Turnaround Leadership Teams Strategy:

Leadership More Effective than the Sum of its Parts

Contents

Introduction

TNTP hopes to implement and test its **Turnaround Leadership Teams Strategy (TLTS)**, a unique, scalable model for developing leadership teams prepared for the challenges of turning around low-performing schools. Specifically, we will recruit, select, train and coach whole leadership teams, prepare them to build bridges in their school's community and lead dramatic, sustainable improvement in at least 15 of Georgia's lowest-performing schools. This project will address EIR's Absolute Priority 1 – Supporting High-Need Students and Absolute Priority 4– Improving Low-Performing Schools.

With our partners, who share our commitment that every student should have access to a challenging, positive school experience, TNTP will implement, rigorously test and replicate this whole school reform model, demonstrating our theory of action: that successful turnaround is achievable when a schools' leadership team is able to inspire its teachers and students to work together toward explicit objectives as part of a cohesive, long-term plan to become a great school. We will define success not through test scores alone, but also through meaningful, sustained changes in instruction and school culture that foster intellectually curious, well-rounded students who are on the path to college or career.

A. Significance

A.1 The Severity of the Problem to be Addressed

Atlanta Public Schools. For approximately 10,000 school-aged children in our partner district of Atlanta Public Schools (APS), the odds of obtaining an excellent education are currently among the worst in the nation. These students attend one of APS's 21 schools performing among the bottom five percent of schools in the entire state. In this subset of APS, where over 95% of students are economically disadvantaged minorities, students are not guaranteed the academic foundation they deserve. Barely one in ten fourth graders are proficient or better in reading or math compared to a third of all fourth graders across the district. The graduation rate is 61.7% - ten points behind that of APS students overall and 18 points behind the national average.[1] Moreover, the high concentration of struggling schools in APS,

[1] Data from State of Georgia Governor's Office of Student Achievement (2017).

which has 4% of the state's schools, but 17% of the lowest performing schools, presents an outsized challenge for district leaders.

Reversing the trend for these schools is a top priority for APS Superintendent Meria Carstarphen. She and her cabinet have worked hard to restore public trust and district morale after the fallout of the well-publicized 2009 test cheating scandal. Her 2015-2020 strategic plan outlines a vision supported by ambitious goals in academic programming, systems and resources, culture, and talent management. While APS has a great deal of work to do in all four areas, talent management has been a top priority. APS has been able to stabilize principal staffing in the last two years, but their leaders, many with less than three years on the job, are in acute need of support and development. All leaders, but especially those charged with leading turnaround, urgently need skills and strategies aligned with these priorities.

A.2 National Significance

We posit that a primary reason thousands of schools across the country languish in low-performing status is the scarcity of strong leadership capable of turning culture and performance around. Attracting and sustaining leaders with the skill sets needed for turnaround is a significant national challenge (Béteille, Kalogrides & Loeb, 2011). The demand for capable leaders far outweighs the supply in districts with high concentrations of struggling schools where the work is intense and can be isolating. Accordingly, schools serving predominately poor children are far less likely to be led by an effective leader (Branch, Hanushek, & Rivkin, 2013).

All 21st-century school leaders, but particularly those in high-need schools, face immense pressure and high stakes to increase student achievement. This can lead to burnout and attrition, which in turn can have a *negative* impact on student achievement (School Leaders Network, 2014). Thus, even when a struggling school community is lucky enough to have a strong principal at the helm, it is not enough. The challenges of school turnaround are too great for one leader (Bierly, Doyle & Smith, 2016).

Several years ago, our organization expanded its focus to include approaches for developing school leadership because of the powerful evidence linking it to student outcomes (Branch, Hanushek &

Rivkin, 2013; Robinson, Lloyd, & Rowe, 2008; Waters, Marzano & McNulty, 2003). For students in schools with a history of failure, the statistics are dire, yet we know they can achieve at high levels. With successive years of effective teaching, students in the toughest of circumstances can make sufficient learning gains to catch up to their grade-level peers (Chetty, Friedman, Rockoff, 2012; Kane & Cantrell, 2010; Hanushek, 2010). Leaders' influence is second only to teaching when it comes to accelerating student learning (Leithwood, Harris, & Hopkins, 2008). In 2012, TNTP designed our leadership residency **Pathway to Leadership in Urban Schools (PLUS)**[2] to shape the kind of effective school leaders who can unlock great teaching in a variety of ways: attracting more great teachers, developing teachers' skillful instruction; and selecting the most talented teachers to mentor and model effective teaching for new teachers. (Evidence of moderate effectiveness for this model in Appendix B.)

Adding to the long list of skills we know leaders need is the ability to engage meaningfully with the critical consumers of this work: students, families, teachers, community partners and board members from across the school community. These stakeholders can either serve as vital allies or stand in blunt opposition to reform efforts. Studies show school improvement is multiplied when effective community engagement is a deliberate part of a turnaround strategy (Gray, 2013; Bryk, Gomez & Grunow, 2011). While many successful leaders appear to have natural talent and charisma that aids their ability to involve stakeholders, this competency is simply too important to leave to one individual… or to chance.

It takes a cohesive leadership team to address all these priorities (Kutash et al., 2010; Seashore Louis, Dretzke & Wahlstrom, 2010). As Kutash et al. (2010) note in their *School Turnaround Field Guide*, "successful turnaround leaders are not 'lone rangers' —they develop and rely on leadership teams, distribute responsibility among staff, and partner with the district and the community." A unified team structure can help educators get through the difficult onset of turnaround when new roles are being

[2] PLUS programs (in Camden, Memphis, New York, Philadelphia, and San Francisco) develop transformational school leaders able to raise student outcomes in high-need schools. In SY 2014-15, PLUS leaders retained 100% of their top teachers and nearly tripled the percentage of "proficient" or "skillful" teachers. Including PLUS, TNTP has 20 leadership development programs throughout the country, six specifically focused on turnaround leadership.

established, leaders are building foundational relationships and trying to reset school culture (Kutash et al., 2010; Seashore Louis et al., 2010). Additionally, leadership teams can help reduce turnover (Seashore Louis et al., 2010)—a benefit that could not be overestimated to any principal who has had to fill vacancies mid-year. And when, invariably, there is turnover, the rest of the leadership team can provide critical stability to the school community, keeping initiatives on course.

Because of the way federal School Improvement Grants (SIG) had been prescribed prior to 2015, most recent efforts to turn around failing schools across the country have hinged on the ability of newly-positioned leaders to execute radical school improvement. We know leadership is a critical ingredient for change, so why, after billions of dollars have been invested, are there not more replicable success stories from the SIG portfolio (Dragoset et al., 2017; US Department of Education, 2015)? Experts suggest efforts focused on turnaround leadership suffer from a lack of supports for the specific challenges (Darling-Hammond, Meyerson, LaPointe, & Orr, 2007). Strategic support and development for entire school-based leadership *teams* is even more rare in turnaround (Calkins, Gunther, Belfiore & Lash, 2007). Increasingly, practitioners and researchers mention *distributed leadership*—in which the principal shares responsibilities with others who hold the right expertise— as a best approach, but no current model systematically sets up turnaround schools with large leadership teams ready to function this way.

Although widely acknowledged that these heightened demands have paved the way for distributed leadership, there is little research focused on successful team structures or how schools effectively share responsibilities across teams. In recent years, an increased number of school leader residencies has led to an interesting residual effect that points to the promise of such teams. The Boston Principal Residency Network (PRN), one such example, has a ten-year track record of producing well-prepared new leaders, with 90% of graduates remaining in district leadership roles for more than three years (Tung, Ouimette & Rugen, 2006). Due to placement limitations, Boston PRN graduates were often clustered in schools. Massachusetts Department of Elementary and Secondary Education (2011) reports

that the strongest school outcomes occurred in the nine schools where there had been three or more graduates on the leadership team. Six of the nine sites had higher percentages of students scoring proficient or above on the Massachusetts Comprehensive Assessment System (MCAS) for English Language Arts (ELA) and math than their district in 2009. Another posted a higher median growth percentile than the district. The other two sites had higher achievement than the state in MCAS ELA and math on the final high-stakes 10th grade test. While limited, these data strongly suggest that like-minded leadership teams can make a positive impact on student achievement.

Schools need to be infused with leadership energy: that of not one or two individuals, but a team of experienced educators who can inspire and support one another, teachers and students to work coherently toward the same clear vision of excellence. Principals must have the skills to distribute leadership among team members with well-defined roles focused on improving culture and instruction. Leadership team members must know how to build investment and to set goals informed by the community. While there is no simple remedy for turning around a failing school, we believe effective, community-supported, distributed leadership must be at the heart of any proposed solution.

A.3 An Exceptional Approach.

Aligned with our project logic model (Figure A.1, complete version in Appendix G.) TNTP will build upon proven models for identifying and developing leaders attuned to the needs of schools adversely affected by poverty, low expectations and instability. This project represents an exceptional approach to transforming schools that goes well beyond changing the adults in the school building. We will build on promising field data supporting distributed leadership and the robust evidence supporting leadership residencies. Specifically, we will create and foster high-functioning leadership teams in APS and in schools from a second LEA in the region with similarly low-performing schools[3], providing them with cohesive supports to ensure they are effective at improving student outcomes.

[3] We will implement TLTS in schools of our second LEA partner in Project Year 3. All project treatment and control schools will be among the lowest-performing in their state as defined by ESEA.

Drawing on a deep well of experience recruiting top candidates for hard-to-staff school positions, TNTP will customize a recruitment and selection process for each role within the TLTS team and employ a wide variety of proven strategies to source and select top talent for each team. Once selected, TLTS teams will meet their dedicated Leadership Coach— a former school leader with relevant success, and begin to prepare for their school-year roles in **Pre-Service Training** (PST)— an intensive, six-week summer training set up to run within local summer school programs. During PST, participants will: engage in training designed for their specific roles; practice leadership skills in interactions with teachers and students; and come together as a school team to complete multi-year planning based on diagnostic data, community input and a bright new vision for their school. The Leadership Coach will work with each TLTS team over two years, meeting regularly with individuals and as a team, providing job-embedded feedback, coaching and practice.

Figure A.1: TLTS Logic Model (abbreviated)

TNTP will run a modified version of the PLUS residency for the **three leadership pathways in TLTS.** Each TLTS team will be comprised by individuals from each pathway:

(1) A select group of **Principals** with previous effective leadership experience and the mindset suited for turnaround will participate in the PLUS residency's Turnaround Track[4]. The TNTP Leadership Coach will focus participating principals on essential skillsets for turning around a low-performing school—

[4] Under a federal Turnaround School Leadership Program grant, TNTP has developed an accelerated residency for principals with previous leadership experience who aim to be successful, transformational leaders where this leadership is needed most. This "Turnaround Track" currently operates as part of our Philly PLUS program.

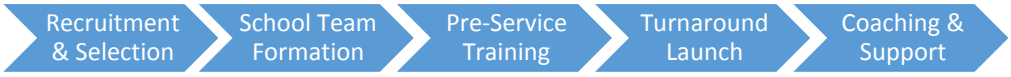
such as how to authentically engage the school community and strategies to progress toward social-emotional goals for students.

(2) Candidates new to leadership will serve as **Leadership Residents**, fulfilling school-based positions as assistant principals (APs) or similar during a two-year residency that can lead to administrative licensure for those who do not already hold this. Residents will have periodic release time to engage in targeted trainings, and Leadership Coaches will provide job-embedded feedback and support.

(3) TNTP will work with districts to identify effective teachers who wish to take on leadership responsibilities without leaving the classroom. This model recognizes teachers' great teaching while allowing them to extend their impact as **Teacher-Leaders**. TNTP will provide Teacher-Leaders with training and coaching in the skills needed to build peers' effectiveness. They will actively participate in their school's leadership team and be released from teaching several hours a week to observe, coach, co-teach and/or model instruction for other teachers in the building.

TNTP has slightly modified primary programmatic elements of the PLUS leadership residency (Figure A.2) to allow for the emphases of distributed leadership and school turnaround, as follows.

Figure A.2 TLTS Program Components



Recruitment & Selection. TNTP will customize a robust recruitment model on behalf of districts to acquire top talent for TLTS. TNTP will strive to source candidates from within the schools and districts where leaders will complete their residency for the valuable context and relationships they can bring. To do this we will use online and district-wide communication channels, appealing to effective educators who seek to grow into leadership where they have already begun to build careers. TNTP is also experienced operating broader regional or national recruitment, and will do so as required to ensure each

school has the team it needs in terms of quality and quantity. TNTP has significant expertise in this area, having recruited over 35,000 teachers to work in high-need schools over the past 18 years.

School Team Formation. Once candidates are enrolled in one of the three leadership residency paths, TNTP will support each district's human resources office to facilitate the TLTS Principal's selection of his or her leadership teams from among participants and other available candidates.

Pre-Service Training (PST). TLTS team members begin with an intensive summer training experience led by project team staff. Separate training strands focus participants on skills for their individual role: Principals focus on the ability to set and communicate a clear, compelling vision for instruction, manage talent and improve school climate. APs and Teacher-Leaders focus on supporting that vision, particularly by coaching teachers to uphold the cultural and instructional vision of the school. Team members come together to engage in universal focus areas, such as cultural competency and building positive culture.

Turnaround Launch. TLTS teams pivot from training to planning in preparation for a successful launch to the school year. TNTP specialists in community engagement consult with leaders to ensure start-up plans leverage every opportunity to foster positive relations and dialogue with key stakeholders.

Coaching and Support. TNTP and its partners will address the specific support needs of all participating leaders in this initiative through core practices and strategies for which there is moderate evidence of effectiveness. Specifically, our primarily residence-based approach is grounded in sound program models shown by New Leaders and others to produce significant results through robust evaluations that meet What Works Clearinghouse (WWC) standards for evidence with reservations (see Appendix B). As with those research-based models, all members of TLTS teams will receive intensive training and job-embedded support for their roles, ensuring that they continue to develop the individual skills needed to be effective over a period of years in the specific context of turnaround. Additionally,

TNTP will work with leadership teams to set clear responsibilities toward well-defined goals for academic achievement and a supportive school culture.

During the project, a team from Mathematica Policy Research will evaluate the effectiveness of leadership teams that are intensively supported for a sustained period (with supports decreasing over time). Formal evaluation research questions will focus on two components: implementation and impact. The research questions guiding our external evaluation are: (1) ***What is the impact of the TLTS model on student outcomes?*** (2) ***What is the impact of the TLTS program on teacher practices and outcomes?*** (3) ***How is the TLTS model implemented across schools, and to what extent is it implemented with fidelity?*** and (4) ***How cost-effective is the TLTS program?***

B. Strategy to Scale

B.1 The Unmet Demand

There is a huge demand for this work. By some reports, over 14,000 public schools qualify as persistently low-performing (Council of Great City Schools, 2015). We know from our work in Massachusetts, New Jersey, North Carolina and Pennsylvania that turnaround zone leaders have compelling, research-based strategies for school improvement, but these plans are limited by the availability of leadership talent, including teacher-leadership. This project has tremendous value by potentially proving this broader definition of leadership— and a model to develop and support it— can effectively stretch the local supply of leadership talent across the country.

Under the Every Student Succeeds Act (ESSA), states are no longer incented to transform schools through one of a handful of strict models. Now, ESSA empowers state and local decision-makers to develop their own strong, evidence-based systems for school improvement. While analyses of large-scale improvement efforts via SIG do reveal some gains in student achievement in some schools, the amount of variability within models—in terms of what SIG schools actually did—leaves the field lacking clear evidence of scalable approaches (US Department of Education, 2015). The need to validate promising practices that states can invest in with their limited funds for school improvement has never

been greater. The TLTS model holds such promise. While we know the root causes of school failure are specific and contextualized, for any district with a critical mass of such schools, the challenge requires an approach that is programmatic and suitable for rapid expansion. TNTP aims to show that this model has the potential to transform not just one or two schools, but entire turnaround zones in different districts, states and regions. We have set a scaling target to directly support an estimated 11,563 students during the grant[5] with an intent to build our partners' capacity to sustain this work post-grant.

B.2 Addressing Barriers to Scale

TNTP has a strong track record of bringing promising new practices to scale. For example, our work to build new teacher career pathways and compensation systems affected more than 110,000 teachers last year. Since 2000, our Teaching Fellows programs alone have recruited and trained over 35,000 in high-need subjects like math and science in 25 states and Washington, DC. Through these and other large, multi-year initiatives, we have learned to strategize around two critical conditions for implementation and scale: a long-term plan for managing the cost of the work; and stakeholder support achieved through authentic community engagement. (See more about TNTP's impact in Appendix G.)

Cost. TNTP has a multifaceted approach to reducing the financial cost of bringing leadership to districts that includes: (1) long-term planning for the sustainability of the project; (2) incorporating cost-effective practices made possible by our own infrastructure; and (3) building capacity to sustain the work.

We will begin planning for the long-term success of this complex, multi-year project from the beginning. EIR and matching funds from the private sector will cover costs during the heaviest phase of implementation, which include expenses to customize as well as run candidate recruitment campaigns, PST, and in-person and virtual leadership coaching. While districts commit to supporting the project (e.g., leadership teams' salaries including necessary release time) funding from EIR will enable rapid expansion of TLTS to more schools and sites. We will also leverage the EIR program and grantee community to broadly disseminate this evidence-based approach and evaluation findings, encouraging

[5] Anticipated students served: Y1 -1749; Y2 – 4373; Y3 -4761; Y4 - 680; no new students in Y5. The calculations and assumptions supporting these scaling targets are further defined in Appendix G.

replication and expansion. We aim to leverage these grants strategically on our partners' behalf while helping them build the specific, ongoing needs of the project schools into their annual operating budgets.

A mission-driven non-profit, TNTP works diligently to make programs cost-effective, which is easier across multiple sites with economies of scale. For example, after years of operating our Teaching Fellows programs with site-based teacher recruitment, we successfully shifted to a centralized approach, achieving savings we directed to supporting new teachers. Later, we designed the PLUS leadership residency with these lessons in mind, building in central capacity for processes shared by programs throughout the country, like screening applicants and updating training modules that do not require local customization. A significant cost-driver in the TLTS project budget is the provision for Leadership Coaches. Each TLTS school will have one dedicated coach, an experienced former school leader, who intensively supports the entire leadership team's PD, planning and practice from PST through two entire school years. We will protect this critical resource, while testing ways in which each coach's time can be prioritized without diminishing impact. We will also work with each of our partners to identify and train a district-based leadership coach who can fulfill the critical support needs of leadership teams after the grant. Through a combination of strategies, we intend to demonstrate tremendous value to our partner districts while spending an estimated $692 per student, which excludes the value to students enrolled in schools after the most intensive first two years. (Calculations in Appendix G.)

TNTP has previously executed many large-scale capacity-building initiatives such as the restructuring of the human resources department in Denver Public Schools, assisting the merger of the Memphis City and Shelby County Schools, and managing the initial implementation of teacher evaluation systems in the Houston Independent School District and New York City Department of Education. Currently, our San Francisco PLUS leadership coaches are training district staff to support residents so that the San Francisco Unified School District (SFUSD) can shift to operating their own residency, an explicit goal of a 2014 i3 Development grant. Building on lessons learned in that engagement, we have developed milestones around capacity-building in this project, as shown in our

management plan (see page 19). During Years 4-5, we plan to focus on enabling managers to successfully create, develop, and support leadership teams in both the treatment and control group schools. (Treatment groups explained in the Evaluation Design on page 26.)

Stakeholder Engagement. We endeavor to create local champions for these turnaround initiatives within the communities we are privileged to serve. More so than in other reform initiatives, efforts to improve persistently low-performing schools bring an influx of change to one school community: new leaders, teachers and expectations. Leadership teams need to be skilled in change management and of a mindset to invite the broader community to share decision-making and ultimately lead the transformation themselves. Teams with an ability to do this fluently will be more likely to gain invaluable support for their efforts from those with most at stake (e.g., students, families, local business leaders). TLTS's ability to build genuine investment in each school's achievement is an essential element of our theory of action. Success here will allow leadership teams to put down roots and enable long-term improvement, ultimately contributing to the validation and scalability of this model.

In Atlanta, TNTP staff with ties and experience in the region will fulfill key roles, working shoulder to shoulder with the district staff members who have stepped up to direct this program on behalf of APS. (See more in Management Plan.) We will also incorporate the use of our community engagement diagnostic process, which we designed to ensure that we build listening, learning and understanding into the foundational stage of this and any new engagement. We have adapted our leadership training to develop this stance. Even when participants have had all their professional experience in the local community, we believe in training them to be mindful of assumptions that could alienate families and other stakeholders and how to practice inclusive leadership. TLTS leadership teams will practice community connection strategies with the same level of priority that they practice coaching teachers on their instruction.

B.3 The Feasibility of Successful Replication.

TNTP plans to launch this project with a first cohort of three TLTS school teams. During this time, we will also solidify the commitment of additional LEA(s), which will launch in Year 3, to complement the evaluation and best demonstrate TLTS's adaptability. By Year 3, we will launch up to 17 TLTS schools. We will work toward quantifiable scaling targets to ensure a meaningful impact in the region and a robust evaluation. TLTS teams will directly serve an estimated 11,563 unique students over the course of the project (see calculations, Appendix G), while narrowing the opportunity gap for thousands more students who will attend these improved schools in future years. The project will provide rich, personalized professional development to an approximately 120 educators, offering new, rewarding career pathways in each district.

Given the project timeline, budget and districts' central capacity to support the launch and implementation of multiple project schools every year, we believe this scope is both ambitious and realistic. This multi-district design allows us to affect much-needed, measurable change in a significant number of schools during the grant period while demonstrating the replicability of this model in different contexts. As detailed in our Evaluation Plan, a Randomized Control Trial (RCT) will compare school progress between TLTS and control schools.

TNTP has been privileged to work with over 200 districts, charter management organizations and state departments of education as a thought partner and/or program operator working to get better results on behalf of students. After refining TLTS as part of the EIR program, we intend to leverage our network and reputation to expand to more districts. We believe that the demand and appropriate funding streams exist to support scaling this model both within districts (i.e., eventually turning around multiple school sites) and nationally (i.e., supported by our plans to disseminate lessons and findings).

TNTP will draw on relevant expertise earned from operating large-scale talent recruitment programs in partnerships with districts all over the country for nearly 20 years. As an example, our rigorous Teaching Fellows and TNTP Academy programs, previously supported by a 2010 i3 Validation grant, prepare candidates to teach shortage subjects in challenging school environments. We have

consistently demonstrated the ability to help districts increase their supply of great teachers, having recruited and/or trained over 54,000 individuals with strong potential to excel in the toughest teaching assignments in dozens of public districts and charter networks. Additionally, since 2012, we have developed and begun to scale up our PLUS leadership residency, which provides core content to the TLTS model. To date, we have successfully met our district partners' recruitment targets for five seasons. Given these and other experiences replicating effective approaches at scale, we are well-positioned to scale the TLTS model over time.

C. Quality of the Project Design and Management Plan

C.1 Clearly Specified and Measurable Goals, Objectives and Outcomes

We have designed this project to align with our logic model (Figure A.1, page 6; complete version in Appendix G) and to achieve clear goals and considerable impact beyond the grant period. By grant's end, each district will have a cadre of turnaround leaders experiencing success and a deep bench of talent ready to step up and succeed those leaders in future years. Through training, knowledge-sharing and accountability systems, we will build our partners' capacity to continuously improve talent recruitment, selection and development. We aim to achieve each of four major goals through workstreams supporting relevant objectives. We will assess progress with a variety of measures, as shown in Table C.1.

Table C.1 – Project Objectives, Measures and Goals

GOAL 1 – DEVELOPING LEADERSHIP: Create a pipeline of at least 15 leadership teams made up of leaders, including teacher-leaders to propel school turnaround.	
Objectives	Measures
Recruit and **select** PLUS candidates with demonstrated potential to lead and support turnaround at low-performing schools for one of three different leadership pathways.	• # of applications per vacancy received • # of PLUS enrollees who complete PST • Program surveys
Support Districts in **designing and implementing** staff-assignment criteria to ensure target schools are strategically, adequately staffed with the personnel needed to fulfil each school-based leadership team.	• School hiring data
Outcomes: Over five years, at least 15 partner schools identified as low-performing will launch a turnaround with leadership teams of seven to ten individuals. Leadership residents, selected for their instructional competency, change management skills, positive mindset and understanding of students' social-emotional needs, will complete one of three team-based, two-year leadership residency pathways.	
GOAL 2 – LEADERSHIP IN ACTION: Position each leadership team to enact a successful school turnaround that aligns school design, instructional strategies and adults' daily actions with a vision of success shared by students, families, other community members, teachers and leaders.	
Objectives	Measures

Engage stakeholders in the school community to understand key priorities that inform individual school improvement plans.	• Annual stakeholder surveys • Community engagement diagnostic
Train and support Turnaround Leaders to set, articulate and guide school-based initiatives toward a clear vision for a healthy, thriving school community.	School/student outcomes, e.g., changes in school culture as assessed through culture survey, student learning measures
Develop PLUS candidates for leadership roles through training and tailored coaching.	• # of leaders that successfully complete PST • Residents' performance ratings as assessed by Leadership Coaches • # of leaders that successfully complete residency by demonstrating the discrete skills and competencies needed for each specific role • School/student outcomes, e.g., changes in school culture as assessed through culture survey, student learning measures
Develop teachers for teacher-leadership roles within each school through professional development activities.	• # of teacher-leaders that successfully complete PST • Teacher-leaders' performance ratings as assessed by Leadership Coaches • School/student outcomes, e.g., changes in school culture as assessed through culture survey, student learning measures
Establish **leadership teams** at each target school that share their principals' comprehensive and cohesive vision for the school turnaround.	• Stakeholder surveys • School/student outcomes, e.g., changes in school culture as assessed through culture survey, student learning measures Retention of leadership team members • Promotion of leadership team members into new roles within the leadership team
Outcomes: School leaders will articulate a vision for the school informed by all stakeholders and historical performance. Leadership teams will be trained and supported in working toward shared goals, responding to data and creating a positive learning climate. Students in project schools will have access to leadership teams that share a cohesive vision for transformational whole-school reform.	

GOAL 3 - SUSTAIN: Leverage robust evaluation of the work to (1) sustain a positive trajectory of improvement for each school community and (2) inform continuous improvement of the model.	
Objectives	Measures
Transfer TNTP knowledge and **build district capacity** to support effective school leaders, including Teacher-Leaders independently and beyond the grant period.	• Year over year progress against leading indicators such as student attendance, behavior interventions, culture surveys • Participating districts designate by name at least two staff members with significant dedicated capacity to continue supporting TLTS after the grant • District budgets will indicate allocated funds to continue this work after TNTP leaves • Client surveys
Outcomes: Each district will adopt TLTS and will be able to sustain them in a way that is, 1) cost-effective, 2) collaborative, and 3) high quality, with students benefiting from more effective leadership, teaching quality, and more positive school climate than prior to the project.	

GOAL 4 - REPLICATE: Leverage robust evaluation of the work to disseminate lessons, tools and templates for the sake of replication throughout the national turnaround community.	
Objectives	Measures
Expand TLTS to reach an additional 4-6 schools (beyond those in APS) from at least one additional LEA, demonstrating the replicability of this as a national model.	• Comparative program evaluation data (showing program quality improves during and after the project) • PLUS program implementation data including: candidate recruitment; school performance; student growth and outcome measures; program budgets, teacher and principal survey responses; teacher and leader retention and attrition data; stakeholder diagnostic data; district culture survey
Evaluate the program during the grant to provide **feedback for ongoing improvement**, define essential elements for the sake of replication and sustainability.	
Conduct rigorous, experimental independent **evaluation** of the program to determine effects of leadership teams on	

teacher and student outcomes, that will meet What Works Clearinghouse guidelines *without reservations*.	• Comparative analysis of school improvement across participating schools, within district and within project
Broadly **disseminate** findings and guidance to advance both replication and innovation in the field.	Knowledge sharing such as through public blog posts, conference presentations, white papers, and articles.
Outcomes: District leaders, including those not directly involved in the project, can replicate a proven model for supporting effective school transformation.	

C.2 The Adequacy of the Management Plan

Aligned Roles. TNTP and partners have a qualified team that positions us to meet the project goals through planned milestones charted out beginning on page 19. TNTP will be responsible for the project design, oversight of goals and grant management. APS has identified staff that will be key agents in this work, whose responsibility for outcomes will increase over time, as with our second LEA partners.

Project Director. The project will be overseen by a member of TNTP's leadership team, **Rasheed Meadows, Ed.L.D**. As Vice President, Dr. Meadows oversees TNTP's work with school turnarounds, as well as a portfolio of engagements focused on helping districts implement academic strategies that improve student performance. Prior to joining TNTP, Dr. Meadows served as Network Superintendent for Boston Public Schools, where he led schools serving more than 5,000 students and directly supervised 15 principals and supported their leadership teams. Dr. Meadows began his career as a science and technology teacher before serving as Dean of Students at a large, public high school. Later, he became a founding administrator at a Boston public middle school, and then Founding Headmaster at Boston's Urban Science Academy where he substantially raised graduation rates, narrowed achievement gaps and achieved some of the highest graduation rates for special education students in the district.

Site-based Project Teams. A local, site-based team made up of TNTP and district staff will collaborate to meet the project milestones. If awarded this grant, we would immediately work to confirm designations for each TNTP position on the team. When possible, we will select locally-based staff or strong external candidates for these roles. However, TNTP's staffing model provides that many flexible, experienced and trained specialists can be dispatched to new projects with little lead time, traveling and working remotely as needed. Specialists like those profiled in Table C.2 give TNTP and our partners the ability to meet early benchmarks even as we search for comparable local talent for these site-based roles.

Table C.2 – Site-based TLTS Roles - TNTP

TNTP Role	Relevant Experience and **Primary Responsibilities for Project**
Jack Perry, Ed.D. • 100% FTE • Reports to Project Director	• As a **Partner** at TNTP, Dr. Perry focuses on leadership development and school improvement aligned with TNTP's model for school transformation. • Previous experience: Founding principal and ED of all boys' charter school in DE; Deputy Chief, Academic Enrichment for School District of Philadelphia. • **Will oversee site-based team, support progress-monitoring, liaise with district lead for this project as well as grant management and Mathematica teams; managed by TNTP's EIR Project Director.**
Melissa Jones Clarke, Ed.D. • 100% FTE • Reports to Site's Partner	• **Leadership Coach** who specializes in turnaround schools, providing residents with feedback and support through frequent observation cycles and analysis of teacher and students' performance. • Facilitates PD to help residents leverage their strengths and improve their practice. • Previously experience: Founding principal of Atlanta-based charter; 2015 Ryan Award recipient, recognizing leaders achieving four years of accelerated growth in a U.S. high-poverty school • **Leads training, supports TLTS teams for up to four schools at a time.**
Marni Bromberg • 100% FTE • Reports to Site's Partner	• As **Site Director**, Ms. Bromberg would support APS and other districts to design and implement Teacher-Leadership program that identifies and rewards strong teachers and supports distributed leadership practices • Previous experience: Sr. research associate for The Education Trust, where she led a professional network of district leaders working to implement equity-focused human capital initiatives. • **Customizes Teacher-Leadership programming for site; manages Program Manager.**
Phillip Martinez • 100% FTE • Reports to Site Director	• Currently a **Program Manager** with TNTP's San Francisco PLUS program, where he works to discover the next generation of transformative school leaders for SFUSD. • Leads PLUS recruitment, which includes setting strategy and overseeing the selection process, training and supporting district staff in selection processes. • Manages program operations, communications and program data. • **Oversees customization and implementation of recruitment strategy for TLTS site.**

District Leadership. APS has designated the following staff to lead up the project from within. Additional participating LEA(s) will have comparable designations.

Table C.3 – Site-based TLTS Roles - District

Staff Member	Relevant Experience and **Key Responsibilities for Project**
Raynise Smith Exec. Dir., School Turnaround, APS	• Leads the implementation, management, monitoring and evaluation of the district's school turnaround strategy to ensure improved student achievement in targeted schools. • Works with senior leadership to facilitate senior leadership decision-making. • **Oversees all turnaround activities including selection, placement, training and support. Liaises with TNTP's project team, primarily the site-based Partner.**
David Jernigan Deputy Supt., APS	• Serves as superintendent's designee and second-in-command when needed. • Supports superintendent's management of senior officers. • **Oversees professional learning programs and initiatives for Teacher-Leaders, APs and Principals. Will ensure TLTS has resources to succeed against its goals with APS.**
Qualyn McIntyre Teacher Development Manager, APS	• Leads district strategy to create a Teacher-Leader career pathways program to promote teacher growth, leadership, and retention of excellent teachers. • Supports professional learning for educators. • **Oversees processes to identify and cultivate Teacher-Leaders for TLTS in APS.**

National Team Support. We are able to bring additional expertise to this project cost-effectively through our national staff. These teams work remotely to efficiently support engagements around the country.

During the project launch phase, TNTP's **Community Engagement** team will conduct a multi-faceted

survey of local stakeholders. These specialists will then help the local TNTP team and its partners to tailor specific strategies and communications at the sites to the interests of the people most affected, as shared through this initial listening and learning phase. This analysis will also inform training emphases, which members of this team will support. The **PLUS Central Design** team works to create and codify best practices and resources across all TNTP leadership development programs, ensuring TLTS has access to high-quality, research-based tools and training materials to meet their needs. The **Recruitment & Selection** team will customize and manage recruitment for TLTS leadership candidates as needed. We anticipate needing to recruit most intensively for school-based residents, casting a wide net to attract new leadership talent to the district. The **Grants Management** team will provide support to Dr. Meadows and his team for all EIR deliverables. This team will support goals monitoring and liaise with Mathematica to remove any obstacles that would negatively influence the evaluation.

Aligned Activities. Table C.4 shows the scope of major activities we will complete.

Table C.4 – Year by Year Project Scope – Major Cohort Activities

<table>
<tr><th></th><th>Year 1
10/01/17 – 09/30/18</th><th>Year 2
10/01/18 – 09/30/19</th><th>Year 3
10/01/19 – 09/30/20</th><th>Year 4
10/01/20 – 09/30/21</th><th>Year 5
10/01/21 – 09/30/22</th></tr>
<tr><td></td><td>SY18-19</td><td>SY19-20</td><td>SY20-21</td><td>SY21-22</td><td>SY22-23</td></tr>
<tr><td></td><td>Cohort 1:
3 schools – APS</td><td>Cohort 2:
7 schools - APS</td><td>Cohort 3:
1 schools - APS
6 schools – LEA “B”</td><td>No new schools launch</td><td>No new schools launch</td></tr>
<tr><td rowspan="2">Spring</td><td>Cohort 1: Recruit & select</td><td>Cohort 2: Recruit & select</td><td>Cohort 3: Recruit & select</td><td rowspan="4">No new cohorts in Year 4.</td><td rowspan="4">No new cohorts in Year 5.</td></tr>
<tr><td>Cohort 1:
TLTS teams set for upcoming SY</td><td>Cohort 2:
TLTS teams set for upcoming SY</td><td>Cohort 3:
TLTS teams set for upcoming SY</td></tr>
<tr><td>Summer</td><td>Cohort 1: Pre-Service Training (PST) and SY planning</td><td>Cohort 2:
PST and SY planning</td><td>Cohort 3:
PST and SY planning</td></tr>
<tr><td rowspan="3">School Year</td><td>Cohort 1:
TLTS teams start SY1819 with coach support</td><td>Cohort 2:
TLTS teams start SY1920 with coach support</td><td>Cohort 3:
TLTS teams start SY2021 with coach support</td></tr>
<tr><td></td><td>Cohort 1 teams start second school year with coach support</td><td>Cohort 2 teams start second school year with coach support</td><td>Cohort 3 teams start second school year with coach support</td></tr>
<tr><td></td><td></td><td>Cohort 1 finish 2nd year of intensive support then move to quarterly coach step-backs</td><td>Cohort 2 finish 2nd year of intensive support then move to quarterly coach step-backs</td><td>Cohort 3 finish 2nd year of intensive support then move to quarterly coach step-backs</td></tr>
</table>

Table C.5 – Project Milestones

GOAL 1, Developing Leadership: Create a pipeline of up to 20 **leadership teams** made up of principals, assistant principals and teacher leaders to propel school turnaround.			
Objectives	**Personnel/Responsibilities**	**Milestones**	**Timeline**
Project Launch	• TNTP Partner finalizes site-based hiring plan • Project Director secures private match grant(s) required by EIR • TNTP Partner leads district leadership preparation for launching turnaround sites 6-12 months in advance of each SY launch	TNTP team 100% staffed and onboarded for project	10/01/17
		100% of private sector match secured	10/31/17
		Planning for 3 TLTS schools (APS) launching in SY1819	10/1/17 – 12/31/17
		Secure partnership commitment from 1 or 2 additional LEAs that have schools meeting criteria for this project and evaluation design (to launch in Year 3)	10/1/17 – 9/30/19
		Planning for 6-7 (APS) school launches in SY1920	10/1/18 – 12/31/18
		Planning for 6-7 new school launches in SY2021 – 1 APS, and others from other LEAs with similar performance characteristics	10/1/19 – 12/31/19
Recruit and **select** PLUS candidates with demonstrated potential to lead and support turnaround at low-performing schools for one of three different leadership pathways.	• With district HR staff, Site Director sets application targets. • Site Director and Program Manager customize recruitment strategy based on analysis of local talent and needs. • Program Manager supported by TNTP Recruitment & Selection team coordinates applicant review and ongoing pipeline analysis. • Program Manager runs recruitment campaigns, selection events until enrollment milestones met.	PLUS Residents are selected via comprehensive recruitment campaign for prospective leaders.	Annually, (Y1, 2, 3) Spring
		Recruitment targets for Years 2 and 3 based on trends (as data becomes available) as to how participants progress in program (including retention trends) are set.	Ongoing
Support Districts in **designing and implementing** staff-assignment criteria to ensure target schools are strategically, adequately staffed with the personnel needed to fulfil each school-based leadership team.	• Site Director customizes selection criteria for TLTS Principals based on research and TNTP's existing turnaround track model. • TNTP Partner and district leaders finalize selection criteria for teacher-leaders in TLTS. • Site Director and Program Manager determine and execute customized recruitment steps to ensure leadership capacity for project • Program Manager and district staff facilitate TLTS Principals' selection process for their school teams.	Principals selected for the project.	Annually, (Y1, 2, 3) Spring
		Teacher-Leaders, most from within target schools or others in network are identified for TLTS project.	Annually, (Y1, 2, 3) Spring
		Reflect on and refine selection criteria based on performance, retention information of TLTS participants as it becomes available	Ongoing
GOAL 2, Leadership in Action: Position each leadership team to enact a successful school turnaround that aligns school design, instructional strategies and adults' daily actions with a vision of success shared by students, families, other community members, teachers and leaders.			
Objective	**Personnel/Responsibilities**	**Key strategies or milestones**	**Timeline**
Engage stakeholders in the school community to	• TNTP Community Engagement team conducts multi-faceted survey of TLTS communities	TLTS Principals begin planning for school year launch with support of Leadership Coach; community engagement diagnostic supports vision-building.	Annually, (Y1, 2, 3) Spring

understand key priorities that inform individual school improvement plans**.** **Train and support Turnaround Leaders** to set, articulate and guide school-based initiatives toward a clear vision for a healthy, thriving school community. **Develop PLUS candidates** for leadership roles through training and tailored coaching. **Develop teachers for teacher-leadership** roles within each school through professional development activities.	• Project Director and Leadership Coach prepare recommendations based on survey responses and other data • PLUS team executes rigorous PST for participants, aligned to roles. • Site Director oversees ongoing program content development and implementation. • Site Director and Leadership Coach lead trainings and provide one-on-one school-based coaching during planning stage. • Program Manager assists in content management, data analysis, and logistics for all aspects of training. • Leadership Coach customizes all training and support initiatives based on the assets and growth areas of their TLTS team members	TLTS teams complete **PST**. Team training modules focus on foundation instruction skills as well as **culture-building emphases** such as establishing trust among leadership team members, how to establish a positive school climate, providing resources and a safe space to practice using communication skills to more effectively engage with students and families. Key components include: •Introducing unique challenges/opportunities in school communities •Understanding how identity, biases, and lived experiences affect interactions •Building positive relationships with students and families •Creating a welcoming and inclusive classroom environment •Developing a shared vision for student success	Annually, (Y1, 2, 3) Summer
		TLTS leadership teams receive two full years of job-embedded, intensive coaching and support—individualized and team-focused.	Ongoing
		TLTS leadership teams engage in **monthly pedagogical seminar** focusing in on priority instructional strategies, led by Leadership Coaches and based on needs identified for the school.	Ongoing: Monthly during SY
		Leadership Coach visits each school he or she supports for at least one full day per week, each week, rotating observations and coaching debriefs among all members of the TLTS leadership teams.	Ongoing: Weekly in SY
		TLTS Principal and Leadership Coach facilitate monthly data meetings and quarterly goal meetings to discuss progress toward school goals.	Ongoing: Monthly in SYs
		Professional Learning Communities (PLCs) form and meet monthly to provide critical peer and coach support for role-specific challenges. As additional cohorts launch, PLCs expand to include newer participants.	Ongoing: Monthly, during SY
		Following first 2 years, coaching time/frequency is reduced. District takes over all support needs of TLTS teams by end of grant.	Years 2-5
Establish **leadership teams** at each target school that shares the Principal's comprehensive and cohesive vision for the school turnaround.	• Site Director and Leadership Coach collaborate with district Human Resources staff to determine best-fit placements for TLTS Principals, PLUS residents and Teacher-Leaders to maximize impact. • Leadership Coach conducts assessments of leaders and creates PD plans for each. • With TNTP's Community Engagement team, Site Director creates school profiles to support Leadership teams' goal-setting process. • With TNTP's Community Engagement, Site Director provides updated analytical reports to benchmark leadership teams' progress against leading indicators of improvement.	TLTS Teams launch turnarounds at 3 APS schools.	SY 2018-19
		TLTS Teams launch turnarounds at 4 APS schools.	SY 2019-20
		TLTS Teams launch turnarounds at 2-3 schools in other project LEA(s).	
		TLTS Teams launch turnarounds at 4 APS schools.	SY 2020-21
		TLTS Teams launch turnarounds at 2-3 schools in other project LEA(s).	
		Community Engagement Diagnostic process (evaluation of internal and external audiences, current learning environments, diversity and intentional inclusion, communications, other initiatives) provides TLTS teams with recommendations for customizing turnaround strategies.	Annually Spring, Summer; Y1, 2, 3
		With support from TLTS analyst, Leadership Coaches and TLTS teams take stock of school-level data from annual, district-wide survey of school culture. Set targets to improve school level results annually.	Annually

GOAL 3, Sustain: Leverage robust internally- and externally-led evaluation of the work to (1) sustain a positive trajectory of improvement for each school community and (2) inform continuous improvement of the model.			
Objective	**Personnel/Responsibilities**	**Key strategies or milestones**	**Timeline**
Transfer TNTP knowledge and **build district capacity** to recruit, select and develop effective school leaders, including Teacher-Leaders, APs and Principals, independently and beyond the grant.	• Site Director works with district data teams to collect and analyze implementation data including recruitment, performance, budgets, staffing models. • Site Director works with Leadership Coach to implement transition plan to position district partners to recruit, train and place leadership teams at additional schools independently.	Codify program learning, finalize capacity-building plan.	Year 3
		Conduct trainings to position district partners to continue implementation of program with support in years 4, 5 and independently in year 6 and beyond.	Year 4
		Implement follow-up data analysis and technical support.	Year 5, quarterly
GOAL 4, Replicate: Leverage robust internally- and externally-led evaluation of the work to disseminate lessons, tools and templates for the sake of replication throughout the national turnaround community.			
Objective	**Personnel/Responsibilities**	**Key strategies or milestones**	**Year/Quarter**
Expand TLTS to reach an additional 4-6 schools (beyond those in APS) from at least one additional LEA, demonstrating the replicability of this as a national model.	• Project Director will resume discussions with each of several LEAs that have expressed interest in the TLTS model to drive their own turnaround strategy. • Solidify best-fit LEAs with the capacity outlined by the project and evaluation design in this proposal.	Signed MOU from LEA(s) needed to complete the project design across more than one district.	Nov 2017
Evaluate the program during the grant to provide **feedback for ongoing improvement**, define essential elements for the sake of replication and sustainability.	• Site Director will work with Leadership Coach to analyze support practices for their correlation to positive outcomes in turnaround schools. • Site Director will work with Program Manager to analyze school leader competencies, selection criteria for correlation to positive outcomes in turnaround schools. • Site Director and Program Manager will capture data on project performance measures. • Site Director will lead annual step-backs with project staff and district coordinators to evaluate progress to goals and make adjustments to project inputs as needed.	Analyze and act on program implementation data and refine coaching model based on evaluation outcomes.	Ongoing
		Summarize data and progress to goals in program status reports.	Weekly
		Collect and analyze performance measure data.	Annually; Fall
		Lead project site step-backs on progress, driving continuous improvement, engaging a cross-section of TNTP staff, district staff, Mathematica researchers and other stakeholders.	Annually; Fall

Conduct rigorous, independent **evaluations** of the program to determine effects of leadership teams on teacher and student outcomes.	Mathematica collects data on student and teacher outcomes for TLTS and control schools. Mathematica compares the outcomes of TLTS and control schools.	Conduct external evaluation.	Ongoing Y2-5; Annual reports to TNTP
Broadly **disseminate** findings and guidance to advance both replication and innovation in the field.	• Site Director will share formal and informal progress reports with the Department of Education. • TNTP publications (e.g., blog posts, white papers, policy guides). • Mathematica publications (e.g., articles in scholarly journals, conference presentations).	TNTP and/or partners will publish 1-2 outputs a year to relevant audiences about the project.	Annually
		Publish TNTP district case study and Mathematica working papers.	Fall 2021
		Participate in learning communities focused on turnaround, such as those sponsored by USED's Office of Innovation and Improvement.	Ongoing

C.3 The Adequacy of Procedures for Ensuring Feedback and Continuous Improvement

Fundamentally, TNTP believes that if its work is not meeting its goals, then the work must change. TNTP has a strong track record of prioritizing continuous improvement. We systematize this priority in every project we undertake by setting measurable goals with clearly delineated objectives and time-bound benchmarks at the outset. Then, we dedicate capacity to the monitoring process. Knowing that in the face of day-to-day challenges, this monitoring process can seem less urgent to project staff, TNTP maintains a full-time staff member specializing in program evaluation and measurement to oversee progress on our goals in every single engagement. This staff member collects information on a quarterly basis via project staff, raising specific challenges, highlights and trends to TNTP senior management. Where goals are off track, project leaders must present an intervention plan designed to improve. In keeping with these procedures, the TLTS project staff will be consistently gathering and reflecting on the data needed to take timely action and keep even their most challenging objectives on track.

TNTP will engage in early and ongoing evaluation of the project's implementation. In order to ensure our leaders' turnaround efforts are on track, we will monitor for early indicators of dramatic change starting immediately. Rather than wait to gather data and adjust our approach as many programs do because "change takes time," TNTP will work with residents to set goals, establish clear benchmarks and adjust course in real-time if progress is not on track. Similarly, we will make program adjustments and lessons published from SIG schools from across the country. This process for continuous improvement complements Mathematica's independent study of this project. While Mathematica's findings will be most meaningful to the field, our own efforts will ensure that we make real-time, data-driven course corrections so that our work can have the most immediate, positive impact on the lives of students in our participating schools.

C.4 The Potential and Planning for Ongoing Work Beyond the End of the Grant.

In addition to replicating TLTS within APS and in other TNTP partner districts, the project design includes an objective to develop and share the knowledge necessary for others to replicate successful program elements. Throughout the grant period, TNTP, Mathematica, APS and our other partners will collect data related to the program's implementation, participant performance, and school outcomes, including teacher and principal evaluation data, retention information, and student achievement data. These data will be fortified by internal and externally-led evaluations of the model.

During and after the grant, TNTP will ensure that results from these evaluations will be made widely available to practitioners, school systems, policymakers, and program providers. Throughout the project's implementation, TNTP will share up-to-date insights about developing leaders for high-need schools at least once per year on its widely-read blog. APS and TNTP will also present new knowledge developed through the TLTS program at prominent education sector conferences. TNTP staff have recently shared lessons from the field in conferences sponsored by the American Educational Research Association, National Association for Alternative Certification Providers, New Schools Venture Fund,

the US Education Department's Office of Innovation and Improvement and The William T. Grant and Spencer Foundations' i3 Learning Community.

Mathematica's evaluation of TLTS, detailed in the next section, will contribute significantly to the evidence base on the effective development of school leadership teams and professional development tailored to turnaround settings. Together with Mathematica, TNTP plans to share preliminary findings and final results of this evaluation widely through informal and formal channels.

D. Quality of the Project Evaluation

The independent evaluation of the TLTS program will answer four key research questions (RQ) about TLTS's impact and implementation (Table D.1). As the table shows, these questions map onto the grant priorities (Absolute Priorities 1 and 4) and the TLTS logic model, measuring program components and evaluating short-term, intermediate, and long-term outcomes (see Figure A.1 and logic model in Appendix G). The study will use a randomized controlled trial (RCT) to estimate program impacts on a sample of districts and schools that will scale up during the grant. In addition, an implementation evaluation with cost analysis is included to inform program development and support growth.

Table D.1 - Research question alignment with TLTS logic model and grant priorities

Research question	TLTS Logic Model Component	Priority Alignment
1. What is the impact of the TLTS model on student outcomes?	Long-term outcome: improved student achievement outcomes	Absolute priority 1: Supporting high-need students
2. What is the impact of the TLTS program on teacher practices and outcomes?	Intermediate outcome: teachers improve their practice	Absolute priority 4: Improving low-performing schools
3. How is the TLTS model implemented across schools, and to what extent is it implemented with fidelity?	Short-term outcomes: dynamic leadership teams, improved leadership practices; long-term outcome: established proof points	Grant requirement
4. How cost-effective is the TLTS program?	Long-term outcome: established proof points	Grant requirement

The independent evaluator, **Mathematica Policy Research**, will have sufficient resources to complete the evaluation. The study team includes Mathematica staff who are experienced education program evaluators with expertise in What Works Clearinghouse (WWC) standards and in

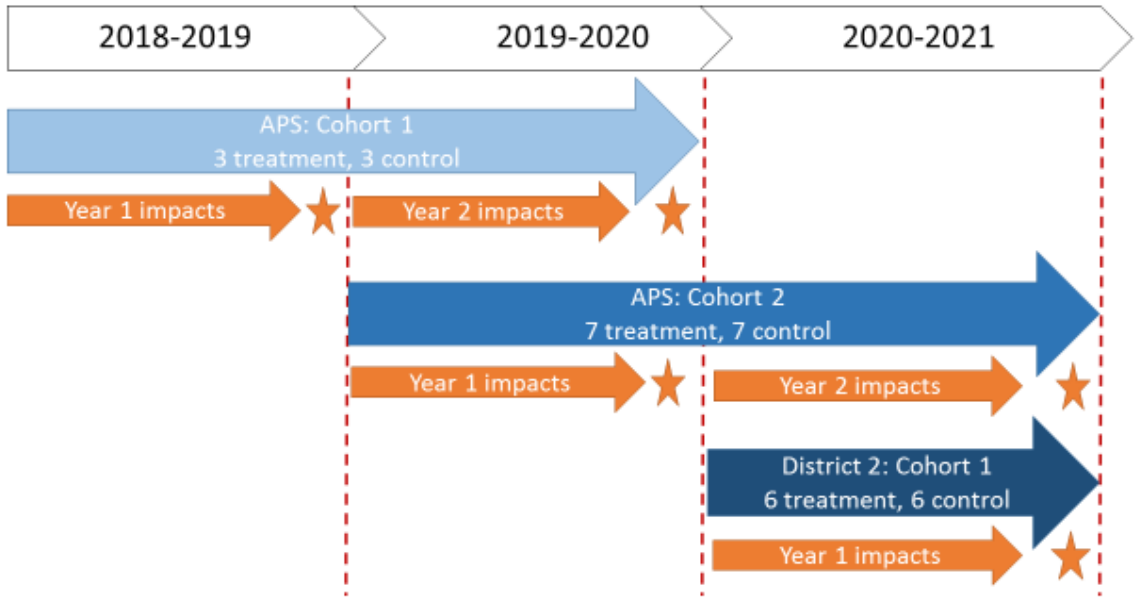
implementing RCTs. **Christina Tuttle** (M.P.P., Education Policy, Georgetown University) will be the study's principal investigator. Ms. Tuttle is part of Mathematica's WWC leadership, served as the project director for the independent evaluation of the KIPP i3 Scale-up Grant, and is deputy project director for the Impact Evaluation of Support for Principals for the Institute of Education Sciences (IES). **Albert Y. Liu** (Ph.D., Economics, Cornell University) will be the study's project director. Dr. Liu is currently directing the College Track Student Outcomes RCT Evaluation and the Evaluation of the Pell Grant Expansions under the Experimental Sites Initiative for the U.S. Department of Education.

D.1 Evaluation methods designed to meet WWC Evidence Standards without reservations

Random Assignment. The impact evaluation will be a well-executed school-level RCT. In two participating districts, superintendents will group similar schools into random assignment blocks based on grade span and other characteristics, such as student demographics and school-level test scores. Within blocks, schools will be randomly assigned to the treatment or control group. As Figure D.2 shows, six APS schools will be randomly assigned to conditions in the first year of the evaluation, and fourteen APS schools will be randomly assigned in the second year. In the third year, twelve schools in a second district will undergo random assignment. The analytic sample will contain 16 unique treatment schools and 16 unique control schools.

Sample Attrition. School attrition is not expected to present a problem, due to the design of the evaluation and TNTP's partnerships with districts. The evaluation will use an intent-to-treat design, in which schools are analyzed based on their original treatment assignments. TNTP will establish agreements with participating school districts that stipulate the districts will provide the administrative data needed for the study for both treatment and control schools. This will allow the study team to include all schools in the analysis, regardless of their participation status. The study team will closely monitor data and work with school districts to ensure data are received for all treatment and control schools.

Figure D.2 - Timeline of TLTS cohorts and impact outcome measurement



Baseline Equivalence. The study's design will help ensure baseline equivalence between TLTS and control schools. Using block random assignment increases the likelihood of baseline equivalence on blocking variables, such as student characteristics. In addition, the study team will check for baseline equivalence in school, teacher, and student characteristics. Establishing equivalence on students' prior achievement is particularly important, as it is a key requirement for WWC review. The final impact estimates will control for baseline characteristics, including any school, teacher, or student characteristics with statistically significant baseline differences, to improve precision of the impact estimates.

Outcome Eligibility and Reporting. Outcome measures will exhibit the face validity and reliability that WWC standards require. The primary, confirmatory outcomes will be student achievement scores in reading and math from the Georgia Milestones Assessment System. These exams are designed to measure performance based on state standards and have been shown to be valid and reliable, with a Cronbach's alpha of approximately 0.90 (Georgia Department of Education 2016). The study team will also estimate impacts on secondary, exploratory outcomes, such as

teacher performance measures from the state's educator evaluation system (the Teacher Keys Effectiveness System) and teacher practices and perceptions. Teacher outcomes are intermediate outcomes in the TLTS logic model, and impacts on teacher outcomes will shed light on potential mechanisms for impacts on student achievement. All outcome data will be collected in the same way for teachers and students at TLTS and control schools.

Confounding Factors. No confounding factors are expected. The intervention is a whole-school reform model, and there will be multiple schools in the treatment and control groups in all study years within each district.

D.2 Implementation study will inform TLTS program fidelity, replication, and scale-up

To complement the impact analysis, an independent implementation analysis of the first cohort of TLTS schools will describe the experiences of participants, measure implementation fidelity across treatment schools, and assess the program's cost-effectiveness. Mathematica will share two briefs and a more formal implementation report with TNTP during the grant period. This reporting structure is designed to inform ongoing program development and implementation, as TNTP may adjust the TLTS model or implementation based on early findings about obstacles and success factors for participating schools. As planned, an early brief will focus on implementation fidelity in the summer trainings and the beginning of the first school year, and a second brief will provide updated results from the first full school year. A more formal report will focus on implementation and costs throughout the two-year program.

D.3 Data collection strategy is designed to obtain valid and reliable data

Mathematica will collect data from several sources (Table D.3).

Table D.3 – Data collection activities and timeline

Type of data	Key variables / measures	Data collection	RQ
Student-level administrative data	Test scores, attendance, demographic characteristics, special education status, and limited English proficiency	2017–2018 through 2020–2021 school years	1
Teacher-level administrative data	Characteristics and evaluation ratings	2017–2018 through 2020–2021 school years	2
Teacher survey data	Self-reported mindsets, attitudes, and practices	Spring 2019, 2020, and 2021	2

Participant interview data	Types of support received, perceptions of training and coaching quality, feelings of preparedness, etc.	Spring 2020	3
TLTS program data	Number of participants and school leadership coaches per school, hours of coaching received, number of professional development sessions attended, etc.	2018–2019 through 2019–2020 school years	3
Cost data	TNTP's tangible and opportunity costs for providing TLTS	Spring 2020	4

Administrative data: Mathematica will request de-identified student- and teacher-level data from participating school districts to have baseline and outcome data for all years of the impact study.

Teacher surveys: Mathematica will survey a sample of teachers in TLTS and control schools using a survey with items that have been tested for validity and reliability on other instruments, as well as new questions designed for this evaluation. Pre-tests and other techniques will be used to ensure items appropriately measure the targeted constructs.

Participant Interviews: Mathematica will use a semi-structured protocol to interview the principal, PLUS resident, and approximately three teacher-leaders per school in the first cohort of TLTS schools.

TLTS Program Data: TNTP will provide Mathematica with program data on all TLTS components for the first two years of implementation.

Cost Data: Mathematica will develop a protocol and instrument to collect cost information for each program component, including both tangible costs (e.g., salaries of leadership coaches) and opportunity costs (e.g. time spent by other TNTP staff). Evaluation team members will conduct semi-structured interviews with TNTP staff to collect relevant data. Mathematica has used this approach in other cost-effectiveness analyses, including analyses designed for IES.

D.4 Appropriate and rigorous analytic methods will answer research questions

RQ 1 and 2: Impact on Student and Teacher Outcomes. Mathematica will match student-level data (district records) and teacher-level data (district records and survey data) to school-level data containing school treatment status. The primary estimation model is as follows:

$$(1)\ y_{isb} = X_{isb}\beta + \delta T_{sb} + \varepsilon_{isb},$$

where y_{isb} is the achievement of student *i* at school *s* in block *b* (measured as a z-score); X_{isb} is a vector of school, teacher, or student characteristics, including students' prior achievement and demographic characteristics; and T_{sb} is an indicator for whether the school attended by student *i* is a TLTS school. The parameter of interest is δ, which captures the impact of attending a TLTS school in block *b*. For teacher outcomes, a similar model will be estimated with outcomes for teacher *i* in school *s* in block *b*. For APS schools, separate models will be used to estimate impacts one and two years after a school undergoes random assignment. Due to the later implementation in the second participating district, only one-year impacts will be estimated for the second school district (Figure D.2). Models will estimate separate effects by randomization block, and block-specific estimates will then be combined (for example, weighting by student enrollment) to estimate the overall impact on TLTS schools.

Table D.4 shows the study's proposed sample sizes, with the estimated number of individuals with valid outcome data based on existing APS data. The estimated minimum detectable effect (MDE) size for student test score outcomes will be approximately 0.36 standard deviations, which is similar to the impacts reported in a study of a similar intervention (Dee 2012). MDE calculations assume a treatment ratio of 0.50, an intraclass correlation of 0.15, an R-squared of 0.50, and a between-group R-squared of 0.20.

Table D.4 - Estimated sample sizes by outcome

Outcome	Sample size	Calculation
Student achievement	8,000 students	250 students per school * 32 total schools
Teacher evaluation ratings	1,440 teachers	45 teachers per school * 32 total schools

RQ 3: Implementation. Mathematica will construct implementation fidelity measures using TNTP program data and participant interview data from participating schools. Mathematica will work with TNTP to identify a threshold for acceptable implementation before implementation and data

collection. For example, a school must meet four of five criteria to implement the program with fidelity: (1) full TLTS school leadership team in place (principal, PLUS resident, and at least seven teacher-leaders); (2) TLTS leadership coach assigned to work with leadership team; (3) participants receive a minimum number of coaching hours; (4) participants attend an average of at least 80 percent of training sessions over the summer; and (5) participants attend an average of at least 80 percent of training sessions during the school year.

The implementation analyses will use descriptive methods to document implementation fidelity across schools, such as reporting means and distributions of implementation measures. Analyses will also examine different data sources to identify themes that emerge across schools. For example, participation data on hours of coaching received and interview data on perceptions of coaching quality may be combined to present a more complete picture of coaching implementation and efficacy.

RQ 4: Cost-effectiveness. The cost analysis will focus on TNTP's costs for delivering the TLTS program. Data analysis will document costs associated with each program component and calculate the per-student cost of the program—a metric that is important for comparing costs across different interventions. Analysis of these data will take place at the end of the second program year to incorporate all costs across the two-year intervention.

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