). Teacher Leaders report very high levels of satisfaction with the PD supports provided by the state; 94 percent of attendees at the June 2016 convening agreed that "the 2016 Teacher Leader Summit will have a positive impact on my work as an educator."

*School leaders use Compass data to support teachers to improve instruction*

Systems to support ongoing teacher development throughout a school year include leadership team meetings, grade-level or department collaboration, whole-school PD, and individualized coaching through observation and feedback cycles. The LDOE Principal Planning Guide and accompanying tools codify these structures that support continuous learning and provides guidance on implementation. The most successful LEAs are fully implementing these structures and practices and this project will ensure full adoption across partner LEAs. At the heart of school-level PD is the goal-setting process described under Criterion B. After goals are set, the leadership team uses tools and protocols to review results and student goals and identify educator needs in order to meet those goals. For example, disaggregated data on subgroup performance might indicate that teachers need additional training on specific strategies to better meet the needs of special education, ELL, or minority students. The team then makes decisions about how to allocate resources to support improvement. Based on the goals and focus areas

identified, the team may determine an area of focus for school-wide PD (for example engagement strategies, or math curriculum implementation), to be differentiated by subject area or grade level when relevant. This may involve a school engaging a support provider with particular expertise, or leveraging their Teacher Leaders to train teachers on use of tools, use of data, or other resources.

Instructional leaders at the school work to support grade-level or subject area teams in regular collaboration focused on improving student learning. These teams examine student data and set goals, and agree on interim assessments to measure progress toward those goals.

Throughout the year, teachers collaboratively examine evidence of student learning, identify effective practices and areas for improvement based on student data, and adjust instruction to ensure they are on track to meet their goals. School leaders differentiate support to these teams based on a team's facility with analyzing data to inform goal setting and instruction. In some cases, a teacher with exceptional results may be identified by the leadership team at the beginning of the year to lead his or her team in this work. A school's leadership team meets regularly throughout the year to reflect on progress toward goals and adjust PD supports accordingly. These decisions are informed by disaggregated assessment and observation data from Compass as well as team meetings, and/or school-wide walkthroughs.

The principal and leadership team also draw on a variety of supports to provide individualized PD to teachers depending on need. Based on a teacher's Compass effectiveness data (including previous results and current progress toward goals) accessed through the CIS, an individualized support plan might include peer observations, model lessons, and/or external PD opportunities. Resident and first-year teachers also receive ongoing individualized support from their mentor teacher. Mentor teachers individualize support for those they support based on student data and instructional observation data, both part of the Compass system.

The TIF project proposed will strengthen robust implementation of this cycle of continuous learning across partner LEAs.

#### **CRITERION D: MANAGEMENT PLAN**

*Leaders for the project have robust content knowledge and experience managing Federal funds*

We intend to steward TIF grant funding and manage project execution similarly to how we structured our successful 2010 TIF grant execution. The TIF project director, to be hired specifically for this role and allocated 100 percent to the project, will be responsible for overall success of the grant. Key responsibilities of the project director will include maintaining the integrity of the project vision and managing toward project goals; managing partnerships with LEAs, preparation program providers, NISL (Principal Fellowship provider), and other key partners in the work; ensuring effective budget management; managing and monitoring project plan implementation; and managing an advisory board, including leading quarterly meetings.

A TIF advisory board will include the project director, the State Assistant Superintendent of Talent, the State Assistant Superintendent of Academic Content, LEA superintendents, Directors of Talent and Academics from each LEA, and the LEA and preparation provider Believe and Prepare partnership leads from each partnership. The group will meet quarterly, with three of the quarterly meetings organized to include community discussion and learning along with the ongoing fiscal and programmatic oversight. These sessions will convene advisory board members along with project leads from each key external provider and select teachers and principals to share promising practices, discuss problems of practice, and advise the LDOE on LEA capacity to continue and advance TIF-supported programs. One quarterly meeting each year will be a formal board meeting to provide a consistent platform for review of the status and improvement of the Louisiana TIF project. The TIF project director will establish a monitoring plan that includes collecting and reviewing budget information on a quarterly basis and

conducting biannual check-ins with each partner LEA. The advisory board will review the monitoring plan to monitor progress of the project, as well as ensure the long-term sustainability and LEA capacity to continue and advance the program. Based on the board's findings, with permission from the USDOE, changes or adaptations will be made in the project's implementation to ensure that all objectives are met.

Experienced leadership is responsible for stewardship of federal funds and the success of the TIF program. The TIF project director will be supported by two senior leaders at the LDOE, the Assistant Superintendent of Talent, Hannah Dietsch, and the Assistant Superintendent of Academic Content, Rebecca Kockler. Hannah has led talent initiatives at the state and local level for the past 13 years and has experience managing large budgets and cross-functional initiatives. Rebecca has led academic initiatives including curriculum development and coaching struggling schools and educators for the past 11 years. In conjunction with the quarterly advisory board meetings, this Executive Leadership Team will report to State Superintendent of Education John White to keep him informed about project progress and seek his input on decisions or challenges where necessary. Beyond leadership, critical members of the team required to execute on this work include the following:

- Sara Strickland, Director of Educator Workforce. Sara oversees LDOE initiatives relative to educator workforce, including the annual production of educator workforce reports and implementation of the LDOE's Equity Plan.
- Julie Stephenson, Executive Director of Educator Preparation. Julie oversees LDOE initiatives relative to teacher preparation, including Believe and Prepare growth strategy, policy, relationships with institutions of higher education, and stakeholder engagement.
- Rebecca Freeland, Director of Field Support. Rebecca oversees the LDOE's Believe and Prepare pilots, including training and support for preparation partnerships and mentor

teachers, and grant monitoring (site visits, reporting, budget management, etc.). Rebecca's role will be allocated 100 percent to field support related to TIF.

- Alicja Witkowski, Chief of Staff, Academic Content. Alicja oversees all operations of the Office of Content including the management of all field-facing structures (Teacher Leaders, LEA collaborations and network teams).
- Cheryl Arabie, Director of Principal Support. Cheryl oversees LEA support and development of principals including the implementation and expansion of the Principal Fellowship.
- Melissa Mainiero, Director of Compass. Melissa oversees Louisiana's implementation of teacher and principal evaluation, including the work of teacher and principal goals.
- Dr. Dana Maxie, Director of Assessment Administration. Dana oversees Louisiana's formative and summative assessment system, including implementation, administration, design, and contracts.
- New Hire, Manager of Interim and Formative assessment. New hire will support the Director of Assessment Administration to build a unified interim and formative assessment system for district use including all core content.
- Rebecca Lamury, Director of Data Systems and Quality. Rebecca oversees the entirety of the state's data systems including all improvements to the functionality of workforce reporting and the CIS.
- Mike Collier, Manager of Data Systems and Quality. Mike manages operations of the CIS and other key workforce data systems.
- New Hire, CIS Data Systems Manager. Oversee reporting and data visualization improvements to the CIS system.
- New Hire, Data Analyst. New hire will support the rebuild of district, principal, and teacher reporting, including the processing of VAM and other data related to the HCMS.

- Network Leaders and coaches. Each network leads a group of at least sixteen districts. They provide direct coaching to individual TIF partner districts.

*The management plan lays out an achievable timeline for accomplishing activities to meet grant objectives, with clear ownership (Requirement 1(1), Absolute Priority (4))*

The implementation plan below outlines milestones, responsible parties, and a timeline for completion. This plan is designed to fulfill the goals and objectives of this project on time and within budget. The activities also ensure the long-term sustainability of the project.

Major Activities and Milestones	Owner(s)	Support	Timing
<b>Objective 1: Improve HCMS/ESS coherence</b>			
<i>Through improved student assessments and educator goal-setting, deepen the coherence between the Compass evaluation and support system and other elements of the HCMS so the system provides a robust basis for PD, performance-based compensation, and educator advancement.</i>			
Identify and manage partnership to develop/procure formative assessment system aligned to Louisiana Student Standards	Director of Assessment Administration	Director of Compass, Assistant Superintendent of Academic Content	RFP currently out, RFP awarded September, 2016
Expand partnership with ANet based on results of pilot programming	Director of Assessment Administration	Director of Compass, Assistant Superintendent of Academic Content	Fall, 2016
Support LEAs in conducting an audit of their current assessment system for quality, adopt and implement new formative assessment system as needed, and align assessments to goal-setting process for teachers and principals	TIF Project Director	Director of Assessment Administration, Assistant Superintendent of Academic Content	Winter, 2016 - spring, 2017
Train teacher leaders, mentor teachers, network teams, district leaders and principals on new assessments, data usage and goal-setting.	Director of Assessment Administration	TIF Project Director, Director of Compass, Director of Field Support, Academic Content team	Begin winter 2017, ongoing at each collaboration
In TIF Believe and Prepare partnerships, adapt preparation curriculum to include coursework and clinical practice to ensure that program completers are prepared to use high-quality, aligned assessments and resulting data	Executive Director of Educator Preparation	Assistant Superintendent of Talent	Aligned curriculum by Jan. 2018 and implementation by Aug. 2018

Monitor teacher and principal goal-setting processes to ensure alignment to new formative assessments and student achievement	Director of Compass	Assistant Superintendent of Academic Content	September-November 2016
Identify and oversee upgrades to CIS, and train users to use new functionality	Director of Data Systems and Quality	Assistant Superintendent of Academic Content	Spring 2017-ongoing
Monitor annual student learning targets and student assessment results to determine if adjustments and additional training on the goal-setting process is needed.	Director of Compass	Assistant Superintendent of Academic Content	Each fall as goals are set and spring as they are reported
<p><b><i>Objective 2a: Expand equitable access to excellent educators cultivated through a more robust talent development pipeline</i></b></p> <p><i>Through expanded and strengthened partnerships with preparation providers, increase LEAs' access to and likelihood of retaining excellent teachers</i></p>			
Using workforce reports and improved local assessment/goal data, work with LEAs identify short- and long-term teacher staffing needs, including needs in specific schools and for specific certification areas, and changes to PBCS	Director of Educator Workforce	Assistant Superintendent of Talent	March 2017 and annually thereafter
Adapt pre-service curriculum to: <ul style="list-style-type: none"> <li>include a year-long residency for all teacher candidates; and</li> <li>ensure alignment with and focus on new assessments and goal setting.</li> <li>adopt evaluation practices that reflect Compass evaluation</li> </ul>	Executive Director of Educator Preparation	Assistant Superintendent of Talent	Residency: Aligned curriculum by Dec 2017, and implementation by Aug. 2018. Assessment Alignment: Aligned curriculum by Dec. 2017, and implementation by Aug. 2018
Determine budget for, select, train and match mentor teachers to teacher residents	LEA Teacher Residency Lead	Executive Director of Educator Preparation, Director of Field Support, Director of Educator Workforce, LEA Personnel Director	Annually (Jan-August)

Based on feedback from program participants and outcomes data, identify improvements and modifications to incorporate into the teacher preparation program, and communicate program best practices at quarterly collaborations and Believe and Prepare community meetings	Executive Director of Educator Preparation	Director of Field Support, Assistant Superintendent of Talent, LEA Teacher Residency Leads, Educator Preparation Programs. Assistant Superintendent of Talent	Ongoing, beginning March 2017
<b><i>Objective 2b: Expand equitable access to excellent educators cultivated through a more robust talent development pipeline</i></b> <i>Through expanded and strengthened Principal Fellowship, expand LEAs' access to and retention of excellent leaders who establish strong HCMS in their schools</i>			
Provide National Institute of School Leadership (NISL) facilitators/trainers with understanding of revamped approach to goal-setting and assessments in order to adapt Principal Fellowship (PF) curricular content to align with revised instructional/coaching approach	Director of Principal Support	Assistant Superintendent of Academic Content	Annually, spring
Provide tailored instructional leadership development, aligned to Compass throughout program, in order to support informed decisions about recruitment, training and support based. Train facilitators to lead PF in-house.	NISL	LEA Principal Supervisors, LEA Personnel Directors, Director of Principal Support, Network Teams, Director of Educator Workforce	Ongoing, beginning March 2019
Provide support to districts with PF participants to develop support plans for participants post-fellowship to monitor and ensure implementation	Network teams	Assistant Superintendent of Academic Content	Winter collaborations each year

**CRITERION E: ADEQUACY OF RESOURCES**

***The PBCS in each LEA was developed with input of educators impacted by the PBCS ((e)1), Requirement 1(2))***

Teacher and leader input into the development of each of the elements of our state- and LEA-level HCMS, including the PBCS, is critical to the success of our talent approach.

Compass, the heart of the PBCS, was developed in consultation with an advisory committee formed to engage key members of the education community in the development of the new system: the Advisory Committee on Educator Evaluation (ACEE). ACEE's charge was to make recommendations on the development of a VAM model to be used in educator evaluations; make recommendations on the identification of student growth measures for grades and subjects for which value-added data is not available; and make recommendations on the adoption of standards of effectiveness. The ACEE was composed of 50 percent practicing classroom teachers and representatives from several educator unions and associations, (see Appendix F17).

To effectively reach as many stakeholders as possible, Louisiana created and implemented an aggressive communication and engagement plan. As a result of these efforts, nearly 10,000 educators participated in Act 54 briefings, more than 2,600 educators participated in online surveys to inform design and development, about 250 teachers were involved in working groups, and more than 15,00 teachers participated in value-added pilots.

Individual LEAs have shaped the specifics of their PBCS through local input of teachers and school leaders. As an example, to make sure that all educators in Lincoln Parish had an opportunity to contribute feedback on the new system, the district developed a committee to define the PBCS and held meetings with teacher representatives from each school to discuss the proposed compensation model. Similarly in Assumption Parish, a salary committee was formed consisting of district staff, principals, assistant principals, board members, and teachers. The group met several times during each school year to determine the structure of the PCBS. The findings were presented to the board for approval. In Morehouse Parish, after concerns from teachers about the approach to PBCS, district leadership revamped their approach to ensure broad educator support.

The LDOE and LEAs are continuously improving on the HCMS and PBCS with input from teachers and leaders. Numerous adjustments to the system and associated state policy have been made over the last three years in response to feedback from educators and LEA leaders (Appendix F17). For example, extensive stakeholder engagement on teacher preparation issues was conducted in 2014-15 and 2015-16 through surveys, focus groups, and public meetings. Likewise adjustments made to PBCS through TIF will provide for educator input.

***After grant period ends, TIF elements will be funded through existing sources ((e)(2))***

The practices and programs supported by this grant will largely be woven into the fabric of how LEAs, schools, and partners operate, limiting the need for external investment.

**Aligned assessment and goal-setting system.** The cost of developing new, aligned diagnostic and interim assessments in our partner LEAs will be fully realized within the grant period. At that point, ongoing costs related to this work will mirror current investments each LEA makes in initial training of new educators and ongoing PD to ensure high-quality implementation, as well as ongoing costs of maintaining the online platform that houses the assessment system. The same is true of upgrades to CIS, which will be accomplished during the grant period and maintained at no additional cost.

**Believe and Prepare.** After the initial investment in aligning preparation programs to school expectations and developing or enhancing residency programs, partnership leads will focus primarily on understanding and being responsive to needs regarding workforce preparation and refining residency programs. The reduction in turnover by up to 300 percent due to the introduction of high-quality residency programs will enable LEAs to invest in stipends and training for mentor teachers and residents, rather than funding recruitment, hiring, and onboarding. Ultimately, residency oversight responsibilities will be absorbed into an existing academic or talent chief's time. LDOE is currently conducting a BESE/BOR-commissioned

fiscal impact study that will project short- and long-term costs associated with shifting to a yearlong residency model statewide, and identify sources of funding to sustain yearlong residencies over time.

**Principal Fellowship Program.** The LDOE currently trains facilitators who are approved by NISL. Each time a facilitator is trained the cost of the program goes down due to the lower cost of using an internal facilitator. To ensure sustainability of the fellowship, we will continue training internal facilitators and over the course of three years, have all Principal Fellowships led by internal facilitators approved by NISL; this will reduce the overall cost of the fellowship. Over the longer term the cost would continue to be funded out of grant 8g and federal 1003a funds, and local LEAs will continue to fund a portion per participant, as they do today.

**Differentiated compensation based on demand and performance.** Initially, where necessary, TIF funds will be used to support compensation adjustments in LEAs such as incentive pay for teaching in a rural area and for performance on strengthened goals. After the grant period, savings from reduced PD costs driven by more effective and prepared teachers, and savings from developing robust teacher preparation partnerships will be repurposed to use as performance based compensation for working in a rural area. Additionally, funding from Title I, Title II and IDEA may be repurposed to fund this line item.

**Project leadership and other supports.** The TIF projects proposed here require an initial investment of funds and human resources that will far surpass the needs for sustaining the programs. Project leaders will shift focus from establishing strong programs and systems to providing monitoring and periodic support with much less of their time. The personnel costs will be built into the roles and responsibilities of each leader's primary role and any roles that are no longer needed will be eliminated. Teacher Leaders and regional networks will continue to be funded by the state as described in Criterion B.

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