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INTRODUCTION

In October 2010 and 2012, the Maricopa County Education Service Agency (MCESA), was awarded *Teacher Incentive Fund* Grants to implement *Rewarding Excellence in Instruction and Leadership* (REIL) in multiple Maricopa County local education agencies. With TIF5, MCESA proposes to leverage the experience gained from the REIL program to move forward with *REIL-Extend*, which is intently focused on: (1) *extending* the reach of our best teachers and leaders to ensure high-quality instruction for all learners; (2) *extending the reach of a collaborative partnership* to assist high-need LEAs in bolstering their Human Capital Management Systems; and (3) *extending* infrastructure developments to expand the capacity of LEAs to utilize educator evaluation data to implement leading-edge technologies and practices that result in high-quality workforce decision-making and first class support systems for educators.

The TIF5 partner LEAs represent a diverse group of rural, urban, and special population LEAs that range in size from Mobile Elementary School District with 26 students to Roosevelt Elementary School District with 9,614 students (see Table 1). This group also includes a special population LEA, Maricopa County Regional School District that serves high-need or disengaged youth with a history of justice involvement.

Table 1: TIF5 LEAs

REIL-Extend LEAs				
District Name	# of School Leaders	District Enrollment	# of Teachers	# of Schools
Incito Schools	2	254	14	1
Kingman Unified School District	20	6,956	412	12
Maricopa County Regional School District	2	3,511	45	7
Mobile Elementary School District	1	26	2	1
Nadaburg Unified School District	3	842	46	2
Roosevelt Elementary School District	29	9,614	531	19
Wilson School District	4	1,245	70	2
Total	61	22,448	1,120	44

**AN LEA-WIDE HUMAN CAPITAL MANAGEMENT SYSTEM (HCMS) WITH
EDUCATOR EVALUATION & SUPPORT SYSTEMS AT THE CENTER
(Absolute Priority 1)**

→ A description of the LEA-wide HCMS, as it currently exists and with any modifications proposed for implementation during the project period of the grant.

This section also addresses components of:

- **Selection Criteria B.2** *The extent to which the services to be provided involve the collaboration of appropriate partners for maximizing effectiveness of project services.*

“If they are to be strategic, HCM practices must align with a district’s education improvement strategy and its view of effective instructional practice...and goals for student achievement.”

-Allan Odden

✘ OUR PROPOSAL:

- ① Implement a common vision of instructional improvement within a high-quality HCMS.
- ② Extend the reach of our best educators to ensure high-quality instruction for all learners.
- ③ Extend existing infrastructure to expand the capacity of LEAs to utilize educator evaluation data to implement leading-edge technologies and practices that result in high-quality workforce decision-making and first class support systems for educators.

✘ WORK WE WILL EXTEND:

- ① Observation instruments, assessments, student growth measures, annual effectiveness.
- ② HCMS strategies.
- ③ Supporting legislation.
- ④ Use of Data Management System (RDSS) to support educator workforce decision-making.

1.1 Absolute Priority:

How the HCMS is or will be aligned with the LEA's vision of instructional improvement.

This section also addresses components of:

- **Selection Criteria B.1** *The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.*

Three key components communicate how the HCMS aligns to the common vision of instructional improvement: (1) implementation of the performance-based educator evaluation system communicates key competencies and behaviors of effective teaching and leading that produce high levels of student achievement; (2) implementation of the educator support system

demonstrates how desired competencies and behaviors can be acquired or elevated; and (3) integration of the performance-based compensation (PBC) system.

(1) Performance-Based Educator Evaluation System: *REIL-Extend* will utilize an interconnected set of cross-LEA teacher and leader observation tools (Project Narrative Attachment, p. 3), as well as common assessments to inform student academic progress for all subject areas. These will inform the calculation of the REIL score, an annual overall effectiveness rating (more in section B.1) that serves as the foundation for HCMS decision-making (Absolute Priority section 1.2 for additional information). → An example of HCMS alignment is that observation scores will be reviewed on an ongoing basis and an intervention plan will support teachers who scored low on any of the elements labeled as “early warning indicators” (e.g., Critical Thinking element in the Learner Engagement rubric).

(2) Educator Support System: All educators will receive individual Educator Goal Plans (EGPs) based on the results of educator evaluation results. This is one of the most powerful aspects of HCMS alignment to the common vision. Additional support is described in Section C. Educators will support “on-demand” learning opportunities through educator access to the Learning Management System (LMS), which will connect resources, courses, and videos directly to the educator's observation data results. ◆ In Spotlight Schools, educators will join teams led by Multi-Classroom Leaders (MCL) and will have access to daily observation and feedback, co-teaching, co-planning, and other on-the-job learning. ◆ The *Learning, Leading, Coaching, and Evaluating Series*, supports educator learning of the elements in the observation rubrics and will inform the LEA-level PD plans. → An example of HCMS alignment is that job-embedded PD opportunities are directly aligned to educator evaluation data, as opposed to LEAs engaging in “PD potpourri.”

(3) Performance-Based Compensation: LEAs will be utilizing new ways to pay, engaging in strategic compensation plans that reward educator effectiveness based on the REIL score. In addition, Arizona revised statute 15-977 requires that a portion of the funding administered through Arizona’s pay-for-performance initiative (Prop 301), be aligned to the educator’s overall effectiveness rating (i.e., REIL Score). → An example of HCMS alignment is that LEAs reward educators financially for attaining the performance competencies aligned to the common vision.

Additional Information: Several other examples illustrate the HCMS alignment to the common vision, including the Opportunity Culture initiative (section 1.3), which will be implemented to hire, select, and place highly effective educators in leadership roles. To support understanding of the over-arching HCMS (defined as a comprehensive and cohesive set of practices/strategies used to guide educator workforce decisions), REIL-Extend is organized to *attract, place, retain, and sustain* (Figure 1) effective educators with the use of educator evaluation data. Targeted PD is woven through into these four key areas as shown with the word DEVELOP (Figure 1).

Project Narrative Attachment (p. 89) outlines key strategies in each of the four columns.

Figure 1: HCMS Table Header



1.2 Absolute Priority: How the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions...

REIL-Extend will use educator evaluation results (i.e., observation scores, student growth results, overall effectiveness ratings, and other measures of professional practice) to inform HCMS decisions aligned to the key strategy groupings (attract, place, retain, and sustain).

Recruitment: Results from the evaluation of current employees will be analyzed to generate *sourcing* strategies, supporting recruitment efforts of strong candidates. In addition, these educator evaluation data will help identify gaps to ensure staffing efforts are strategic and support the resulting placement process.

Hiring, Selection, & Placement: The REIL Score and aligned performance classification (ineffective, developing, effective, highly effective) will be utilized as part of the multiple data point hiring process. LEAs will request performance classifications from the prior employer for candidates seeking teaching or leading positions. Performance classifications will also be used to strategically place educators to ensure that students have equitable access to effective instruction and leadership both within and across schools

Promotion: Spotlight Schools will use the performance classifications to determine candidacy to “extend their reach” via the Spotlight Schools Teacher Leader roles implemented through the *OC Initiative*. For example, the REIL Score would be a factor in determining candidacy for the Multi-Classroom Teacher role.

Performance-Based Compensation: LEAs will provide differential pay for educators based on effectiveness (REIL Score). This will occur via retention stipends, base pay salary increases, and salary enhancement for teachers and principals who extend their reach through advanced roles.

Professional Development Planning & Delivery: All educators will have EGPs differentiated based on evaluation results. Those educators who fall in the *ineffective* range will have support through a performance improvement plan, aligned to educator needs, which will determine dismissal, probationary, or continuing status. The *Learning, Coaching, Leading, and Evaluating Series* (described in Section C) are all aligned to the elements in the observation tools, ensuring differentiated support for each educator group.

Management of Retention & Dismissal Decisions: LEAs will implement an expectations and experience-based decision-making model to inform retention and dismissal decisions, in alignment with state statute and the state’s four performance classifications, which are derived from educator’s evaluation results. An example of this is shown in Table 2.

Table 2: Sample Expectations and Experience Decision-Making Model

Experience	Ineffective	Developing	Effective	Highly Effective
1 year	Retain if improving	Retain if improving	Retain & reward	Retain & reward
2 years	Dismiss	Retain if improving	Retain & reward	Retain & reward
3 years	Dismissal or non-renewal	Extend non-continuing status	Retain & reward	Retain & reward
4 years	Dismissal or non-renewal	Continue probationary status until effective	Retain & reward	Retain & reward
5+ years	Dismissal or non-renewal	Continue probationary status until effective	Retain & reward	Retain & reward

Use of Data to Inform HCMS Decisions (Weight of REIL Score)

Table 3 lists HCMS decisions, their alignment to the type of HCMS strategy, along with the significance, or weight, that the REIL Score will play in each HCMS decision. For some decisions, the REIL Score will be a non-negotiable part of the decision-making process. These instances are indicated in the table by the designation of *full* weight. For example, the REIL Score has full weight on the decisions about effective educators receiving PBC, and whether they are placed in specified positions. Other decisions will be made in part on the REIL Score. For example, when considering the equitable distribution of teachers across an LEA, leadership will have to take many factors into account (e.g., highly qualified status, teacher and student demographics, school leadership). In addition, because of state statute, some flexibility will be needed for specific decisions (e.g., reduction-in-force policies).

Table 3: HCMS Decisions Aligned to Results of Educator Evaluation (REIL Score)

Strategy Key→ A = Attract P = Place R = Retain S = Sustain					Weight of REIL Score on HCMS Decision*	
HCMS Decision	A	P	R	S	Partial	Full
Teacher Evaluation & Support						
Placement and base pay progression on educator salary structure.	√			√		√
Salary enhancement for reach extension positions.	√		√	√		√
Placement of teacher in Spotlight School.		√				√
Placement of teacher in career pathway position.		√				√
Issuance of three-year contract to highly effective teacher.	√		√	√		√
Request educator evaluation and performance classification when hiring outside of the LEA.	√	√	√	√	√	
Equitable distribution of teachers.		√			√	
Assignment of goal/action plan (educator goal plan).	√		√	√		√
Design / selection of professional development programs.	√		√	√	√	
Assignment of students to teachers.				√	√	
Employment retention cannot be based solely on tenure or seniority.			√	√	√	
Non-transfer of ineffective teacher to another school.		√			√**	
Assignment of a 4 th year teacher with an ineffective performance classification a probationary contract as opposed to a “continuing” contract.			√		√	
Performance improvement plan for teachers with a performance classification of <i>ineffective</i> .			√			√
Dismissal policies for teachers with a performance classification of <i>ineffective</i> after using the intervention option.			√			√
Dismissal policies for teachers with a performance classification of <i>ineffective</i> who are not provided an intervention option (which includes the initiation of a notice of inadequate classroom performance no later than the second consecutive year of the <i>ineffective</i> classification).			√			√
Governing board developed definition of inadequacy of classroom performance that aligns with the performance classifications.			√	√	√	
School Leader Evaluation & Support						
Placement and base pay progression on educator salary structure.	√		√	√		√
Salary enhancement for principal/assistant principal career pathway position.	√		√	√		√
Request for educator evaluation and performance classification when hiring outside of the LEA.	√	√	√	√	√	
Assignment of goal/action plan (educator goal plan).	√		√	√		√
Design / selection of professional development programs.	√		√	√	√	

Transfer and contract policies for principals in the lowest performance classification (ineffective).		√	√		√	
Governing board developed definition of inadequacy of classroom performance that aligns with the performance classifications.			√	√	√	
<p>* If <i>REIL Score</i> (performance classification) is not available, equivalent evidence of effectiveness will need to be provided.</p> <p>** Prohibits a continuing teacher who is in the lowest performance classification for two consecutive years from being transferred as a teacher to another school unless the teacher has been given notice of inadequate classroom performance, is subject to an improvement plan, and the governing board approves the transfer.</p>						

A Note on HCMS Reporting to Support Decision-Making

The REILize Decision Support System (RDSS) will also provide district and school leaders with information they need to utilize educator evaluation data in their decision-making. Table 4 provides a brief description of example reports. A more detailed description is included in the Project Narrative Attachment (p. 167).

Table 4: Example Reports in REILize Decision Support System

Report Name	Report Description
Average Observation Score by School	This school-level report allows users to view aggregated observation data for all observed educators groups. See screenshot on p. 161 in the Project Narrative Attachment
Observation Scores Heat Map	This report provides a heat map for district-wide observation data, disaggregated by school. See screenshot on p. 162 in the Project Narrative Attachment
REIL Score Components Inventory Report	This educator-level report includes each educator’s REIL Score, performance classification, and a summary of assessment data used to calculate the REIL Score.
Human Capital Management System Report	Provides an LEA-wide view of how many teachers fall into each of the four performance classification categories. There are four “Report Views” available. See screenshot on p. 164 in the Project Narrative Attachment
Professional Development Planning Report	Run a multi-view report at the district-, school-, and/or educator-level. Observation summary statistics are broken up into: <i>Highest & Lowest, Power Indicators, Early Warning Sign, and High-Leverage</i> elements. See screenshot on p. 162-163 in the Project Narrative Attachment
Student Growth Drill Downs	Leaders access up to four levels of drill downs associated with the individual-level components of a teacher’s REIL Score. Determine strengths/weaknesses by assessment/subject to enable the planning of differentiated PD. See screenshot on p. 160 in the Project Narrative Attachment
Raw Data Export – Performance Data	Allows leaders to download an Excel spreadsheet with observation performance scores, scorecard performance measures, and all demographic data associated with all educators in their organization. Leaders can organize and sort data to fit their planning needs.

Observation Cycle Report	Shows a teacher’s individual observation scores by cycle.
Summative Cycle Report	Shows a Teacher’s individual observation scores across all of his/her completed observation cycles.
Educator Goal Plan Mgmt. Page	Enables leaders to create and manage EGP goals for all educators. See screenshot on p. 161 in the Project Narrative Attachment

1.3 Absolute Priority: The human capital strategies the LEA uses or will use to ensure that high-need schools are able to attract and retain effective educators.

Opportunity Culture → A unique aspect of recruitment efforts will be the advertisement of the *OC Initiative*. Public Impact has reported that implementation of this initiative, which promotes equitable access to effective educators, has increased candidate pools by attracting large numbers of strong applicants. “Districts and schools offer new roles that extend the reach of excellent teachers and their teams to more students, for more pay, within recurring budgets and without forcing class-size increases. The new roles put districts in a much stronger position to hire great teachers—but only if they recruit and select well.” ♦ A **Recruitment Toolkit** walks districts and schools through the major steps of a successful recruiting effort. The toolkit addresses key details, such as the timing of recruitment, to attract a large pool of excellent candidates and capture their interest before they commit to other jobs. Strong recruitment enables districts to attract great candidates regionally, even nationally, who could be a perfect fit for an *OC* role. ♦ *OC* schools have attracted large numbers of strong applicants by offering high-paid advanced roles to great teachers. In 2014-15, schools received as many as 22 applicants for every open advanced role position. Applicants appear compelled by the high pay, but also by the chance to advance in their careers while continuing to teach.

Financial Strategies → To attract and retain effective educators, **financial** strategies include: (1) strategic compensation including base pay progression on the educator salary structure that is tied to the *REIL Score*, and the ability to progress more quickly to higher salaries (based on

effectiveness) than a traditional salary schedule; (2) retention stipends for effective educators that remain in the LEA; and (3) salary enhancement for effective teachers accepting a teacher leader role (Reach Extension) in a Spotlight School. ♦ In addition to these strategies are some non-traditional financial strategies including making sure educators have access to loan forgiveness, home mortgage assistance, and linking teachers to resources that reduce their expenses. **Non-Financial Strategies** → Non-financial strategies include: regular feedback and high-quality PD; opportunities for shared leadership; and the opportunity for effective educators to make a difference by taking a risk and serving in a high-need school. Strategies include: (1) frequent feedback via multiple observation cycles; (2) high-quality PD aligned to the LEA-wide common vision of instructional improvement; (3) individualized EGPs aligned to evaluation results; (4) increased opportunities to work in schools led by effective/highly effective principals/ assistant principals; (5) opportunity to directly participate in the development and implementation of a coherent and comprehensive HCMS via membership on a *REIL-Extend* LEA-level transition team; (6) reduction in force policies that prohibit the use of seniority as the priority; (7) implementation of HR branding strategies to appropriately communicate a message about the LEA's goals and common vision of instructional improvement; (8) use of sourcing as a HCMS strategy to identify sources of potential high-quality candidates to serve in high-need schools; and (9) implementation of the human-centered design process for inclusive decision-making, including annual, school-level Design Day sessions with ongoing support.

Supporting Policies → LEAs have existing policies in place to support educator recruitment and retention. See *LEA Supporting HCMS Policies* (Project Narrative Attachment, p. 92).

1.4 Absolute Priority: Whether or not modifications are needed to an existing HCMS and a timeline for implementing the described features.

Most LEAs have made the necessary modifications, partially due to legislative changes implemented in Arizona beginning in 2012. This legislation serves as a foundation for many of the HCMS strategies that will be implemented as part of *REIL-Extend*. Current Legislation to Support HCMS Implementation has been included in the Project Narrative Attachment (p. 85) in order to document these policies. ♦A preliminary policy scan was conducted for Kingman USD and Nadaburg USD (LEAs transitioning to a new system) to determine if there were policy obstacles related to HCMS implementation. These *Potential Obstacles to Implementation* have been included in the Project Narrative Attachment (p. 90). Examples include policies on staff contracts and compensation, which may need to be revised to account for differential pay, as well as staff assignments and transfers, which may need to be revised to incorporate proposed HCMS strategies related to the transfer of personnel from one school to another. ♦During the planning stages (Oct & Dec 2016) of the *OC Initiative*, Public Impact will assist LEAs in conducting policy scans to identify potential changes to support program implementation. For example, the *Reach Extension* models require flexibility in class size allocations, rostering procedures that allow for students to be assigned to MCTs, and procedures for classified staff (“reach associates”) to receive training and performance stipends. ♦Major timelines related to HCMS implementation are reported in Table 5 and serve to highlight the needed program modifications. The timeline for specific implementation/ modification of HCMS activities has been built into the management plan (Table 14 in section D).

Table 5: Implementation Timeline

	16-17	17-18	18-19	19-20	20-21
Performance-Based Evaluation & Support					
<i>Learning, Coaching, Leading</i> observation process					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD		√	√	√	√
New observation processes for <i>other school personnel</i> (e.g., reach associates, reach extension teacher leaders)					
			√	√	√
Use of evaluation information to inform the design and delivery of district- and school-level PD and instructional support plans [<i>Meets grant requirement to implement professional development by year 3.</i>]					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD		√	√	√	√
EGPs, aligned to results of educator evaluation, according to phase-in schedule (Mgmt. Plan)					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD			√	√	√
Annual REIL Score calculation.					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD			√	√	√
HCMS Strategies					
Conduct LEA-level HCMS policy scans and gap analyses to facilitate implementation of HCMS Strategies, equitable distribution of educators, and OC Initiative	√				
Implement action plan to revise policies based on gap analyses		√	√		
Reach Extensions begin in accordance to phase-in plan established in P.I. scope of work		√	√	√	√
Staggered HCMS Strategies: Attract, Place, Retain, Sustain	√	√	√	√	√
Performance-Based Compensation					
PBC in base pay increases*					
Incito, MCRSD, MESD, NUSD, RESD, WESD		√	√	√	√
KUSD			√	√	√
Retention stipends for effective and highly effective educators*					
Incito, MCRSD, MESD, NUSD, RESD, WESD		√	√	√	√
KUSD			√	√	√
PBC stipends for effective/highly effective educators (NUSD)	√				
PBC stipends for effective/ highly effective reach associates (e.g., paraprofessionals support MCT)			√	√	√
Sustainable pay supplements for <i>reach extension</i> educators according to phase-in schedule (see Management Plan)		√	√	√	√
* <i>Meets grant requirement to implement PBC no later than year 3.</i>					

**IMPROVING TEACHER EFFECTIVENESS AND PROMOTING EQUITABLE
ACCESS TO EFFECTIVE EDUCATORS
(Competitive Preference Priority 2)**

**PROMOTING EQUITABLE ACCESS THROUGH STATE PLANS TO ENSURE
EQUITABLE ACCESS TO EXCELLENT EDUCATORS
(Invitational Priority)**

→ *Projects that are designed to promote equitable access to effective teachers...*

→ *A description of how the project promotes equitable access to effective educators...*

This section also addresses components of:

- Selection Criteria B.1 *Comprehensive effort to improve teaching and learning...*
 - Selection Criteria B.2 *Collaboration of appropriate partners*
-

*“Only one quarter of today’s teachers are leading U.S. students to make the kind of growth needed to compete with peers in other nations who lead the world in educational outcomes”
(Public Impact, 2015).*

✘ OUR PROPOSAL:

- ① Accurately identify excellent educators.
- ② Align HCMS activities to the state’s Equity Plan.
- ③ Implement Public Impact’s *OC Initiative* in Spotlight Schools.

✘ WORK WE WILL EXTEND:

- ① Authentic performance classifications
- ② Strategies aligned to the State’s Equity Plan

◆ REIL-Extend is strategically designed to take what we have learned from past practice and use that information to promote equitable access to effective teachers, in alignment with the state’s Equity plan. ADE’s *Ensuring Equitable Access to Excellent Educators in Arizona* plan is included in the Project Narrative Attachment (p. 345). ADE’s articulated theory of action (section B.4) is highly aligned with the *REIL-Extend* desire to *retain talent, accelerate equity, expand leadership, and reward excellence* (Logic Model in Appendix C), creating the perfect opportunity to align strategies and resources to make a difference for students. In addition, MCESA worked collaboratively with ADE to inform and advise on the state’s plan, serving to build our capacity to support this work.

Strategy Area 1: Measuring Educator Effectiveness: We've Got This! ADE's first strategy, strengthening the rating reporting system, focuses on the disconnect across the state between educator evaluation ratings and student achievement – which prevents equitable access. An advantage of REIL-Extend is that we are already able to differentiate performance in a more authentic manner. As an example, between 2013 and 2015, the percentage of effective and highly effective educators in the TIF4 cohort ranged from 56%-70% (aggregated across LEAs). The continuing effort to maintain meaningful distributions will lead to a strong system that actually measures effectiveness, *accelerating access* to effective educators. ♦ In addition, our performance-based evaluation and support system will become even stronger with the development of the next iteration of tools that TIF5 funding will support including: refined instruments that tighten up language; new instruments resulting from job redesign; development of “quick-visit” observation tools; inclusion of an advanced Qualified Evaluation Training to recalibrate continuing observers; and development of enhanced Certified Evaluator Training and Assessment, including the inclusion of a micro-credentialing component. ♦ This is highly aligned with ADE's plan to identify ongoing professional training for administrators and evaluators. Aligned *REIL-Extend* activities include: authentic overall effectiveness ratings, robust package of multiple measures, data use trainings, RDSS reports, inter-rater agreement processes/procedures, and ongoing training for administrators/raters.

Strategy Area 2: Effective Retention & Recruitment Strategies to Promote Equitable

Access. ADE's second strategy, employing effective retention and recruitment strategies, focuses on the difficulty retaining and recruiting highly effective teachers and the need to use an HCMS to support teacher retention. A teacher shortage is hitting Arizona hard, with up to 62% of public schools reporting unfilled teaching positions, and 23% of Arizona educators will be

eligible to retire in the next four years. Moving highly effective educators from one school to another cannot be the primary solution. If we are going to be short-staffed, it is better to implement models that allow our most effective educators to reach more students. Establishing an *OC* in a subset of *REIL-Extend* high-need schools is our major strategy to promote equitable access to excellent educators. Currently, approximately 20% of our *REIL-Extend* students are receiving instruction from a highly effective teacher. The *OC Initiative* will help us increase that. MCESA will partner with Public Impact to implement the *OC Initiative* in Spotlight Schools (subset of high-need schools), which will be identified during year one of grant implementation. Public Impact will provide technical assistance to MCESA to engage school sites in a process where school level design teams create new staffing and sustainable pay structures that reach more students with excellent teachers in the four core subject areas. Additionally, district level design teams will create new staffing and pay structures that reach more schools with excellent leaders. These models increase access to effective educators by “extending the reach” of excellent teachers to more students. For example, in the Multi-Classroom Leadership (MCL) model, teachers with leadership skills both teach and lead teams of teachers in order to share strategies and best practices for classroom success. The MCL determines how students spend time and tailor teachers’ roles according to their strengths. A sample job description is included in the Project Narrative Attachment (p. 99). Extending the reach of great teachers promotes equitable access in several ways:

- (1) More students benefit directly from excellent teachers' instruction;
- (2) Aspiring, novice, and developing teachers have the chance to learn on the job through daily interaction with teacher-leaders, creating a much more intensive learning environment than typical coaching and PD;
- (3) Since these advanced roles sustainably pay more (with supplements as high as \$23,000, averaging \$11,000 nationally), they help attract and retain more excellent teachers to high-need schools; and
- (4) With teams of leaders in their schools, excellent school principals can also advance in their careers, earn more, reach more teachers and students, and strengthen the leadership pipeline by attracting more potential leaders and providing them with leadership development on the job.

This is aligned with ADE's plan to support LEAs with employing effective retention and recruitment strategies. The ADE plan also references utilization of an HCMS, support for improved climate and culture, and individualized training based on need in the LEA and school continuous improvement plans. Aligned *REIL-Extend* activities include:

- (1) Job redesign and school restructure to incorporate reach extensions (teacher leader roles);
- (2) Targeted and job-embedded PD to help educators move up in their performance classification;
- (3) Strategic compensation including differential pay/retention stipends based on effectiveness;
- (4) Flexibility in hiring practices for principals of high poverty and/or high minority schools, early access to candidates and posting of positions, and use of Title II-A federal grant funds to provide funding sources for recruitment;
- (5) Focus on working conditions as a key element to pay attention to at the school-level.

Strategy Area 3: Perception of the Profession. ADE's third strategy, providing incentives for teaching in high-need areas, focuses on changing the negative perception of the profession. The *OC Initiative* mentioned above can serve this purpose well by attracting and retaining excellent educators who seek to advance their K-12 education careers but continue teaching or leading at a school site. Additional aligned *REIL-Extend* activities include:

- (1) Salary enhancement to serve in a teacher leader role at a Spotlight School (reach extensions via OC);
- (2) Establishment of "reach associate" positions which can serve the dual purpose of creating an aspiring teacher pipeline while building positive interest in the profession;
- (3) Collaborative community of learning through school-level annual Design Days where school teams use human centered design principles to empower educators to intentionally and collaboratively design impactful solutions for complex challenges for their schools; and
- (4) Differential pay including retention stipends.

Summary: REIL-Extend will support up to 20 schools in implementing the *OC Initiative* which will result in acceleration of equitable access to effective educators. It will also contribute to a shared strategy of developing teacher leader pathways that keep the best teachers in the direct reach of students (Equity Plan, p. 40, 46), increasing pay in alignment with additional responsibilities (Equity Plan, p. 33, 36), adding new opportunities for aspiring teachers through a redesigned paraprofessional position (Equity Plan, p. 43), and providing protected in-school time for team planning, collaboration, and development (Equity Plan, p. 36) – all of which will improve retention and recruitment efforts.

**IMPLEMENTATION OF A PERFORMANCE-BASED COMPENSATION SYSTEM
(Requirement 1)**

→ A plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs.

“Because teachers across the effectiveness spectrum leave high-poverty, high-minority schools regularly... and are generally replaced by less experienced and effective teachers, bonuses that retain the teachers at the higher end of the effectiveness distribution can have substantial impacts on the quality of a school’s faculty” (Springer et al, 2016).

1.1 Requirement: How applicants will implement PBC Systems as defined in this notice.

There are three PBC components to *REIL-Extend’s* PBC Model that together increase salaries of the best educators, and increase educator retention in our neediest schools. The measure of effectiveness will be the annual effectiveness rating (REIL Score) which is based, in part, on measurable increases in student academic achievement (section B.1). The PBC components are listed below, with their alignment to the PBC definition included in the application materials.

1. <u>Base salary increases</u> for effective and highly effective teachers. Principals and other school leaders who receive an overall rating of effective or higher.	2. <u>Retention stipends</u> for effective and highly effective teachers, principals, and other school leaders who receive an overall rating of effective or higher and remain in their current LEA.	3. <u>Salary enhancement</u> for highly effective teachers and principals, who serve in a Reach Extension leadership role.
Definition		
Alignment		
Part (A)	Part (A)	Part (B)

1. Educator Salary Structure Based on Effectiveness

REIL-Extend LEAs will reward excellence through implementation of a restructured salary schedule that increases base pay based on educator effectiveness. Five LEAs will continue the work that was started in 2012 and was organized around the guiding principles listed below. Two LEAs will transition to the this model in years two and three after engaging in stakeholder design

and development meetings facilitated by REIL-Extends Finance/Business Systems Specialist and LEA personnel. These meetings will include financial modeling activities and use of transition teams to prioritize elements to be included in the final salary schedules. This means that NUSD and KUSD will continue their traditional compensation strategy while they engage in the process of redesigning and adopting salary schedules that align to the six *guiding principles*.

Guiding Principles
1. Educator compensation should be aligned to a common vision of instructional improvement.
2. Initial salary placement should attract top teaching talent through the establishment of a competitive starting salary.
3. Base pay placement and progression designed to significantly reward long-term performance and rely less on years of experience and education units and degrees.
4. Base pay progression should reward effective educators by reducing the gap between initial and peak earnings.
5. Base pay progression is designed with an established end point.
6. Overall salary structure should be designed to foster collaboration (maximizing the number of educators benefitting from base pay progression), as opposed to competition (limiting the number of educators who can benefit from base pay progression) based on effectiveness.

The timeline for implementation of component 1 is as follows:

Performance-Based Compensation					
PBC in base pay increases*					
Incito, MCRSD, MESD, NUSD, RESD, WESD		√	√	√	√
KUSD			√	√	√
Performance-Based Compensation					
PBC stipends for effective and highly effective educators (NUSD)	√				
PBC stipends for effective and highly effective reach associates (e.g., paraprofessionals support MCT)			√	√	√

2. Retention Stipend

Current research identifies the use of retention stipends for effective educators as a promising practice (Springer et al, 2015) to attract and retain effective teachers (Section B.3). Retention stipends will range from \$3,000 to \$5,000 (based on recommendations from a literature review) and support the intended outcome to attract, reward, and retain effective educators in high-need schools.

The timeline for implementation of component 2 is as follows:

Performance-Based Compensation					
Retention stipends for effective and highly effective educators*					
Incito, MCRSD, MESD, NUSD, RESD, WESD		√	√	√	√
KUSD			√	√	√

3. Reach Extensions

Competitive base salaries and retention bonuses based upon educator effectiveness are not enough. LEAs face increasingly higher rates of retirement due to an aging workforce and a dwindling supply of new talent. As competition increases for talent, LEAs must be innovative in extending the reach of their most effective educators and training the next generation of educators, all the while maintaining a cost-neutral budget. To solve these challenges, MCESA will partner with Public Impact to support schools in implementing *OC* principles (section B.1) to create *reach extensions* through redesigned job roles in Spotlight Schools. *Reach extensions* will help LEAs find ways to pay the most effective educators 20-130% more (Public Impact, 2013), it will also present opportunities for our most effective educators to exercise leadership to change working conditions without having to leave the profession.

The timeline for implementation of component 3 is as follows:

Performance-Based Compensation					
Sustainable pay supplements for teacher & leader <i>reach extension</i> educators according to phase-in schedule (Mgmt. Plan)		√	√	√	√

◆ An additional PBC component is the inclusion of a one-time stipend for the following: (1) Completion of Human Resource Certification (principals), and (2) Completion of Principal Supervisor certification (principal evaluators), micro-credentialing components to demonstrate evidence of professional achievement and mastery of content knowledge and leadership skills.

1.2 Requirement: Demonstrate that PBC Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.

This is addressed under selection criteria E.1

**DOCUMENTATION OF HIGH-NEED SCHOOLS
(Requirement 2)**

→ *Demonstrate that the schools participating in the implementation of the TIF-funded PBC systems are high-need schools.*

REIL-Extend includes 44 high-need schools that all meet the poverty criteria. See Appendix G: High Need Documentation.

**SIGNIFICANCE
(Selection Criteria A)**

→ *The extent to which the proposed project is likely to build local capacity to provide improve or expand services that address the needs of the target population.*

This section also addresses components of:

- **Selection Criteria B.2** *The extent to which the services to be provided involve the collaboration of appropriate partners for maximizing effectiveness of project services.*
-

"The challenge—and opportunity—... at this juncture is how to combine the best of what we mean by “accountability” with the best of what we mean by “innovation” to create new systems and supports that more successfully reinforce and act on what they value." -Hewlett Foundation

✘ OUR PROPOSAL:

- ① Utilize the right team and the right tools, at the right time, to achieve REIL Change.
- ② Build capacity of the state, regional, and LEA level to serve our highest need youth.
- ③ Extend infrastructure developments to expand the capacity of LEAs.

✘ WORK WE WILL EXTEND:

- ① Infrastructure to support the work.
- ② Collaborative alliance of SEA, Regional, LEA, and service provider partners

→ There is something magical that occurs when the *right team* and *right tools* come together at the *right time* to positively influence the education profession. *REIL-Extend* will advance the work of improving the educator workforce by celebrating and institutionalizing the connection between evaluation and support.

Right Team: Implementation of a human capital management system with an educator evaluation & support system at the center requires significant infrastructure and capacity commitments. Through REIL-Extend, multiple organizations will partner with 7 LEAs, creating a high-performing team that support and extend individual LEA capacity to meet the needs of students, teachers, school leaders, and district-office staff to advance their human capital management systems (section B.2). MCESA is uniquely positioned as a regional education service agency to expand the capacity of local LEAs without the resources to implement this types of program on their own. REIL-Extend enables MCESA to assist LEAs in implementing observation tools and processes, assisting with inter-rater agreement and qualified and certified evaluator training, and providing extensive PD opportunities and resources. ♦The Arizona Department of Education IT department also supports and benefits from this partnership. Through development of the RDSS, ADE gains extensive knowledge in the area of data management which extends their capacity to support local LEAs. ♦Basis Policy Research provides the technical expertise necessary to ensure data management and quality measurement services, working with ADE and MCESA to ensure that educators receive robust and timely information that can truly be utilized to inform practice. ♦Lastly, Public Impact will provide the technical assistance necessary to assist LEAs create new staffing and pay structures that reach all students with excellent teachers in the four core subject areas.

Right Tools: A set of inter-connected observation tools and related resources serve as the foundation for a common vision of instructional improvement. Student growth measures (and student assessments in non-tested areas) have been tested and refined, which allow LEAs to include student academic progress as a measure of educator effectiveness at both the school and individual level. ♦RDSS will offer a learning management system (LMS) that will deliver on-

demand professional learning resources to educators. The LMS is integrated into the RDSS in order to connect resources, courses, and videos directly to the educator's observation data reports. An educator will view their observation score, select an element of concern, and be directed to a customized, curated collection of resources intended to support the educator with improving that particular instructional area. ♦ In addition to existing tools, new tools/strategies will be developed throughout the duration of REIL-Extend that will have a significant impact on the field, including: (1) addition of unannounced observation/walk-through tools to support the transition from best practice to daily practice; (2) enhanced inter-rater agreement strategies, utilizing micro-credentialing to improve observer training; (3) HCMS reporting to assist LEAs in managing educator workforce decisions; and (4) new job roles to expand teacher leadership while staying in direct contact with students. ♦ This partnership will result in enhanced capacity at the regional and state level, resulting in a set of resources that any LEA across the state will be able to access in the future to build and enhance their human capital management systems.

Right Time: Arizona's rate of children eligible for free and reduce lunch has increased over the past six years by about 12%. At that same time, our school age Hispanic population has also grown rapidly, disproportionately in our communities with highest poverty. These increases come at a time when we have a large population of teachers nearing retirement and a diminishing talent pipeline to take their place. Lastly, throughout our state, economically disadvantaged and students of color receive instruction at disproportionately higher rates from inexperienced, developing or ineffective, and out of field teachers than their economically advantaged, non-minority peers (ADE Equity Plan). **TIF5 comes at exactly the "right time" to change these statistics.** REIL-Extend will advance educator evaluation and support to the next level,

combining the best of what we know about accountability and support with new innovative strategies to increase access for low-income and minority students to the best educators.

→ **The Capacity-Building Impact of REIL-Extend is ENORMOUS!** In order to thoroughly demonstrate how REIL-Extend is likely to build local capacity to provide, improve, or expand services that address the needs of the target population, we felt it was important to provide examples that identify the target population subgroups and the aligned needs and resulting services that would be provided now and well into the future.

Example 1: Building ADE Capacity

Key: T= Teacher; BLA= Building-Level Admin.; DLA= District Level Admin.

Priority Needs of LEAs	Continuing services ADE will be able to provide, improve, or expand as a result of the project	Target Population			Provide	Improve	Expand
		T	BLA	DLA			
Capture observation data electronically in order to guide educator workforce decisions	• Electronic data capture tool		✓	✓	✓	✓	
	• Customizable observation instruments due to configurability options						✓
Use observation data to plan for PD needs	• Data display via reports and dashboards	✓	✓	✓	✓	✓	✓
Connect student rosters to teachers	• Access to RDSS: Rostering	✓	✓	✓	✓	✓	✓
Combine multiple measures into an overall effectiveness rating	• Calculation of an overall effectiveness rating			✓	✓	✓	

Example 2: Building MCESA Capacity

Priority Needs of LEAs	Continuing services MCESA will be able to provide, improve, or expand as a result of the project	Target Population			Provide	Improve	Expand
		T	BLA	DLA			
Multiple measures of classroom practice	• Access to observation tools, growth measures			✓	✓	✓	✓
Student assessments in non-tested areas	• Access to custom assessments for Art, Music, PE, Band, Social Studies, etc.	✓	✓	✓	✓	✓	✓
Observation tools for other educator groups	• Teacher Leader Observation Instrument • Paraprofessional Observation Instrument	✓	✓	✓	✓	✓	

Qualified and certified evaluator training	• Facilitation of Qualified Evaluator Training		✓	✓	✓	✓	
PD resources	• Access to video bank; PD modules	✓	✓	✓	✓	✓	
Connecting educator evaluation results to individual-level professional learning	• Video clips of effective instruction via access to the video bank • PD modules aligned to observation elements	✓	✓	✓	✓	✓	
Capture EGPs electronically	• Electronic Educator Goal Plan platform	✓	✓	✓	✓	✓	✓
Systems for inter-rater agreement	• Certified Evaluator Assessment • Micro-credentialing		✓	✓	✓	✓	✓
HR branding to increase Highly effective recruitment	• Consultant services			✓	✓		

Example 3: Building LEA Capacity

Priority Needs of LEAs	Continuing services LEAs will be able to provide, improve, or expand as a result of the project	Target Population			Provide	Improve	Expand
		T	BLA	DLA			
Capture observation data electronically in order to guide workforce decisions	• Electronic data capture tool		✓	✓	✓	✓	
Use observation data to plan for PD needs	• Data displays via reports and dashboards	✓	✓	✓	✓	✓	✓
Align PD to needs of educator	• Educator Goal Plans to support individual PD based on educator evaluation results	✓	✓	✓	✓		
Determine overall effectiveness of educator	• Calculation of an overall effectiveness rating			✓	✓		
Make informed decisions about hiring, transfers and promotions based upon data	• Use educator effectiveness to determine eligibility for transfers, placement, leadership roles and responsibilities		✓	✓		✓	
Ensure most needy youth have best quality instruction possible	• Dashboards will enable principals to evaluate student placements in appropriate classrooms		✓	✓		✓	
Increase impact of most effective educators	• Ability to use OC design kits to maximize resources to serve all youth	✓	✓	✓		✓	✓

◆ REIL-Extend is positioned with the Right Tools, with the Right Team, and the Right Time to truly accelerate equity throughout our state. We have the team to improve and increase results. Now is the time, to ensure that data is used to the fullest extent possible to ensure our highest need youth have access to the highest quality teacher possible.

QUALITY OF THE PROJECT DESIGN (Selection Criteria B)

→ *The quality of the design of the proposed project.*

“Building a stronger teacher workforce requires the thoughtful orchestration of multiple processes working together in a human capital system.”
-Jeannie Myung, Krissia Martinez, and Lee Nordstrum

✘ OUR PROPOSAL:

- ① Engage in Focus and Fit HR practices to increase human resource alignment.
- ② The *Significant Seven* form the foundation of our work.
- ③ A talented team will lead the way.
- ④ Our logic model, *Extending REIL Change*, guides the work

✘ WORK WE WILL EXTEND:

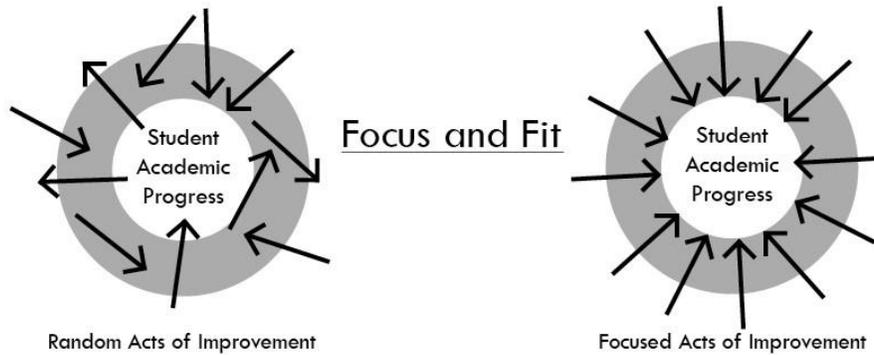
- ① Quality tools and resources including a robust data management system (RDSS)

B.1 Quality of the Project Design Criteria: The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

→ **This section also addresses components of: Selection Criteria B.3** (strong theory)

Focus and Fit: Figure 2 depicts *REIL-Extend*'s comprehensive effort to improve teaching and learning and support rigorous academic standards for students. Our goal is to work together and support each other in a culture that values coherence-making. “In many organizations, the problem is not the absence of innovations, but the presence of too many disconnected, episodic, piecemeal projects with superficial implementation” (Fullen, 2004). Through *REIL-Extend*, LEAs will strive to have all of the “arrows” pointing in the same direction, using the concepts of *focus and fit* as described in, *Strengthening the Educator Workforce through Human Resource Alignment*. Focus refers to implementation of Human Resource Management (HRM) practices that “promote acquiring, developing, and motivating educators with the desired competencies and that the practices work together in a coherent way.” When we are in *fit* mode, our HRM practices fit with each other in supportive ways rather than staying confined within central office silos.

Figure 2: Focus and Fit



Focus and Fit increase human resource alignment that nudges the arrows that are out of place into the correct direction. In a system with vertical (focus) and horizontal (fit) alignment, there is a common vision of instructional improvement. New hires start with the competencies or ability to develop them. New educators get the head start on competencies from induction and mentoring programs. Leaders encourage and coach for competencies. Performance evaluation and feedback help educators assess their competencies. Educators can easily find PD that develops needed competencies. In a system with low HR alignment, new teachers are on their own to figure out district expectations. Educators see evaluation as a compliance event. There is no direction or help from leaders on what competencies to develop. There is “PD potpourri” with no focus. And there is no pay for performance aligned with a common vision of instructional improvement. REIL-Extend has been designed to be a comprehensive effort to implement high-quality systems (HCMS, PBE, PBC) that result in all of the arrows pointing toward increased student learning, moving from random acts of improvement to focused acts of improvement.

How Do We Get There? The Significant 7!

① Common Vision of Instructional Improvement	② Rater Accuracy and Agreement	③ Multiple Measures of Educator Effectiveness	④ REILize Decision Support System
⑤ High-Quality Professional Learning/EGPs	⑥ Reach Extensions		⑦ Strategic Compensation

① COMMON VISION OF INSTRUCTIONAL IMPROVEMENT

The Performance Competencies: The observation tools communicate the performance competencies for three educator groups (teachers, coaches, and leaders). These have been included in the Project Narrative Attachment (p. 3). The Learning, Coaching, and Leading Observation Instruments were collaboratively developed with educators across multiple LEAs as part of two prior Teacher Incentive Fund grants and are aligned to national standards (i.e., *InTASC Common Core Teaching Standards; Professional Standards for Educational Leaders; Teacher Leader Model Standards*). Through *REIL-Extend*, we will refine these existing tools and develop additional tools to support implementation of the performance-based evaluation and support system. A document has been included in the Project Narrative Attachment (p. 2) that explains the current status of all observation instruments. Table 6 reports on the new tools that will be developed.

Table 6: New Observation Tools

Tool	Status
<i>Learning Observation Instrument – Unannounced version</i> (for classroom teachers)	<ul style="list-style-type: none"> • Development SY2016-17 • Validation SY2017-18
<i>Learning Observation Instrument – Walk-through version</i> (for classroom teachers)	<ul style="list-style-type: none"> • Development SY2016-17 • Validation SY2017-18
<i>Multi Classroom Teacher Observation Instrument</i> (for teachers serving in MCT roles at a Spotlight School)	<ul style="list-style-type: none"> • Development SY2016-17 • Validation SY2017-18 • Implementation SY 2017-18/ SY 2018-19
<i>Reach Associate Observation Instrument</i> (for paraprofessionals serving in Reach Associate Roles at a Spotlight School)	<ul style="list-style-type: none"> • Development SY2016-17 • Validation SY2017-18 • Implementation SY 2017-18/ SY 2018-19

→**Connection to *Focus and Fit*:** Articulating a common vision of instructional improvement through integrated observation instruments.

② RATER ACCURACY AND AGREEMENT

A Trustworthy System: The components of an observation system work together and support and reinforce each other (Better Feedback for Better Teaching, 2016). REIL-Extend will support observers through Qualified and Certified Evaluator Training (QET & CET) and Assessment (section C). An enhanced feature of CET will be supported through a paid service providing access to video clips and an online testing tool that will be used for REIL Certified Evaluator Assessment (Observation Engine). In addition, to increase the rigor of CET and more effectively design differentiated evaluator supports, REIL Extend will implement micro-credentialing, which validates and recognizes evaluators for their evaluative and QET skills and competencies. A core component of CET, the co-observation, which pairs MCESA field specialists with school leaders in the field to co-observe teachers in actual practice, and to de-brief after the observations in order to come to consensus on scores. → **Connection to *Focus and Fit*:** Providing feedback to educators in alignment with the common vision of instructional improvement.

③ MULTIPLE MEASURES OF EDUCATOR EFFECTIVENESS

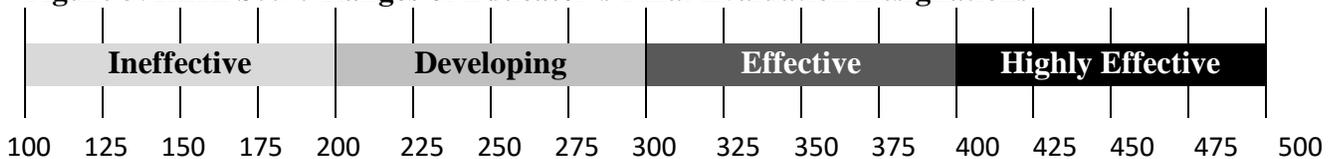
Informing Educator Effectiveness: Each measure in a multi-measure system adds value. Measures for *REIL-Extend* will include observation and student growth data (Table 7). Examples of these measures are described in depth in the REIL Guidebooks that are included in the Project Narrative Attachment (p. 170). In addition to these measures, MCESA will assist LEAs to conduct a gap analysis to determine compliance with *Arizona's Measuring Educator Effectiveness Framework* (see Project Narrative Attachment, p. 411) and identify solutions for any gaps (e.g., student survey).

Table 7: Current Measures

Educator Group	Professional Practice	Student Growth
Teachers	<ul style="list-style-type: none"> • Total Points from the Learning Observation Instrument • LOI 3+ Rate (Measures the total number of proficient observation scores across all cycles) 	<ul style="list-style-type: none"> • VAM (Individual- & School-level) • CGA (Individual- & School-level) • Percent-Met • Practice Related Growth Index
Coaches	<ul style="list-style-type: none"> • Average element scores are totaled (within each of the 3 rubrics) and converted into performance scores 	<ul style="list-style-type: none"> • Coached Teacher Cadre (VAM & CGA) • VAM (School-level) • CGA (School-level)
Leaders	<ul style="list-style-type: none"> • Average element scores are totaled (within each of the 5 rubrics) and converted into performance scores 	<ul style="list-style-type: none"> • Observed Teacher Cadre (Weighted Average of Teacher Performance Scores) • VAM (School- & District-level) • CGA (School- & District-level)

A Primary Tool to Guide HCMS Decision-Making: *REIL-Extend* will utilize the REIL Score, which provides an educator with a performance classification (ineffective, developing, effective, and highly effective) in alignment with Arizona’s *Measuring Educator Effectiveness Framework*. The REIL Score (Figure 3) is designed with two objectives in mind: (1) to create a precise and accurate annual measure of educator performance in order to provide feedback; and (2) to create a measure that allows for fair comparisons of the performance of all educators in order to guide HCMS decision-making.

Figure 3: REIL Score Ranges of Educator’s Final Evaluation Designations



The three steps to determine the REIL Score are explained in-depth in the REIL guidebooks (Project Narrative Attachment, p. 170) and include: (1) converting all performance measures to a common 1-5 point scale; (2) assigning weights to the performance measures and summing each and then all to produce the total *REIL Score*; and (3) using this total score to determine the educator’s performance classification. An example of the general weighting for teachers,

coaches, and administrators is presented in Table 8. *REIL Scores* fall between 100 and 500 (calibrated to have a mean of 300 and a standard deviation of 75).

Table 8: Weighting of Individual Performance Measures within the *REIL Score*

	Classroom-Level Growth			School-Level Growth	Observation*
Teachers	40%			10%	50%
Coaches	40%			10%	50%
	Observed Teacher Cadre	School- Level Growth	District-Level Growth	Observation	
School Leaders	5%	40%	5%	50%	

→**Connection to *Focus and Fit***: The measures informing annual evaluation scores (and resulting performance pay) are aligned to common vision of instructional improvement.

④ REILIZE DECISION SUPPORT SYSTEM

HCMS Decision-Making Support: In May of 2013, the USDOE identified the RDSS as a “**Promising Practice**” and stated: “The Department is impressed with MCESA’s vision for the RDSS, which not only incorporates numerous data verification steps, but also provides opportunities for educators to drill down to specific classroom-level and student-level data to drive instruction. In addition, the RDSS will provide educators with targeted PD opportunities that are specifically aligned to their needs as determined by the data. While many of the systems and processes incorporated into the RDSS typically stand alone, the RDSS is an integrated and apparently seamless approach that should greatly help teachers and principals make decisions to improve instruction.” ♦RDSS provides tools to facilitate decision-making (i.e., Identity Management Report, Educator Participation Page, Compensation Group Report, Comprehensive Personnel Report). Single-page observation capture tools will act as the starting point for a wide variety of real-time dashboards and reports. School leaders will utilize REIL Score data to plan PD, make human capital management decisions, and collaborate to create EGPs. Educators will

have access to individual student growth results, multi-year performance results, and online PD to support ongoing professional growth. Educators will track and access PD aligned with areas for professional growth. The RDSS: Rostering tool is the lynchpin for accurately connecting students, teachers, and assessments. Over the course of *REIL-Extend*, RDSS will evolve to include HCMS reporting tools to help monitor equitable distribution of teachers. In addition, enhanced features will be developed that allow LEAs to create student to teacher rosters that identify the best fit between students' academic needs and teacher strengths. *RDSS: Profile* (the main hub for the longitudinal data system) will focus on educator dashboards, reports, and increased configurability to meet the needs of all LEAs (Project Narrative Attachment, p. 159).

→**Connection to *Focus and Fit***: Coordinates data and resources aligned to common vision of instructional improvement.

⑤ HIGH-QUALITY PROFESSIONAL LEARNING/EDUCATOR GOAL PLANS

Personalized Professional Learning: Educators will participate in an individualized Educator Goal Plan (EGP) system of support that is aligned to educator evaluation results. Educator goals will have two parts: (1) a student achievement goal in an identified content area; and (2) a measurable goal for improved instruction as measured by observation element scores. EGPs are described in depth in Section C (Professional Development Systems).

→**Connection to *Focus and Fit***: PD opportunities are specifically targeted to help educators improve performance in the areas rewarded by the PBCS.

⑥ OPPORTUNITY CULTURE INITIATIVE / REACH EXTENSIONS

Identify Excellent Educators and Extend Their Reach: The *OC Initiative* will be implemented in Spotlight Schools to extend the reach of *REIL-Extend's* best educators. With excellent teachers and the teaching teams they lead and support, students who:

- Start two years behind – catch up by having excellent teachers 4 years in a row
- Start one year behind – catch up by having excellent teachers 2 years in a row
- Start on grade level- leap ahead to compete with advanced students
- Catch up from behind – can also then leap ahead every year they have an excellent teacher

Through support from Public Impact (section B.2), Spotlight Schools will engage in job-redesign to create hybrid teaching roles that keep the best teachers in direct contact with students.

Example roles include: (1) **Multi-Classroom Leadership**, where teachers both teach students and lead teams of teachers and assistants, sharing strategies and best practices; (2) **Time-Technology Swaps** where teachers use digital instruction for limited, age-appropriate periods, freeing a teacher’s time while students learn online to teach more students, plan, and collaborate with peers; (3) **Specialization** where teachers can specialize in their best subjects or roles, with paraprofessional support, saving time for teamwork and reaching more students. The Opportunity Culture Initiative has **5 Guiding Principles** to ensure high-fidelity implementation.

These include:

1. Reach more students with excellent teachers and their teams
2. Pay teachers more for extending their reach (up to 67% more)
3. Fund pay within regular budgets
4. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development
5. Match authority and accountability to each person’s responsibilities

→**Connection to *Focus and Fit***: Excellent educators are identified in alignment with performance competencies and placed in leadership roles in the highest-need schools.

Compensation is based on effectiveness level.

⑦ STRATEGIC COMPENSATION

New Ways to Pay: *REIL-Extend* utilizes strategic compensation to attract, retain, and sustain educators. Annual retention stipends reward effective educators for remaining in their current LEA and high-need school. In addition effective educators advance on their salary schedule

based on effectiveness – as opposed to receiving one-time stipends. This allows effective educators to advance more rapidly than a traditional salary schedule allows. Additional detail on compensation is included in the Requirement 1: PBCS section.

→ **Connection to *Focus and Fit***: Compensates educators in alignment with common vision.

B.2 Quality of the Project Design Criteria: The extent to which the services to be provided involve the collaboration of appropriate partners for maximizing effectiveness of project services.

REIL-Extend will bring together an experienced and talented group of partners that will leverage PBC and related supports to “catalyze improvements in a district’s human capital management and in student outcomes” (TIF5 NIA).

→ **Maricopa County Education Service Agency**, a regional educational agency, will lead the project, bringing six years of experience supporting LEAs in the development and implementation of human capital management systems. MCESA, whose staff has specialized expertise in a wide variety of areas, can offer support and resources that an LEA might not have access to otherwise (e.g., PD resources, data use, assessment development, financial services).

One example of maximizing effectiveness is that MCESA will be able to develop the repository of professional learning resources that will populate the data management system that LEAs will utilize for educator support. A second example is that MCESA can coordinate cross-LEA work, resulting in shared utilization of resources (e.g., development of an observation instrument for *Reach Associates* (paraprofessionals); collecting classroom footage for video bank).

→ **The Arizona Department of Education’s Technology Department** will support the next phase of work with development and implementation of the RDSS. *REIL-Extend* will require tools that support all aspects of HCMS decision-making, including those that facilitate equitable distribution of effective educators. By collaborating with ADE, services are maximized because

the project will leverage state systems (e.g., Highly Qualified Teacher database to assist with roles and permissions and the Student Accountability Information System to manage student-teacher course connections). This partnership also allows coordination with other state projects (e.g., see AELAS project in section B.4) that will benefit *REIL-Extend*. For example, the ADE team is working with an assessment vendor to improve data extraction for another department in ADE – which will also support our work. The department has also developed subject matter expertise in designing, building, managing, and fine-tuning application-based observation instruments, course rostering solutions, and performance-based evaluation reporting systems. The next steps will be to make these applications scalable, configurable, and sustainable.

→ **Basis Policy Research** is an organization contributing to the field in the area of performance-based evaluation and compensation systems. Team members have extensive experience in: (1) design, deployment, and refinement of the overall evaluation models; (2) calculation, reporting, and visualization of summative evaluation ratings for educators; (3) development and validation of the observation and student-growth measures comprising summative ratings; (5) design and development of screening tools to enable identification, recruitment, and retention of highly-effective educators; and (5) formative and summative program evaluation. Basis team members will work closely with the ADE team on managing, calculating, and displaying performance evaluation data based on the results of statistical analyses (e.g., value-added analysis). This is another example of how the effectiveness of program services will be maximized.

→ **Public Impact** will provide technical assistance to MCESA and partner LEAs as they create new staffing and pay structures that reach all students with excellent teachers in the four core subject areas, and extend the reach of excellent principals to more schools. Public Impact has experience implementing this initiative across multiple schools nationwide. Their expertise,

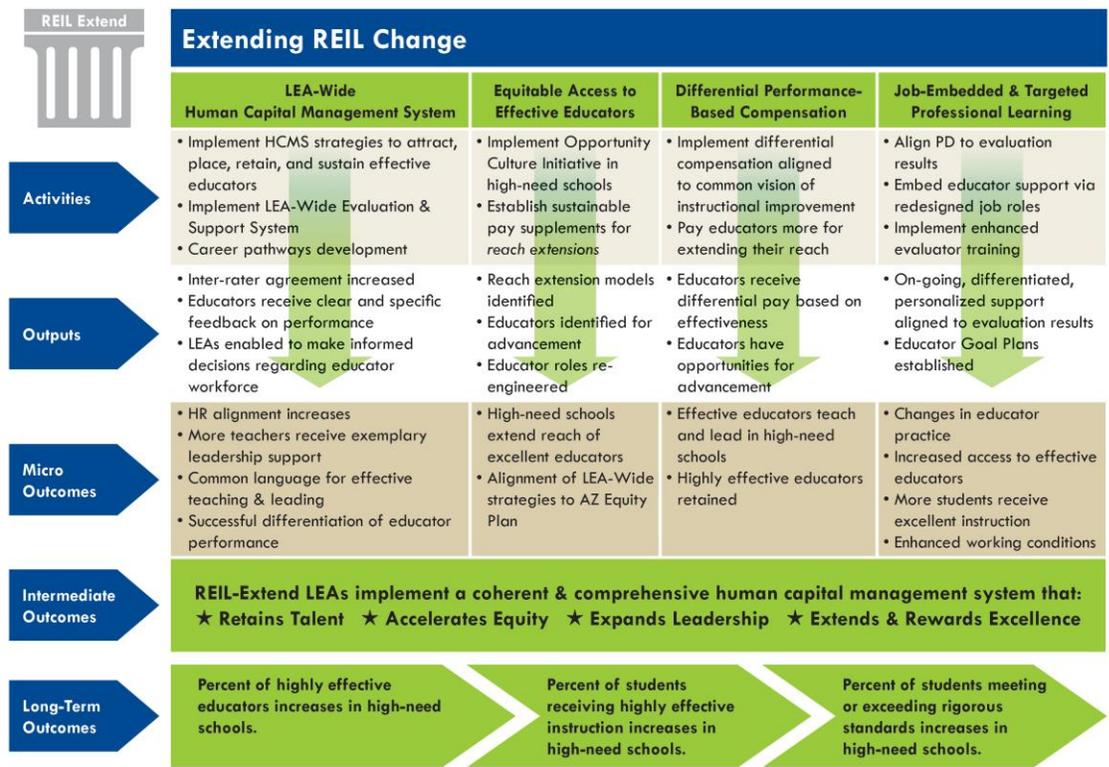
combined with MCESA’s support, will ensure LEAs implement high-fidelity models to meet the goals of the project.

◆ *REIL-Extend* partners were selected based upon the talent or tools they possess. By selecting these strategic partners, *REIL-Extend* is leveraging existing expertise and infrastructure to minimize costs and increase impact. This strategy reduces total program costs by leveraging expertise to extend best practices and accelerate work.

B.3 Quality of the Project Design Criteria: The extent to which the proposed project is supported by a strong theory

In collaboration with project partners and stakeholders, *REIL-Extend* has created a logic model to guide program implementation (Figure 4). This model is also included in Appendix C.

Figure 4: Extending REIL Change (Theory of Change)



Extending REIL Change (Figure 4) highlights the theory of action that:

→ **If** an LEA-wide HCMS is implemented with a strong educator evaluation and support system at the center; and differential pay is awarded based on effectiveness; and

→ **If** educator roles are re-engineered at high-need schools resulting in new career pathway roles, and educators have more opportunities for advancement; and

→ **If** LEAs are able to retain talent and accelerate equitable access to effective teaching and leading,

→ **Then** the percentage of highly effective educators will increase, the percentage of students receiving highly effective instruction will increase, and the percentage of students meeting or exceeding the standards will increase.

LEA-Wide HCMS (Column 1, Extending REIL Change)

Rationale → “Building a stronger teacher workforce requires the thoughtful orchestration of multiple processes working together in a human capital system” (*A Human Capital Framework for a Stronger Teacher Workforce*, 2013). The authors synthesize HCMS systems into four critical subsystems, which align with *REIL-Extend’s* HCMS: strategies, attract, place, retain, and sustain (Absolute Priority section and HCMS Table in the Project Narrative Attachment, p. 89). In the CECR paper, *Strengthening the Educator Workforce through Human Resource Alignment*, the authors explain that strengthening the educator workforce “requires a combination of acquiring and building...educator competencies...and...districts can accomplish this through development and implementation of a competency-focused HRM strategy to guide specific HRM practices. The strategy must incorporate all HR practices, rather than allowing programs such as a performance-based compensation system (PBCS) to stand alone (section B.1). The concepts of vertical and horizontal alignment, outlined in the CECR paper, have also informed development of the *HR Alignment Innovation Configuration Map* (Project Narrative Attachment, p. 93) which is a tool that will be utilized to guide LEA implementation of HCMS practices as part of the performance reporting process.

Equitable Access to Effective Educators (Column 2, Extending REIL Change)

Rationale → Arizona faces a critical teacher shortage, which will get worse as teacher retirement increases over the next four years. TNTP’s 2012 report, *The Irreplaceables*, advises on the importance of retaining excellent teachers and engaging in “smart” retention including: (1) make retention of Irreplaceables a top priority; and (2) strengthen the teaching profession through higher expectations. Accordingly, we will leverage our current excellent teachers and school leaders to reach more students. Public Impact’s *OC Initiative* guides teams of teachers and school and district leaders to create models and re-design jobs to include teacher leader and expanded school leader roles, while maintaining class sizes and utilizing sustainable pay enhancements. By extending the reach of the best educators, more students will receive excellent instruction, thereby increasing student learning. At the same time, new leadership roles emerge that offer teachers and school leaders opportunities for advancement that increase retention and the ability to attract excellent educators to high-need schools. ♦ Data to support this includes a 2003 study (Hattie) that identified that expert teachers do indeed differ from experienced teachers. “Students who are taught by expert teachers exhibit an understanding of the concepts targeted in instruction that is more integrated, more coherent, and at a higher level of abstraction than the understanding achieved by other students.” This study included an extensive review of the literature and concluded that there was demonstrated need for a “focus on dependably identifying, esteeming and encouraging excellent teachers.” ♦ In addition, Public Impact has released data on their online dashboard: “compared to other schools in the same states, 45% more OC schools achieved high growth, while 46% fewer OC schools showed low growth.” We have also included two “vignettes” from the Opportunity Culture website in the Project Narrative Attachment (p. 102) to highlight the results of two school systems (Project L.I.F.T. in Charlotte-

Mecklenburg, N.C; Metropolitan Nashville Public Schools) implementing this initiative. ♦ In 2013, its first year of *OC* implementation, four Project L.I.F.T. schools received 708 applications for 19 teaching jobs. In prior years, some Project L.I.F.T. schools saw many positions go unfilled. In the second year, 2014, there were more than 800 applications for 27 new positions, but the quality of those applicants also soared - 145 passed the first phase—roughly a 50 percent increase in quality candidates.

Differential PBC (Column 3, Extending REIL Change)

Rationale → By differentiating pay we will increase both educator retention as well as increase the number of effective educators in high-need schools. In our prior TIF initiatives, LEAs have evolved from implementing separate performance stipends to embedding performance pay in base salaries with an emphasis on sustainability. Current research suggests that retention stipends may contribute to teacher retention (Springer et al, 2015). *REIL-Extend* has identified retention stipends, based on educator effectiveness, as a promising practice to attract and retain effective and highly effective teachers. A recent literature review revealed: “...the retention bonuses mitigate unwanted turnover and have the potential to strengthen leadership and institutional knowledge among the schools’ faculty while avoiding financial burdens associated with turnover” (Springer, Swain, and Rodriguez, 2015). In addition, the authors noted they had found “encouraging evidence of a causal link between the bonus offer and retention of high-quality teachers.” *REIL-Extend* retention stipends will range from \$3000- to \$5000- to support the attraction, rewarding, and retention of effective educators in high-need schools.

Job-Embedded PD Aligned to Evaluation Results (Column 4, Extending REIL Change)

As evidenced by our Theory of Change (Logic Model, Appendix C) a core component of *REIL-Extend* is Job-Embedded and Targeted Professional Learning. Guiding this component is the

strong belief that high-quality professional learning leads to changes in practice – for all educator groups. One of the most powerful dimensions of professional learning is the inclusion of feedback. This is well documented in recent literature including reports from the Measures of Effective Teaching (MET) Project, the Carnegie Foundation, and The New Teacher Project. We have included several sources on the important of feedback in the attached Bibliography. An additional report, *Giving Teachers the Feedback and Support They Deserve* (2015), makes the case that “evaluation systems that include high-quality, actionable feedback help teachers realize their potential.” They go further to state: “Giving teachers the feedback and support they deserve is what will turn well-meaning evaluation systems into systems of improvement that can be sustained over time.” This information supports the emphasis on feedback via the observation process, utilization of Educator Goal Plans, and the ability to access real-time data based on evaluation results through the professional learning resource directory in RDSS.

B.4 Quality of the Project Design Criteria: Integrate with or build on related efforts to improve relevant outcomes, using existing funding streams ...

“Arizona students would benefit from policies and funding that enable schools to attract, support, and retain great teachers and principals.” (*AZ Education Progress Meter*)

◆Partners throughout Arizona and the Nation realize the importance of quality educators in our schools. *REIL-Extend* integrates with, and advances, the key work of community, State, and Federal partners. The State’s Equity Plan (Competitive Preference Priority 2) provides a framework to describe the symbiotic relationship between these projects. ADE’s Theory of Action (condensed version) from the Equity Plan is shown below and provides a foundation on which to build.

If, educator performance evaluation systems are implemented with fidelity, and
If, implementing a comprehensive yet individualized approach to educator retention and recruitment is supported at the state level, and
If, the perception of the profession can be improved to attract more applicants to the workforce,

Then, Arizona LEAs will be better able to retain, recruit and develop excellent educators so that all students, especially students of color and economically disadvantaged, have equitable access to effective instruction and leadership to help them achieve their highest potential in school and beyond.

The Equity Plan identified 3 key strategies. Each strategy is shown below, with the alignment of *REIL-Extend* activities to key resources and a description of the alignment and coordination of efforts which highlights the integration aspects.

Key Strategy 1: On going professional training for administrators and evaluators.

REIL-Extend Activities	Resource Partners	Description of Alignment and Coordination
Professional Development (Leading, Learning, & Coaching Series)	ADE AELAS	<i>REIL-Extend</i> utilizes ADE’s Event Management System for course registration and the LMS for delivery of on-line and hybrid PD through RDSS.
	ADE’s Professional Development	ADE provides PD opportunities to support school leaders in effective implementation of observation instruments. ADE’s mentoring program can help new teachers succeed early in career.
	SIG Program	<i>REIL-Extend</i> provides extensive PD and job-embedded follow-up support for some of the State’s High need schools. <i>REIL-Extend</i> schools that are SIG schools will have the benefit of aligned professional development to advance school improvement goals.
	LEA PD	Local LEA Title dollars will also be utilized to PD in support of individualized Educator Goal Plans, based upon effectiveness.

Key Strategy 2: Human Capital Management Systems for Retention and Recruitment

REIL-Extend Activities	Resource Partners	Description of Alignment and Coordination
Measure student growth as portion of teacher effectiveness	Arizona Framework for Educator Effectiveness	Framework requires use of observation data and student growth measures to determine educator effectiveness ratings. <i>REIL-Extend</i> supports LEAs in development and validation of quality tools and process for combining multiple measures to determine effectiveness.
	Pre-school Gold data clean-up	PDG - is supporting the development to cleanup and get cleaner preschool Student data from Teaching Strategies (which eventually could get leveraged with other assessment vendors)
Roster Tools for Student-Teacher-Course Connection	ADE AZEDs	AzEDS (Education Data Standards) project will automate reporting for LEAs without compromising privacy or reducing LEA control over student data, and will reduce the number of hours it takes to compile and submit data. It will serve as the student-teacher connection data collection source in FY2017.
REILize Decision Support System (RDSS)	AELAS	<i>REIL-Extend</i> will integrate with the state’s AELAS project which is a comprehensive statewide data solution for education transformation. The system will enable parents, teachers, administrators and policy makers to make smart, effective and efficient decisions affecting student outcomes. ADEConnect, has and will continue to enable <i>REIL-Extend</i> LEAs to have an identity management solution that enables secure access to data and tools for things like password reset.

	AzDash SLDS Grant	ADE’s AZDash project consolidates and presents student performance data in easy-to-use interactive dashboards, saving teachers time and LEAs money. <i>REIL-Extend</i> affords ADE the ability to pilot data migration and reporting to ensure accurate reporting. RDSS builds on learning from ADE’s SLDS grant and the State’s movement to real-time data collection for each student.
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Key Strategy 3: Change Perception of the Profession

<i>REIL-Extend</i> Activities	Resource Partners	Description of Alignment and Coordination
Competitive Base Pay	Prop 123	Proposition 123 increases payouts from the state’s trust lands fund to public schools. LEAs received their first installment in July 2016 and many LEAs plan to utilize funds to increase base salaries which is a core component of an overall compensation package that will increase teacher retention.
	Prop 301 (Fund 11)	<i>REIL-Extend</i> will integrate with Arizona’s pay-for-performance program which is funded through the state’s Classroom Site Fund. This funding source for teacher compensation is made up of three parts (fund 11, fund 12, and fund 13); and can be used for base salary increases (fund 11), performance-based compensation (fund 12) and professional development (fund 13). In 2011, the Legislature amended ARS§15-977 to requiring that a portion of the CSF, fund 12, be linked to individual teacher effectiveness beginning in 2014-2015.
Performance Based Compensation	Prop 301	A school district governing board must adopt a PBCS system to allocate funding from the classroom site fund; individual teacher performance as measured by the teacher’s performance classification shall be a component of the school district’s portion of the forty percent allocation for teacher compensation based on performance.
Opportunity Culture-Reach Extensions	Arizona Equitable Access Plan Teach to Lead	Arizona’s Equitable Access Plan speaks to changing the internal culture of the profession. Strategies such as teacher leadership, mentoring programs, and career pathways align to this work. <i>REIL-Extend</i> will support this aspect of the plan through implementation of <i>Opportunity Cultures</i> in up to 20 schools. Embracing principles of the national Teach to Lead initiative, <i>OC</i> will put teachers in the center of designing new structures for extending the reach of effective educators, and compensating them accordingly. Bringing teacher leadership voice into schools, and compensating them accordingly will help to elevate the profession.
Policy & Resource Alignment	Title 1 and Title II A Funds	Arizona Equity Plan offers support for LEAs to conduct policy scans and gap analyses to gauge the comprehensiveness and alignment of LEA educator effectiveness policies.
Align fiscal resources to ensure access to effective educators.	Classrooms First	<i>Classrooms First</i> is a Governor appointed Task Force looking for sustainable and equitable ways to change the State’s funding for schools. <i>REIL-Extend</i> inform this work and monitor progress of recommendations. The Arizona Education Progress Meter goal to increase teacher compensation will report on progress and amplify message in community about importance of educators.

One of the roles of the REIL Advisory Council will be to ensure on-going coordination of the multiple initiatives to ensure that lessons learned from *REIL Extend*, and the other projects, can together help accelerate equity throughout the State.

**PROFESSIONAL DEVELOPMENT SYSTEMS TO SUPPORT THE NEEDS OF
TEACHERS AND PRINCIPALS IDENTIFIED THROUGH THE EVALUATION
PROCESS
(Selection Criteria C)**

→ The extent to which each participating LEA has a high quality plan for professional development to help all Educators located in High-Need Schools to improve their effectiveness.

“To Improve Teaching and Learning, Professional Growth Matters Most.” (Archer, et al, 2016)

✦ OUR PROPOSAL:

- ① Connect evaluation results to individual PD needs.
- ② Utilize Educator Goal Plans.
- ③ Build capacity of LEAs by providing a robust set of professional learning resources.
- ④ Provide educators with access to timely and relevant data to guide decision making.

✦ WORK WE WILL EXTEND:

- ① Shared utilization of resources
- ② Infrastructure to support access to personalized professional learning
- ③ Instruments and growth measures that result in authentic performance classifications
- ④ Data Management System (RDSS), supporting all educator groups in planning for PD.

◆The following response is organized into two categories: (1) high-quality for PD; and (2) use of disaggregated information.

C.1: The extent to which each participating LEA has a high-quality plan for professional development to help all Educators located in High-Need Schools to improve their effectiveness.

This section focuses on (1) observation processes; (2) observer training; (3) Educator Goal Plans; and (4) extensive access to PD resources through RDSS/LMS. Our Theory of Change (section B.3) identifies Job-Embedded and Targeted Professional Learning as a priority, as high-quality professional learning leads to changes in practice. Additionally, one of the most powerful

components of a PD plan is the inclusion of feedback loops. We include additional information about this in section B.3.

① **The Observation Processes:** In *Better Feedback for Better Teaching* (2016), the authors note: “Significant progress in achievement will require that every teacher gets the individualized feedback and support he or she needs to change practice in ways that better promote student learning.” We have found that the identification of the reinforcement and refinement during the post-conference portion of an observation cycle leads to the active engagement on the part of the teacher to try out new practices in the classroom. Receiving this feedback assists educators in seeing gaps that occur between actual and desired performance. Participating in multiple observation cycles is one of the best forms of job-embedded PD. When a teacher sits down for a post-conference, “she now expects to leave with a concrete plan for improving her teaching practice” (*Better Feedback for Better Teaching*), which is the power of a quality observation cycle. *REIL-Extend* LEAs will implement multiple classroom observations, including announced and unannounced, as a core component of job-embedded professional learning. This practice also applies to principals, assistant principals, and teacher leaders. All educator groups will benefit from the provision of specific and timely feedback as part of the evaluation system.

② **Observer Training:** In order for the feedback system described above to thrive, LEAs will need to ensure that “observers have the full set of knowledge and skills that quality observation requires” (*Better Feedback for Better Teaching: A Practical Guide to Improving Classroom Observations*, 2016). Through *REIL-Extend*, common tools and resources will be developed, which can be leveraged across the multiple LEAs to inform their PD plans. To support teachers in improving their effectiveness, they need strong leaders who understand the observation rubrics

and growth measures and can successfully observe and provide feedback based on the common vision of instructional improvement. Therefore, all LEAs have committed to implement ongoing Qualified and Certified Evaluator Training as a core component of their PD plans.

→**Qualified Evaluator Training (QET):** QET participants will be able to: (1) describe the structure and content of each rubric, performance level, and descriptor; (2) record and analyze evidence from observation settings; and (3) establish inter-rater agreement in a controlled setting. Participants will script and score two classroom observation videos as part of a concluding assessment. A QET “Booster” will also be integrated into PD plans to ensure evaluators have a refresher course that assists in reducing common rater errors and rater bias.

→**Certified Evaluator Training (CET):** CET ensures all evaluators/observers maintain accurate ratings in the field, implement effective observations and conferencing processes, and embed correct conferencing procedures into practice. A priority for CET is the establishment and maintenance of inter-rater agreement defined as “the degree to which two or more evaluators give the same rating to an identical observable situation.” Inter-rater agreement is of critical importance as educator effectiveness is determined in part by the scores received on the observation rubrics. For this reason, the focus is on accurately measuring educator practice, not an evaluator’s/observer’s perception of practice. All evaluators also participate in the annual Certified Evaluator Assessment, which monitors on going inter-rater agreement among evaluators. In order to increase educator access to videos for practice scoring, Observation Engine, an online platform, will be utilized as part of the CET/CEA process.

→**Micro-credentialing:** To increase the rigor of CET, and to more effectively design differentiated evaluator supports, REIL-Extend will implement micro-credentialing. Micro-credentials provide evaluators with a way to gain validated recognition for the skills and

competencies they bring to evaluation as well as those they learn throughout QET. The system allows evaluators to submit evidence, have it reviewed by experts and peers, and earn certification of specific competencies related to evaluating educators. Evaluators may earn up to ten micro credentials throughout the CET process in areas such as: 1) accuracy of scoring; 2) scripting techniques; 3) conference objectives; 4) questioning strategies; 5) reinforcement; 6) refinement; 7) quality of feedback; 8) rational of scores; 9) quality of script; and 10) interpretation of rubric language.

③ **Educator Goal Plans:** Our Theory of Change includes alignment of PD to educator evaluation results as a primary activity and the establishment of EGPs as a primary output. All *REIL-Extend* LEAs will incorporate EGPs into their PD plans as a predominate way educators will receive the individualized support they need. All LEAs will have access to an EGP tool in the RDSS which will help leaders manage the process. At the core of the goal plan is the actual goal, which has two parts: (1) a student achievement focus in an identified content area, and (2) a measurable goal for improved instruction as measured by *LOI* element scores. A sample goal is included below:

Sample Goal: By March 2017, Alex Munoz will show increased proficiency in the ability to plan and deliver English Language Arts lessons using the Instructional Strategies Element: Monitor and Adjust, as evidenced by improved observation scores on the Instructional Strategies rubric, and improved ELA *Informational Comprehension* student achievement on 7th grade AzMerit assessment.

→ **Action Plans:** Supporting the goal completion is an electronic plan of action to support each educator in achieving the identified goal. The action plan includes objectives in three areas (planning, instruction, and student learning) aligned to the identified observation element. The plans also include key steps, a *support team member* (e.g., administrator, instructional coach),

frequency and duration of support, and the *evidence* to be used to determine achievement of the objective. An example of the action plan components are shown in Table 9 below.

Table 9: Action Plan Components

Component		Example			
Rubric Element	Monitor and Adjust	Type of Support		Planning	
Objectives	The teacher will plan possible adjustments to comprehension lessons using information, print to prepare for extensions, or sub-group interventions within the lesson.				
Description of Support	1. Attend Learning Series: Year 1 workshop “Modifying Instruction” 2. Analyze data with coach to anticipate students who may have misconceptions that will require adjustments to first time teaching. 3. View aligned video clips in video bank. 4. Plan checks for understanding to monitor learning during lesson. 5. Plan lesson 1:1 with coach. 6. Plan lessons with PLC.				
Support Team Member	Instructional Coach	Frequency	Bi-Weekly	Duration	3 times
Evidence	1. Lesson plans with possible adjustments specific to a sub-objective or learning experience are listed. 2. Possible adjustments are labeled as content, pedagogy, or critical thinking. 3. Students who may require extension or intervention in the lesson based on prior assessment are listed.				

◆EGPs will also support school leaders’ growth. Included in the Project Narrative Attachment (p. 123) are the handbooks which describe the EGP for these educator groups. For school leaders, the EGP action plan will include objectives focused on planning, implementation, and progress monitoring for each identified *LdOI* element in the goal.

④ **Extensive Access to PD Resources and a Robust Learning Management System**

→**On-Demand Professional Learning via the RDSS Learning Management System** – RDSS will offer an integrated suite of tools including a learning management system (LMS) that delivers on-demand, differentiated professional learning resources to educators. The LMS connects resources, courses, and videos directly to the educator's observation data reports. An educator can navigate to their dashboard, view their observation scores, select an element of

concern, and be directed to a customized, curated collection of resources intended to support the educator with improving that particular instructional area.

→ **Video Bank-** The video library will house examples of classroom (multiple content areas and grade bands) and leadership (multiple settings) practices for each of the observation instrument proficiency levels and will assist educators in accessing just-in-time information aligned with the results of their observation feedback as well as the *REIL Score*. One way for educators to access video clips is to click on their observation cycle report inside the observation capture tool, which will take them to the professional learning resource directory where a video clip will already be featured that highlights the next proficiency level the educator is trying to achieve.

→ **Learning, Coaching, Leading, Evaluating Series** – LEAs will have the opportunity to implement the *Learning, Coaching, Leading, and Evaluating Series* as part of their long-term PD plans for different educator groups (teacher, instructional coach, principal, or principal evaluator) to build teacher and leader effectiveness. A three-year PD training series has been developed for each group of educators to establish a solid foundation for all educators across an LEA (Project Narrative Attachment, p. 147). These courses align to observation elements, as well as effective implementation of AZ Content Standards or Professional Standards for Educational Leaders. Implementation guides are also available to support principals in facilitating successful professional learning for their teachers or to support in facilitating successful professional learning for leaders. LEAs will be able to access these modules to inform their PD plans based on educator evaluation results. Many of these modules can also be utilized as part of LEA new educator orientation, induction, and mentoring programs.

Here is an example of a module from the **Learning Series**:

<p>Guided Practice and Check for Understanding - 2 hrs</p> <ul style="list-style-type: none"> • <i>By the end of this module, participants will design a student action aligned to a sub-objective that will provide the student an opportunity to practice the learning and the teacher with learning evidence to effectively check for understanding. Evidence of proficiency will be clearly written student actions aligned to task-analyzed sub-objectives.</i> • <i>Alignment to LOI Elements: Teacher Role, Instructional Approach, Practice/Aligned Activity, and Real-Time Assessment</i>

Here is an example of a module from the **Leading Series**:

<p>High Functioning Teams (6 hours)</p> <ul style="list-style-type: none"> • Participant will build skills of the school leadership team and increase their leadership team’s ability to influence the effectiveness of other leaders and teams on their campus. • <i>Alignment to LdOI Elements: Collaborative Learning Structures, Accountability for Goals, Group Facilitation</i>
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→ **Opportunity Culture** – Public Impact will coordinate an extensive PD plan for MCTs, one of the reach extension models that will be an option in a Spotlight Schools, which will include a 3-day summer session followed by monthly sessions. The list of the sessions is included in the Project Narrative Attachment (p. 101). Once Spotlight Schools are identified, Public Impact will help support development of the PD plans to support this initiative. Table 10 presents a high-level view of the cross-LEA level 5-Year PD Plan to support *REIL-Extend* educators. Individual LEAs will refine their plans on a yearly basis in collaboration with their assigned field specialist.

Table 10: 5-Year Support Plan for Educators

	16-17	17-18	18-19	19-20	20-21
Performance-Based Evaluation & Support					
Implement <i>Learning, Coaching, Leading</i> observation process					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD		√	√	√	√
Implement new observation processes for <i>other school personnel</i> (e.g., reach associates, reach extension teacher leaders)			√	√	√
Use of evaluation information to inform the design and delivery of district- and school-level PD and instructional support plans. (Meets grant requirement to implement professional development by year 3)					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD		√	√	√	√
Implement Educator Goal Plans, aligned to results of educator evaluation, according to phase-in schedule (see Management Plan)					

Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD			√	√	√
Implement Qualified Evaluator Training and/or QET Booster					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD			√	√	√
Implement Certified Evaluator Training, including micro-credentialing component					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD			√	√	√
Implement selected modules from <i>Learning, Coaching, Leading, Evaluating</i> Series based on data					
Incito, MCRSD, MESD, NUSD, RESD, WESD	√	√	√	√	√
KUSD			√	√	√
Implementation of Opportunity Culture PD at Spotlight Schools					
Incito, MCRSD, MESD, NUSD, RESD, WESD		√	√	√	√
KUSD			√	√	√

C.2: The extent to which the plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System

◆“Understanding how teachers are performing is an important first step. But the real work lies ahead: understanding how to use that data to help all teachers improve their practice and the outcomes for America’s young people” (Feedback for Better Teaching, 2016). *REIL-Extend* will work together and support each other to grapple with using educator evaluation results in meaningful ways. For example, the RDSS will increase LEA capacity to successfully access data. Listed below are seven key examples of how LEAs will use data generated to identify PD needs of educators.

① **Principals and peer evaluators** will utilize observation data as part of the observation cycle post-conferencing process. The first opportunity to get data into the hands of a teacher is during the post-conference with the establishment of a reinforcement and refinement that directly relates to the classroom practice of the teacher. As mentioned in section C.1, there is tremendous power and potential with this process that is often overlooked as a compliance event instead of the job-embedded professional learning opportunity that it can be. With RDSS, teachers can access their

data in real-time and can implement action plans immediately. Multi-year functionality allows for teachers to monitor growth from year-to-year. The *Observation Cycle Report* is the gateway to the on-line PD resources inside the LMS. A teacher can click on any observation score, which will take them to videos and courses aimed at a particular element.

② **School Leaders** will also utilize the RDSS tools and reports to work collaboratively with teachers to establish their educator goal plans (section C.1). The *Educator Goal Plan Management Page* will enable BLAs to create and manage EGP goals. Users will filter by goal elements, content areas, and assessments. This supports the school level Instructional Support Plans which the leadership team uses to establish groupings of educators with common needs and to monitor progress of coaching groups. Each educator and his/her evaluator will annually analyze element scores and student learning data using reports from RDSS and establish a goal to improve the identified achievement goal area of focus.

③ **Principals and their leadership teams** will use data to identify school-wide strengths/weaknesses and to identify patterns relative to rubrics/elements, and content/concepts from student achievement data, informing the school's Continuous Improvement Plan, year-long PD Plan, and short-term Instructional Support Plans. For example, instructional leaders are able to access multiple drill downs associated with a teacher's REIL Score (i.e., *Composite Performance Score by Measure; Performance Score and Composite Growth Estimate by Subject; Growth Estimate by Grade Level*). Leadership teams can use this information to determine each teacher's strengths/weaknesses by assessment and subject area to enable the planning of differentiated PD. Another example of use is the *Summative Cycle Report* which can be used to identify trends. As well as rubrics/elements where PD might be required. A third example is the

REIL Score Components Inventory Report. Administrators can quickly group educators based on the type(s) of assessment and subject area(s) to which they are attached for student growth calculations, thereby enabling the planning of appropriate differentiated PD groupings.

④ **School-level Leadership Teams** will utilize educator data to manage Instructional Support Plans which guide school-level PD. For example, 3-8 week coaching cycles are implemented for deeper support on each objective of the year-long PD goal. The *Average Observation Score by School* shows aggregated data across all observations for all observed educators for each of the observation instruments. Leadership teams can also look at observations over time to monitor the transfer of new learning to effective application.

⑤ **Principal supervisors** will use data from observation and documentation settings as part of the conferencing process.

⑥ **District-office administrators** will utilize the *Performance Classification Summary Report* to access the performance classification distributions of their educators across the district. The *District/School Comparison* shows the number/percentage of all educators at a particular school in each performance classification compared to the district average.

⑦ **The Professional Development Planning Report** is used by district and school leaders to facilitate the provision of PD for educators. An administrator will run a multi-view report at the district-, school-, and/or educator-level. The observation summary statistics are broken up into four categories: *Highest & Lowest*, *Power Indicators*, *Early Warning Sign*, and *High-Leverage* elements. The educator-level data displays the growth on specific elements for every teacher observed on the LOI. The district- and school-level views aim at supporting instructional leaders who will manage support/PD caseloads based on school-level score results.

**QUALITY OF THE MANAGEMENT PLAN
(Selection Criteria D)**

→ *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

“Whenever you plan, you plan to succeed.”

(1) Goals, Objectives, and Performance Measures

◆ *REIL-Extend’s Goals, Objectives, and Performance Measures* are shown in Table 11. The USDOE TIF performance measures are included and aligned to *REIL-Extend’s* objectives to facilitate interim and annual performance reporting. The two main goals for *REIL-Extend* focus on core programmatic elements aligned to our Logic Model (see section B.3 for additional information as well as Appendix C). ◆ Embedded in the performance measures is the use of a tool called the *HCMS Self-Assessment*. *REIL-Extend* will use this tool, along with the locally-created *Human Resource Alignment Innovation Configuration Map*, to support ongoing implementation of program activities. These tools (Project Narrative Attachment, p. 93) will also serve as a communication tool for utilization in *REIL-Extend* communication team meetings. Utilization of these tools will enable our timely attainment of project goals and objectives. They will also assist in the identification and celebration of project milestones. More information, including a description of these tools, is in the next section.

Table 11: Goals, Objectives, & Performance Measures

GOAL 1: Attract, place, retain, and sustain effective educators through implementation of a high-quality, LEA-wide human capital management system focused on expanding leadership and cultivating an engaged workforce.

Objective 1.1: *REIL-Extend* LEAs will implement high-quality human capital management strategies in alignment with the common vision of instructional improvement.

Performance Measures:

(1) By 2020, 100% of LEAs will score at the moderate to exemplary level on the HCMS Self-assessment (Section 1: General Structure; Section 2: Recruitment, Selection, and Placement); **(2)** USDOE Performance Measure (d): The number of school districts participating in a TIF grant that use educator eval systems to inform the following human capital decisions: Recruitment; hiring; placement; retention; dismissal; PD; tenure; promotion; or all of the above.

Objective 1.2: REIL-Extend LEAs will implement an LEA-wide performance-based educator evaluation and support system that successfully differentiates performance in order to implement personalized support and feedback for improvement.

Performance Measures:

(1) By September 30, 2020, 100% of *REIL-Extend* LEAs will score at the moderate to exemplary level on the HCMS Self-assessment (Section 4: PD; Section 5: Evaluation); (2) USDOE Performance Measure (f): The percentage of teachers and principals who receive the highest effectiveness rating; (3) USDOE Performance Measure (g): The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating; (4) By September 30, 2020, 100% of retained teachers and administrators with REIL Scores will have individual educator goal plans.

Objective 1.3: *REIL-Extend* LEAs will increase the retention rate by expanding leadership opportunities through implementation of a career pathway program.

Performance Measures: (1) By September 30, 2020, 100% of LEAs will have a career pathway development program in place for a minimum of 2 educator groups; (2) By September 30, 2020, *REIL-Extend* LEAs will maintain or improve the aggregate retention rate of effective and highly effective reach extension educators.

Objective 1.4: *REIL-Extend* LEAs will implement differential compensation based on educator effectiveness and aligned to the common vision of instructional improvement

Performance Measures: (1) By September 30, 2020, 100% of LEAs will score at the moderate to exemplary level on the HCMS Self-assessment (Section 6: Recognition & Reward); (2) USDOE Performance Measure (a): The percentage of educators in all schools who earned performance-based compensation; (3) USDOE Performance Measure (b): The percentage of educators in all High-Need Schools who earned performance-based compensation; (4) USDOE Performance Measure (c): The gap between the retention rate of educators receiving performance-based compensation and the average retention rate in each high-need school.

Objective 1.5: *REIL-Extend* LEAs will ensure that at least 33% of the 40% Classroom Site Fund (301) allocation for individual teacher performance is based on the overall effectiveness rating.

Performance Measures:

(1) USDOE Performance Measure (e): The percentage of performance-based compensation paid to educators with State, local, or other non-TIF Federal resources.

GOAL 2: Redesign high-need schools to accelerate access to effective educators by extending the reach of excellent teachers.

Objective 2.1: *REIL-Extend* LEAs will increase the percentage of students having access to effective and highly effective educators in core content areas.

Performance Measures:

(1) By September 30, 2020, *REIL-Extend* LEA Spotlight Schools will have reach extension models in place; (2) By September 30, 2020, the percentage of students receiving instruction from effective educators will increase by 10%; (3) By September 30, 2020, 50% of *REIL-Extend* students will demonstrate proficiency on the state-administered AZ Merit assessment.

(2) Monitoring Progress

◆ **Program Evaluation** supports progress monitoring of project goals, objectives, and performance measures and implementation of program activities. This includes external evaluation to provide timely and unbiased information, including interim feedback, to enable refinements during implementation. *REIL-Extend* will also employ: (1) quarterly *Discover Days*;

(2) quarterly Advisory Council meetings; and (3) utilization of LEA-level self-assessment tools to inform implementation of HCMS practices. These activities will foster a culture of *sense-making* that will build capacity, empower stakeholders, and assist the LEAs in continually moving the work forward.

Quarterly ‘Discover Days’ Basis Policy Research will lead ongoing Discover Days with the MCESA Management Team as a way to routinely reflect on the progress towards project goals and assist with continuous programmatic improvement. Discover Days will be focused on a data-based approach and will ensure that sufficient time is allocated to the compilation and leveraging of project-related data. For example, Basis Policy Research will analyze correlations between potential leading indicators of student growth such as educator observation ratings to develop an early warning system to help LEA superintendents identify principals and schools in need of additional support to boost educator performance. Analyses such as this one will support data-driven policy and resource allocation decisions to optimally meet project goals

Advisory Council: *REIL-Extend* includes an Advisory Council as one of the communication structures. This group will share views, ideas, and challenges in order to facilitate consistent implementation of the project, and advise on dissemination strategies to communicate information to the field. Basis Policy Research will assist in facilitating these meetings and presenting data in a user-friendly format that can be consumed by stakeholders. An example outcome of this process (and the Discover Days), would be development and dissemination of an implementation guide on how to improve Qualified Evaluator Training for observers.

Utilization of Self-Assessment Tools to Support HCMS Implementation: Twice a year, field specialists will work with their LEA leadership team to engage in a self-reflection process utilizing two human resource related tools. The descriptions of these tools are shown below.

Tool	Description
TIF: Human Capital Management System (HCMS) Self-Assessment	The <i>Human Capital Management System (HCMS) Self-Assessment</i> is a comprehensive instrument designed to guide Local Education Agencies (LEAs) in examining their human capital practices with a critical eye toward improvement. The tool is structured around <i>Human Capital Quality Indicators</i> —a comprehensive framework developed through an in-depth, collaborative process involving an extensive review of the literature on HCMS and related fields and feedback from TIF grantees. Altogether, 56 quality indicators address six areas of HCMS functioning: General System Design, Recruitment/Selection/Placement, Induction/Mentoring, PD, Evaluation, and Recognition and Reward.
Human Resource Alignment Innovation Configuration Map	This tool provides a continuum of practice for LEAs seeking to move to high-fidelity implementation of HR alignment practices. The tool organizes HR practices into three areas: Strategic Staffing, Talent Management & Development, and Strategic Compensation, and illustrates LEA behaviors that occur in practice in specific sub-categories (e.g., recruitment, selection, placement).

Evaluation Plan Matrix: Table 12 provides an example of the data collection and analytic strategies that will be used to evaluate progress toward the goals, objectives, and performance measures. A comprehensive plan that includes all of the objectives is included in the Project Narrative Attachment (p. 244).

Table 12: Evaluation Plan Matrix

GOAL 1: Attract, place, retain, and sustain effective educators through implementation of a high-quality, LEA-wide human capital management system focused on expanding leadership and cultivating an engaged workforce.		
Objectives	Data Collection /Sources	Analytic Strategies
1.1: REIL-Extend LEAs will implement high-quality human capital management strategies in alignment with the common vision of instructional improvement.	<ul style="list-style-type: none"> • Semi-structured interviews with principals and central office staff • Annual surveys of educators • LEA employment data (e.g., retention rates, attrition) • Human resource document review • Data from HCMS Self-Assessment and HRA IC Map • RDSS reports • LEA administrative employment data; REIL Scores • LEA financial data / salary schedules 	<ul style="list-style-type: none"> • Qualitative analyses of interview data • Descriptive quantitative analyses of survey data • Cross-sectional and longitudinal descriptive analyses of HCMS Self-Assessment & HRA IC Map • Descriptive quantitative analyses of employment and financial data, salary schedule data, and REIL Scores • Correlational analyses of educator evaluation measures with educator value-added scores

Timeline of Key Evaluation Events: The evaluator will collect and analyze quantitative and qualitative data to understand and improve the implementation and impact of the program’s incentives on teacher, principal, and school performance (Table 13).

Table 13: Timeline of Key Evaluation Events

	Year 1			Year 2			Year 3			Year 4			Year 5		
Data Collection															
	Quarter			Quarter			Quarter			Quarter			Quarter		
Survey & interview instrument/protocol design	X		X			X			X			X			
Interviews with LEA/MCESA leadership/staff		X			X			X						X	
Educator surveys		X			X			X						X	
Co-observation & CEA data			X			X			X			X			
Educator evaluations (REIL Scores) & EGPs	X		X			X			X			X			X
RDSS reporting			X			X			X			X			X
Micro-credentialing data		X	X	X	X	X	X	X	X	X	X	X	X	X	X
State standardized assessment data			X	X		X	X		X	X		X	X		X
LEA finance & HR data/documentation			X			X			X			X			X
HCMS Self Assessment & HRA IC Map data	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Analysis															
Program Implementation			X			X			X			X			
Program Impact				X		X	X	X	X	X	X	X	X	X	X
Performance Feedback															
Discover Days			X	X	X	X	X	X	X	X	X	X	X	X	X
Formative Reports		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Annual evaluation report				X			X			X			X		
Comprehensive evaluation report															X
Dissemination of Implementation Guides						X		X			X				X

(3) Project Personnel

KEY PERSONNEL: *REIL-Extend* will be supported with two key personnel. Dr. Lori Renfro, MCESA’s Assistant Superintendent for Human Capital Management Systems, will serve as the designated Project Director for the TIF5 grant, overseeing implementation of the TIF5 grant activities. Dr. Janice Johnson will serve as the TIF5 Project Leader. These key personnel have multiple years of experience implementing TIF grants and have led the work with a wide variety of LEAs in multiple contexts: K-12, K-8, and high school districts, as well as rural, urban, and special populations. The Project Director (Dr. Lori Renfro) will be responsible for ensuring successful completion of annual grant requirements, managing the project partnerships, facilitating coordination efforts of the multiple partners, implementing and monitoring the management plan, coordinating contractual services and program evaluation activities, and

supervising the management team. The Project Leader (Dr. Janice Johnson) will be responsible for coordinating all activities under each of the program objectives, ensuring efficient coordination and communication across LEAs. Dr. Johnson will oversee the day-to-day operations of the program, supervise program staff, and work collaboratively with the REIL Advisory Council, LEA administration, and project partners. Kristine Morris, MCESA's Chief Deputy Superintendent, who oversees the direction and management of administration and operations for MCESA, will serve as the authorizing representative for the grant and will provide guidance and support for state and local policy work, and cross-LEA implementation of *REIL-Extend*. Ms. Morris has championed programming for our most at-risk youth, including those serviced through the juvenile detention system. Her efforts will help advance the implementation of *REIL-Extend's* equity work. ♦ Resumes are included in Appendix D. Job descriptions for key personnel have been included in the Project Narrative Attachment (p. 251). ♦ MCESA will contribute additional support through agency-funded leadership team positions including: Assistant Superintendent for Educational Innovation (.20FTE); Assistant Superintendent for Economic Management (.25FTE); Director of Communication and Learning Systems (.25FTE); and Administrator for Research and Evaluation (.25FTE).

OTHER PERSONNEL: The scope of this project will require that substantial human resources be allocated in order to ensure successful completion of program goals and objectives. In addition to the expertise and time commitment of the key personnel listed above, *REIL-Extend* will also utilize a strategic staffing model to support the *REIL-Extend* scope of work.

Field Specialists: In MCESA's 2013 Teacher Incentive Fund Monitoring Report, USDOE identified MCESA's use of field specialists (who serve as liaisons to the participating LEAs and schools), as a promising practice, noting that during the onsite monitoring visit, teachers and

principals both communicated that they greatly appreciated the support the field specialists provided. *REIL-Extend* will continue this important position, including LEA-specific and cross-LEA positions, which will also facilitate the transition of 6 LEAs from current participation in TIF3 and TIF4 grants to the TIF5 project.

Peer Evaluators: Peer evaluators have been identified as contributing to a more rigorous performance evaluation system and as a means to improve teaching practice (*Peer Evaluation of Teachers in Maricopa County's Teacher Incentive Fund Program*, 2015). *REIL-Extend* is including a cadre of peer evaluators (15 positions) to support LEAs with providing teachers with content-specific feedback; allowing for more observations (increasing feedback cycles and providing multiple opportunities for teachers to apply the feedback and coaching suggestions); and supporting school leaders in applying the rubrics to increase accurate evaluation ratings.

Management Team: MCESA will also utilize a Management Team which includes positions aligned to the various scopes of work, including HCMS implementation, PD, assessment development, performance-based evaluation & support, and strategic compensation. Positions include: **Opportunity Culture Project Leader (1.0FTE)**- lead MCESA OC design team and program implementation; **Management Analyst (1.0FTE)**-maintain project management timelines for all *REIL-Extend* goals and objectives; **Financial/Business Systems Specialist (1.0FTE)**-support fiscal planning and documentation; **Leadership Administrator (.50FTE)**-oversee implementation of PD aligned to leading, learning and coaching series; **Assessment Administrator (1.0FTE)**- responsible for research and validation of multiple measures of educator effectiveness; and **Data Management System Project Leader (1.0FTE)** -responsible for the coordination of RDSS development activities.

Base Team: Base team personnel will provide support for all aspects of the program. Positions include: **LMS coordinator (1.0FTE)**-ensure educators have access to on-demand PD aligned to their evaluation results; **PD Resource Coordinator (1.0FTE)**- populate the video bank that represent all elements and levels of the observation instruments; **Marketing/Communications Coordinator (1.0FTE)**- support HCMS/ HR branding for LEAs; and **Peer Evaluators (15 positions)**-support implementation of the PBE plan through observations of teachers and provision of feedback, co-observations with school leaders to increase and maintain inter-rater agreement, and on-site support for schools in PD delivery and EGP implementation. Additional agency-funded positions that will support the grant include: Administrator for Fiscal Compliance and Innovation (.35FTE); and Business Services Representative (.25FTE). All positions are represented and described in the Budget Narrative section.

(4) Management Plan with designated personnel, timelines, and milestones

Several timelines have been included in the application including: a high-level HCMS *Implementation Timeline* (Table 5); The *Timeline of Key Evaluation Events* (Table 13); and a *5-Year Support Plan for Educators* (Table 10), outlining performance-based evaluation and support activities. In addition to these timelines, Table 14 (see below) serves to facilitate accomplishment of project activities by identifying key activities, timeframes, and person(s) responsible. Project milestones are also noted to communicate specific deliverables and signify project checkpoints to validate program progress.

Table 14: Program Management Activities

REIL-Extend Activities / Milestones	Timeline	Person(s) Responsible
<i>Staffing</i>		
Utilize multiple data point hiring process to select and hire REIL-Extend program staff	Oct 2016-Jan 2017	MCESA Mgmt. Team
<i>Human Capital Management System</i>		
Develop and distribute <i>A Closer Look</i> series to provide program overviews for differentiated stakeholder groups	Oct-Dec 2016	MCESA Dir. of Learning & Comm.

Develop and post <i>FAQ</i> information on website	Dec 2016	Marketing Coord.
LEAs conduct <i>REIL-Extend</i> road-shows	Nov-Dec 2016	Project Leader
Develop Guidebooks for Years 2-5 (Apr-July of each year)	Years 2-5	DMS Project Lead
Establish LEA-level communication plans	Oct-Dec 2016	Proj. Leader; LEA
Monitor and revise communication plans (start <i>Mar 2017</i>)	Annually	Project Leader
Milestone: Communication Plans in place for all LEAs	January 2017	
<i>HCMS Strategies</i>		
Establish differentiated HR branding strategies based on LEA needs as an <i>attract</i> strategy	June 2017	Marketing Coordinator
Implement Recruitment strategy at Spotlight Schools (Group 1)	Year 1	OC Project Lead; LEA Staff
Implement Recruitment strategy at Spotlight Schools (Group 2)	Year 2	
Implement Recruitment strategy at Spotlight Schools (Group 3)	Year 3	
Job re-design begins at Spotlight Schools based on phase-in schedule (cohort 1 begins Year 1)	Ongoing	
Communicate about retention stipends as a <i>retain</i> strategy.	Aug & Feb	LEA Staff
Implement priority selection processes for Spotlight Schools.	Annually	
Implement Behavior Event Interviews as part of multiple data point hiring process at Spotlight Schools	Annually	
Implement Design Days as a <i>sustain</i> strategy using human-centered design principles	Annually	Field Specialists; Principals
Utilize multiple data point hiring processes aligned to common vision of instructional improvement as a <i>place</i> strategy	Annually	LEA Staff; Field Specialists
<i>Policy Review & Revision</i>		
Implement action plans to revise policies/procedures/educator effectiveness measures based on gap analyses	March 2017	Project Leader LEA staff
Develop recommendations for performance classification and inadequate classroom performance definitions (KUSD, NUSD)	Jan-May 2017	LEA Staff; Field Specialists
Ensure transfer policies for Spotlight School placement for teachers and administrators is in place	Jan-June 2017	
Make necessary policy revision recommendations for policies: Evaluation of Professional Staff Members (KUSD; NUSD)	Jan-May 2017	
Develop necessary policy recommendations for equitable distribution of teachers	SY 2016-17 SY 2017-18	LEA Staff; Field Specialists
Develop governing board policy recommendations regarding alignment of PD opportunities to the principal evaluations	Mar-July 2017	
Develop policy recommendations: PD alignment with LEA-wide HCMS and revised educator salary structure	SY 2013-14	
Develop 301 plan for SY2017-18 that aligns with <i>REIL-Extend</i> and state statute	March-June 2017	Field Specialists
Milestone: Governing boards adopt definitions for performance classifications (based on observation, student growth) (KUSD)	July 2017	
Milestone: Governing boards adopt definition of inadequacy of classroom performance (KUSD)	July 2017	

Milestone: Governing Boards adopt revised teacher and school leader administrator evaluation policies	May-August 2017	
Milestone: Revised 301 plans in place	June of each year	
Milestone: Policy alignment to ensure successful implementation of <i>REIL-Extend</i> achieved (KUSD; NUSD)	September 2017	
<i>Use of Educator Evaluation Data in Decision Making</i>		
Use of educator evaluation data to inform recruitment, selection and placement of educators (Begin Year 2)	Ongoing	LEA Staff
Use of educator evaluation data to inform placement of students on teacher rosters (Begin Year 2)	Ongoing	Principals
Use of educator evaluation data to inform design and delivery of district- and school-level PD (Begin Year 1)	Ongoing	LEA Staff; Data Coordinators
Use of educator evaluation data to inform personalized Educator Goal Plans (Begin Year 1)	Ongoing	Principals
Monitor observation data (Early Warning System indicators) and develop intervention plans to support teachers (Years 1-5)	October-November	Data Coordinators; LEA staff
Monitor Power Indicators to implement partnering of high performing teachers with those needing support	Year 2	Principals
LEAs take performance classifications into account during annual assignment of students to teachers to equitable access	Year 2-5	LEA Staff
Implement improvement plans based on observation results	Year 1	Principals
Assignment of educator performance classifications (Sep of each year beginning Sep 2017)	Annually	DMS Project Lead
Revise hiring & selection practices; request performance classifications from external candidates; implement multiple data point hiring practices; selection committee procedures	SY 2017-18 / SY 2018-19	LEA Staff
Milestone: EGPs aligned with educator evaluation data results	October 2018	
Milestone: LEAs begin using equitable distribution procedures / performance classifications in placement decisions	August 2018	
<i>Monitoring Progress</i>		
Monitor targets on USDOE performance measures	Quarterly	Data Coordinators
Collect HCMS Self-Assessment Ratings (December & May)	Years 1-5	
Collect IC Map Ratings (December & May)	Years 1-5	
Conduct analysis of current compliance to AZ Measuring Educator Effectiveness Framework	Jan-March 2017	
Establish and implement action plan based on gap analysis to ensure compliance with framework	May 2017	Project Director; Project Lead
Milestone: Establishment of baseline self-assessment ratings	December 2016	
Milestone: LEAs have measures in place aligning to Educator Effectiveness Framework	August 2017	
Milestone: Educator effectiveness measures are identified in alignment with AZ Framework	September 2017	
<i>Performance-Based Evaluation System</i>		
Verify current LEA evaluation systems/policies, administrative procedures, & state statutes (KUSD)	Oct-Nov 2016	Mgmt. Analyst; Field Specialist
Governing Boards adopt list of qualified evaluators	Annually	LEA Staff
Implement observation and feedback cycles per LEA-specific plans (Incito, MCRSD, MESD, NUSD, RESD, WESD)	Years 1-5	

Implement observation and feedback cycles per LEA-specific plans (KUSD)	Years 2-5	Project Leader
Implement qualified and certified evaluator training as described in: Absolute Priority 2.1 / Selection Criteria B.3	Years 1-5	Leadership Admin
LOI overview for teachers and leaders (KUSD)	May-Oct 2017	Project Leader
LdOI overview for leaders (KUSD)	May-Oct 2017	
Establish development plan for new observation tools (e.g., walk-through tools; observation tools for Teacher Leader roles)	March 2017	Project Director; Project Leader
Implement new observation processes (e.g., reach extension teacher leaders; reach associates [para-professionals])	Phase In SY2017-18	
Identify additional measures for educator effectiveness (e.g., student survey)	March 2017	
Establish need for refinements to <i>professional responsibilities</i> rubric	Year 1	Project Lead; LLC Field Specialists
Ongoing validation of observation instruments.	Annually	Basis Policy R.
Revisions/refinements to observation instruments based on quantitative and qualitative feedback	Annually	Project Director; Project Leader
Communication reach out for Texts for Teachers and Leaders	Annually Aug & March	Marketing Coord.
Design micro-credentialing program for certified evaluator assessment with Digital Promise	Year 1	LLC Specialists
Begin micro-credentials for principal supervisors	Years 1-2	Project Leader
Begin micro-credentials for teacher supervisors	Years 1-2	Project Leader
Milestone: Evaluators receive Micro-credentials	June 2018 and ongoing	
Establish LEA-specific Peer Evaluator Implementation plans	Year 1	Project Leader
Assessments		
Pre- and Post-Custom Assessments administered (e.g., Art, Music, PE, Band, Social Studies) according to Assessment Plan	Twice a year per plan	Assessment Administrator (AA)
Assessments administered per assessment plan	Year 1-5	AA
Analyze & refresh of current item bank for middle school Social Studies assessments	Oct 2016	AA; Measure Coord. (MC)
Recruit for internal & external stakeholders: in item bank refresh	Nov 2016	AA
Internal & external stakeholders review blueprint considerations	Jan 2017	AA; MC; Data System Spec (DSS)
Social Studies item writing event to populate assessment bank	Mar 2017	
Conduct content & bias review on new item bank questions	June 2017	
Milestone: Create new Social Studies assessments with the updated item bank	Aug 2017	
Collect pre-test data for psychometric evaluation	Aug 2018	MC; DSS
Analyze & refresh of current item bank for Arts & Gen. Ed.	Sept 2018	AA; MC
Conduct psychometric evaluation on pre-test data	Nov 2018	
Recruit for internal & external stakeholders item bank refresh	Nov 2018	AA
Internal & external stakeholders review blueprint considerations	Jan 2019	AA; MC
Arts & Gen. Ed. item writing event to populate assessment bank	Mar 2019	MC; DSS

Collect post-test data for psychometric evaluation	May 2019	
Conduct content & bias review on new item bank questions	June 2019	
Milestone: Create new Arts & Gen. Ed. assessments with the updated item bank	Aug 2019	
Conduct psychometric evaluation on post-test data	Aug 2019	AA; MC
Collect pre-test data for psychometric evaluation	Aug 2020	MC;DSS
Analyze & refresh of current item bank for PE & Music	Sept 2020	AA; MC
Conduct psychometric evaluation on pre-test data	Nov 2020	
Recruit for internal & external stakeholders: item bank refresh	Nov 2020	AA
Internal & external stakeholders review blueprint considerations	Jan 2021	AA; MC
PE & Music item writing event to populate assessment bank	Mar 2021	MC; DSS
Collect post-test data for psychometric evaluation	May 2021	
Conduct content & bias review on new item bank questions	June 2021	
Milestone: Create new PE & Music assessments with the updated item bank	Aug 2021	
Conduct psychometric evaluation on post-test data	Aug 2021	AA; MC
Milestone: Educator evaluation system in place LEA-wide for teachers, instructional coaches, reach extension teacher leaders, and school leaders	August 2019	
<i>PBCS / Educator Salary Schedule</i>		
Establish membership of Cross-District Implementation Team	Oct 2016	Project Leader
LEA-level Design Transition Teams form	Oct 2017	Field Specialists
School-level Design Transition Teams form	Nov 2016	
Facilitation of Implementation and Design Transition Teams for PBCS focus	Jan- July 2017	Proj Lead; OC Proj Leader, Field Spec
Implement School Level Design Day Teams	Nov 2016	Field Specialists
Financial Modeling begins for KUSD & NUSD revised salary schedule proposal; TIF 4 LEAs review and revise current salary structure Dec 2016 TIF 4 LEAs; Jan 2017 KUSD/NUSD	2016-17	OC Project Leader, Financial/Business Systems Specialist
Financial Modeling begins for Retention stipends, Reach Extension salary augmentation proposals, and a one-time stipend for HR certification and leadership supervisor certification	Jan 2016	
Align policy for salary schedule placement based on effectiveness (KUSD & NUSD)	SY 2016-17	Project Director, Field Specialists
Develop policy revision recommendations (Professional Growth / Horizontal Movement on Salary Schedule) KUSD & NUSD	SY 2016-17	
Milestone: PBCS stipend in place for NUSD only	October 2016	
Milestone: Salary augmentation in place for Reach Extension educators	July 2017 for TIF 4 & NUSD July 2018 for KUSD	
Milestone: Retention stipends in place for effective and highly effective educators	September 2017 for TIF 4 & NUSD September 2018 for KUSD	
Milestone: One-time stipend in place for HR certification and leadership supervisor certification	Sept 2017-2021 for TIF 4 & NUSD September 2018-2021 for KUSD	

LEAs place and provide base pay progression on educator salary structure based on effectiveness (SY 2017-18 for TIF 4 LEAs/NUSD SY 2018-19 for KUSD)	2017-2019	Project Director, Financial/Business Systems Specialist
Milestone: PBCS in place via revised educator salary structure	August 2017 for TIF 4 LEAs /NUSD August 2018 for KUSD	
REIL Scores distributed to all eligible educators via REILize Decision Support System (<i>Sept of each year beginning 2017</i>)	Annually	DMS Proj Leader & Finance Spec
LEAs roll over classroom site fund & 123 monies for use in Year 6	2017-18	Financial/Business Systems Specialist
LEAs identify and communicate to Reach Extension position educators for PBCS (Nov 2017 for TIF 4 LEAs & NUSD; Nov 2018 for KUSD)	2017-18	Program Director
Milestone: Salary augmentation in place for Reach Extension associates (e.g. paraprofessionals via OC strategy)	July 2018	
Data Management System		
RDSS: Registration, Event Management System (EMS), is enabled for educators to begin registering for PD opportunities	Oct 2016	DMS Project Lead
Release new RDSS: Rostering development (paging; student/teacher-to-roster links; multi-year functionality)	Oct 2016	DMS Project Lead; ADE Proj. Dir.
Establish membership of Cross-District Data Management System (DMS) team	Nov 2016	DMS Project Lead
Configuration Management P. is developed to give districts the ability to set roles & permissions within RDSS	Dec 2016	DMS Project Lead; ADE Proj. Dir.
DMS LEA-level Transition Teams form	Jan 2017	Field Spec
Facilitation of DMS teams (beginning Jan 2016)	Monthly	DMS Project Lead
Establish training outcomes and scheduling related to RDSS component implementation (beginning Jan 2016)	Annually	DMS Project Lead; Program Director
Release new Educator Goal Plan development to capture data points to be used for reporting	Jan 2017	DMS Project Lead; PD Coordinator
Develop video bank production schedule to prioritize observation rubric elements for video capture and production	Jan 2017	PD Resource Coordinator
Feedback loops incorporated to inform and collect feedback from school staff	Beginning Feb 2017	DMS Project Lead; Field Specialists
Modifications to existing Observation Instruments is incorporated into the data capture tools	Feb 2017	DMS Project Lead; Program Director
Establish processes and procedures for assessment delivery of secure assessments	Mar 2017	Program Director; Assessment Coord.
Rostering considerations considered for reach extension positions; action steps identified	April 2017	Program Dir; DMS Admin; Field Spec
Develop new dashboard and reporting components in RDSS	Years 1-5	DMS Project Lead; ADE Proj. Dir.
Populate the Learning Management System (LMS) with new courses and resources	Year 1-5	DMS Project Lead; PD Coordinator
RDSS: Profile enhancements for scorecard & drill down configurability	May 2017	DMS Project Lead; ADE Proj. Dir.
Integration of the Operational Data Store (ODS)	June 2017	ADE Proj Dir
Release Award management functionality in RDSS: Profile	July 2017	DMS Project Lead; Financial Specialist

Implement roster management process	Year 2-5 (begins in Oct)	DMS Project Lead; Data Systems Specialists
Rostering enhancements to support equitable distribution	Year 2-5	DMS Project Lead; DSS
Develop new RDSS reporting & dashboard features to increase content and improve the overall user experience	Year 2-5	DMS Project Lead; ADE Proj Dir; DSS
Implement HCMS talent management components to support the implementation of Opportunity Culture	Year 2-5	DMS Project Lead; Program Director
Release REIL Scores for all educators & begin Award process (begins in Aug)	Year 2-5	DMS Admin
Identify and form teacher and administrator video cadre members upon release of Sep 2017 performance classifications	Sep 2017	PD Coord
Begin videotaping observations for inclusion in video bank	Oct 2017	PD Coord.; Videographer
Gather requirements to support "sourcing" strategies and resulting reports to increase teacher recruitment efforts	Oct 2017	DMS Project Lead; ADE Proj. Dir.
Incorporate teaching certification and teacher preparation program information in an HCMS report	Jan 2019	DMS Project Lead
Milestone: All evaluators entering obs. scores into RDSS	Sept 2017	
Milestone: RDSS houses all tools to support real-time data use	Aug 2017	
Milestone: HCMS dashboards and longitudinal views are used by building- & district-level users to support strategic plans	Mar 2018	
Ongoing refinement and maintenance of RDSS	Years 1-5	Project Dir; ADE
<i>Equitable Access to Effective Educators/ Opportunity Culture Initiative</i>		
Set up MCESA-level parameters	Oct 2016	Public Impact Project Leader; OC Project Leader
Select districts, begin district OC design sessions (#1)	Nov 2016	
Conduct state and district policy scan	Nov 2016	
Support district in school selection process	Dec 2016	
Continue district (#2) and begin Cohort A design sessions (#1)	Jan 2017	
Continue district (#3) and Cohort A school design sessions (#2)	Feb 2017	
Train district in conducting Behavior Event Interviews (BEI)	Feb 2017	
Support district with recruitment materials	Feb 2017	
Continue district (#4) and Cohort A school design sessions (#3)	March 2017	
Support district with candidate selection	March 2017	
Final Cohort A school design sessions (#4)	April 2017	
Prepare Cohort A for implementation	June 2017	
Provide implementation support for Cohort A schools	August 2017	
Conduct selection of Cohort B	August 2017	
Plan and facilitate yearlong PD for Cohort A schools	Year 2	
Conduct site visits	Year 2-5	
Collect school and district data for OC dashboard	Year 2-5	

Support MCESA leading Cohort B school design sessions and implementation preparation.	Year 2-5	
On-going implementation, refinement	Year 3-5	
Collect teacher and student data to provide feedback	Annually	
Milestone: Reach extension models in place.	September 2018	
Milestone: MCESA leading implementation, PD, and selecting cohorts through a gradual release	Year 3	
Professional Development		
LEAs establish annual year-long PD Plans (Mar-Apr) each year	Years 1-5	Field specialists
Establish annual MCESA support plan to provide training and resources to support LEA PD plans	Annually (Mar. of each year)	Project Leader; PD Team
Schools establish Annual PD Plans aligned to Continuous Improvement Plans	Per LEA direction	Principals; Field Specialists
School Leadership Teams establish Instructional Support Plans to support groups of teachers with common needs	Every 6-8 weeks	Principals; Leadership Teams
Milestone: Educator evaluation data is accessible through RDSS to inform professional development (KUSD)	September 2018	
Milestone: Alignment of district- and school-level professional development to educator evaluation results	September 2018	
Implement Educator Goal Plans: Teachers (Phase 1) Group 1: (Incito, MCRSD, MESD, NUSD, RESD, WESD)	Year 1	Project Leader; Field Specialists; LEA staff
Implement Educator Goal Plans: Teachers (Phase 1) (KUSD)	Year 2	
Implement Educator Goal Plans: Leaders (Phase 1) Group 1	Year 1	
Implement Educator Goal Plans: Leaders (Phase 1) (KUSD)	Year 2	
Implement Educator Goal Plans: Teachers (Phase 2) Group 1	Year 2	
Implement Educator Goal Plans: Teachers (Phase 2) (KUSD)	Year 3	
Implement Educator Goal Plans: Leaders (Phase 2) Group 1	Year 2	
Implement Educator Goal Plans: Leaders (Phase 2) (KUSD)	Year 3	
Implement Educator Goal Plans: Teachers (Phase 3) Group 1	Year 3	
Implement Educator Goal Plans: Teachers (Phase 3) (KUSD)	Year 4	
Implement Educator Goal Plans: Leaders (Phase 3) Group 1	Year 3	
Implement Educator Goal Plans: Leaders (Phase 3) (KUSD)	Year 4	
Milestone: Full implementation of EGPs	September 2021	
Qualified Evaluator Training (QET) Booster: Group 1	Year 1 & 4	LLC Field Spec
Qualified Evaluator Training (KUSD)	Year 2 & 5	
Certified Evaluator Training (CET), including co-observations, calibration cadres, and video scoring in <i>Observation Engine</i> (Incito, MCRSD, MESD, NUSD, RESD, WESD)	Begin Year 1	LLC Field Spec
Certified Evaluator Training (CET), including co-observations, calibration cadres; video scoring in <i>Observation Engine</i> (KUSD)	Begin Year 2	
Milestone: All observers receive qualified and certified evaluator status	September 2018	
Population of PD resources into Learning Management System section of REILize Decision Support System	Ongoing	LMS Coordinator
Implement video clip collection plan to capture footage for prioritized elements (teachers, leaders)	Ongoing	PD Resource Coordinator

Milestone: Prioritized videos completed per plan	September of each year	
Develop modules for Learning Series based on LEA PD Plan needs	Years 1-5	Project Leader; PD Design Team
Develop modules for Coaching Series based on LEA PD Plan needs	Years 1-5	
Develop modules for Leading Series based on established LEA PD Plan needs	Years 1-5	
Implement Learning, Leading, Coaching Series based on LEA PD Plan needs	Years 1-5	LLC Field Spec
Milestone: Modules completed and archived per MCESA PD Plan	September of each year	
Spotlight School Multi Classroom Teachers participate in summer academy	Annually	Public Impact; OC Project Leader
Spotlight School Multi Classroom Teachers participate in monthly PD sessions	Monthly	
Develop content for <i>Texts for Teachers and Leaders</i>	SY 2012-13	LLC Field Spec
Implement <i>Texts for Teachers/ Texts for Leaders</i>	Years 1-5	Marketing Coord
Overall Program		
Facilitate REIL Advisory Council Meetings. (Beginning Oct 2017)	Quarterly	Project Director /Project Leader
Intergovernmental Agreements (IGAs) signed	Jan 2017	Project Leader
Create introductory communication materials	October 2017	Marketing Coord.
Implement media strategy to explain the <i>REIL-Extend</i>	Nov 2016	Dir. Of Comm.
Implementation of Program Evaluation plan (see Timeline of Key Evaluation Events in section E.4) (beginning Feb 2017)	Ongoing	Project Director; Project Leader
Milestone: Annual Evaluation Report.	Annually Years 2-4	
Milestone: Comprehensive Evaluation Report.	December 2021	

REIL-Extend's budget, as described in the Budget Narrative, is appropriately allocated and sufficient to ensure we have the personnel and contractual services required to carry out the full scope of work proposed. The scope includes support for LEAs at three different stages of implementation (prior TIF LEAs, current TIF LEAs, and new LEAs who will need to establish all of the foundational elements to HCMS implementation). The budget accounts for the size of LEAs and the differential supports required for LEAs at each stage of implementation to carry out the full scope of work proposed in the management plan (Table 14)., and is inclusive of Personnel (26.29%) and Contractual (18.9%) costs.

ADEQUACY OF RESOURCES
(Selection Criteria E)

→ *Adequacy of resources for the proposed project.*

“A persistent challenge for all education initiatives is sustaining improvements over time.”
Sustaining Your TIF Efforts: A Reflection Guide

✘ OUR PROPOSAL:

- ① Implement design teams at Spotlight Schools to ensure teacher and school leader input.
- ② Prioritize focus groups, structured interviews, and survey collection activities.
- ③ Implement sustainable pay supplements through implementation of reach extensions.

✘ WORK WE WILL EXTEND:

- ① Stakeholder engagement and communication
- ② Robust communication structures
- ③ Funding sources that will allow continued implementation post-grant

E.1: The extent to which the PBCSs are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.

◆ PBCS elements include the multiple measures that inform educator effectiveness ratings.

These were developed with the input of central office staff, teachers, and leaders – in alignment with Arizona’s *Measuring Educator Effectiveness Framework*. In addition, teachers wrote the items for the custom assessments which are utilized as part of the assessment plan that informs the REIL score. ◆ Across the LEAs, stakeholder input has been and will continue to be collected and utilized. ◆ By way of example, *REIL-Extend* has/is incorporating the following features as part of the project based on stakeholder feedback: (1) inclusion of multiple measures of student growth, expanding the student growth element to include categorical growth analysis in addition to a value-added model; (2) modification to the number of observation cycles; (3) inclusion of unannounced/informal walk-throughs as an additional observation measure; (4) the option to include student survey data as one of the multiple measures; (5) the option to include a professional responsibilities rubric as an additional professional practice measure; and (6)

inclusion of a retention stipend for effective educators. ♦ As part of *REIL-Extend* implementation, the Spotlight Schools will implement design teams where teachers and school leaders choose and tailor models specifically for their schools, which will involve decision-making around new pay structures and job-roles. This work is specifically related to PBC systems as the pay structures and design roles will be tied to educator effectiveness and the resulting utilization of PBC funds. ♦ Partner LEAs utilize a variety of structures to assist in local efforts to collect input and feedback to inform high-quality implementation of their performance-based compensation systems. Communication and Stakeholder Groups (Project Narrative Attachment, p. 248), includes a document that lists the LEA-specific workgroups and activities that inform PBCSs. Table 17 highlights an example of one LEA, Roosevelt ESD.

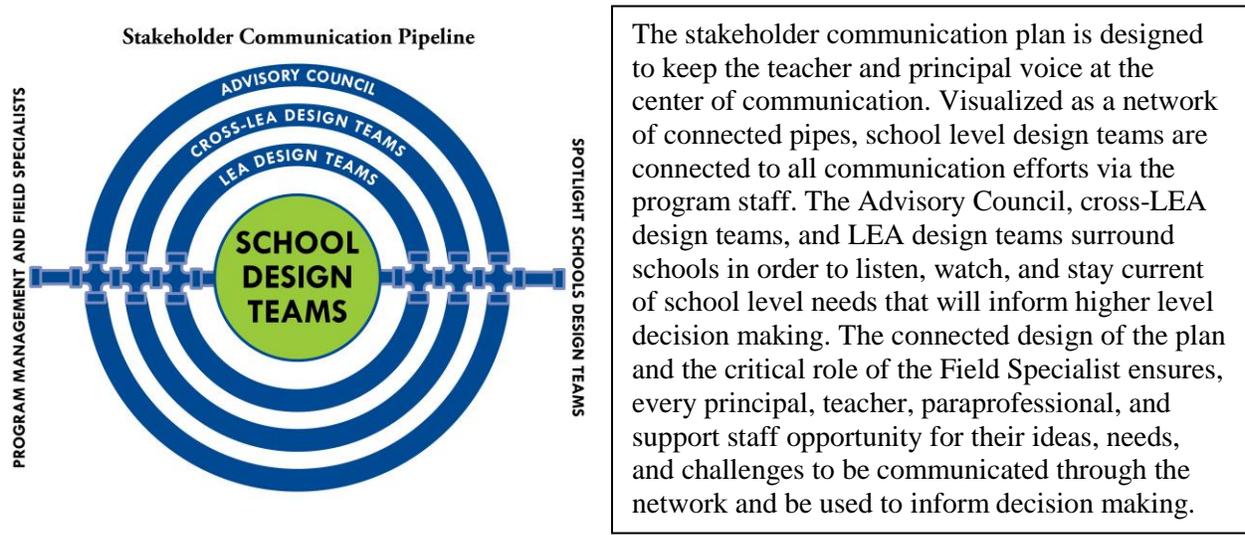
Table 17: Stakeholder Engagement LEA Example: Roosevelt ESD

LEA	Currently Operating Committees/ Workgroups	Data Collection Activities
Roosevelt Elementary School District	<ul style="list-style-type: none"> • TIF 5 Principal input survey • TIF 5 Teacher input survey • 301 Committee • District Cabinet input • REIL-TNG Basis Policy Research Year 4 Survey 	<ul style="list-style-type: none"> • District survey results • District survey results • Meeting agendas • Meeting agendas • Survey results

♦ An example workgroup that is common across most LEAs is a “301 Committee” which refers to Proposition 301, a state-funded pay-for-performance program. This is a primary way that LEAs gather input and feedback directly related to performance-based compensation.

Future Involvement: Cross-LEA collaboration and support amongst multiple stakeholders is necessary for *REIL-Extend*. Future stakeholder engagement has been strategically planned for through implementation of a dynamic communication structure. Figure 5 represents the focus on school design teams which are comprised of teachers and school leaders. These teams are then supported by LEA level and cross-LEA level design teams.

Figure 5: Stakeholder Communication Pipeline



The comprehensive communication structure, a *Communication and Stakeholder Groups* table is included in the Project Narrative Attachment (p. 248). Table 16 includes an example.

Table 16: Example of Communication and Stakeholder Group

Group	Who They Are	What They Do
(7) REIL-Extend Superintendent Team	MCESA Management Team; LEA Superintendents. Facilitator: Project Leader	Grapple with and exchange information related to identifying and removing obstacles, solving challenges; navigating state policy; identification of strategies for supporting Governing Boards.

E.2: The extent to which the applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

◆ TIF projects aim to create infrastructures that increase educator effectiveness, provide students with access to these teachers, and improve student achievement. “Sustaining these efforts...takes long-term planning and strategic decision-making along the way” (Sustaining Your TIF Efforts: A Reflection Guide, 2015). *REIL-Extend* includes specific design elements in order to enhance and ensure fiscal and programmatic sustainability post-grant.

Sustainability Element: PBC Embedded in Base Salaries: The inclusion of PBC as an embedded component of educator base salaries will increase sustainability. Five LEAs began implementing new salary structures with base salary increases based on effectiveness in SY2014-

15. They will continue this work with *REIL-Extend*. ◆Nadaburg USD and Kingman USD will continue their current compensation strategy during year 1, while they engage in the process of re-designing salary schedules that align to the salary restructure guiding principles (see Requirement 1 section for Guiding Principles). In year 2 and 3, NUSD (Year 2) and KUSD (Year 3) will adopt and transition to new salary structures that provide base pay increases based on effectiveness. ◆Included in the Project Narrative Attachment (p. 239) are LEA-specific sustainability plans that show how the LEAs will implement their strategic compensation strategies. A plan component, LEA efficiencies will serve to increase sustainability. For example, teacher retirements produce salary savings, allowing LEAs to plan for sustainability. LEAs also have access to a new source of funds (Proposition 123) that increases payouts from the state’s trust lands fund to public schools. This voter-approved proposition allows LEAs flexibility in the use of these funds which can be leveraged for strategic compensation purposes. Additional information is included in section B.4.

Sustainability Element: Phase-in/Phase-out of retention stipends: *REIL-Extend* LEAs will fund increasing shares of the retention stipend component in years 4 and 5. This strategic phase-in / phase-out plan includes a gradual shift of reliance upon grant funds to reliance upon district funds to ensure sustainability beyond the grant period.

Table 16: Funding for Retention Stipends

PBC Component	Schools	Potential Annual Award	Budget Source
Retention Stipends	Non-Spotlight Schools	Year 1: NA	NA
		Year 2: \$3,000	Year 2: 100% TIF / 0% District
		Year 3: \$3,000	Year 3: 100% TIF / 0% District
		Year 4: \$3,000	Year 4: 67% TIF / 33% District
		Year 5: \$3,000	Year 5: 33% TIF / 67% District
	Spotlight Schools	Year 1: NA	
		Year 2: \$5,000	Year 2: 100% TIF / 0% District
		Year 3: \$5,000	Year 3: 100% TIF / 0% District
		Year 4: \$5,000	Year 4: 70% TIF / 30% District
		Year 4: \$5,000	Year 5: 40% TIF / 60% District

Sustainability Element: Job Re-design to Create Fiscally Sustainable Teacher Leader and

Principal Leader Roles: *REIL-Extend* LEAs will implement *reach extensions* in Spotlight Schools to extend the reach of the best educators – creating opportunities for career advancement, development, and higher pay. This initiative results in new job roles and pay structures in a way that frees up per-pupil funds in order to implement a sustainable model. Since the additions to teacher pay in OC models are completely paid for with reallocation, LEAs will be able to continue using the models without ongoing external funding sources and support.

Sustainability Element: RDSS: When the project ends, LEAs will have continued access to RDSS and its integrated suite of tools which have been described extensively in this grant application. Screenshots have also been included in the Project Narrative Attachment (p. 159).

Additional Information on Sustainability: *REIL-Extend* LEA MOUs demonstrate their commitment to ensure the sustainability of the activities conducted and systems developed under the grant. These are included in Appendix E.