(a) Evidence of Support

(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.

Hillsborough County, which approximates the size of Rhode Island, includes Tampa, a large urban city, and several outlying municipalities. With over 1,300,000 people, the county is economically, ethnically, and linguistically diverse, with 27.5% of families speaking a language other than English. Serving this region is Hillsborough County Public Schools (HCPS), the 8th largest school district in the nation with over 214,000 students. The district's population is geographically diverse, with farming areas, suburbs, and a dense urban core. Nearly two-thirds (61.34%) of students are classified as economically disadvantaged (eligible for free and reduced price meals [FRPM]), representing a 25% increase in the number eligible over the last decade.

The vision for instructional improvement in HCPS is a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that effective principals have a significant positive effect on reducing achievement gaps (Dhuey & Smith, 2014). Support of rigorous academic standards for all students is paramount. Beginning in 2014-2015, all schools in Florida began implementing the Florida Standards for Language Arts and Mathematics, while maintaining the existing Next Generation Sunshine State Standards for other content areas. These Standards are detailed expectations of what every child should know and be able to do at each grade level. They focus on thinking critically and analytically; establish clear and consistent guidelines for instruction; provide more rigorous content and application of knowledge; and will help to prepare students for success in the 21st century with the knowledge and skills necessary for college and careers.

For the past decade, HCPS proactively supported effective teachers and principals and

enacted reforms related to educator effectiveness well ahead of the rest of the nation. The existing LEA-wide Human Capital Management System (HCMS) has been developed as a comprehensive framework linking the vision for instructional improvement to the key elements of educator preparation and recruitment, hiring and selection, induction, performance management, professional development (PD), compensation and benefits, and career management. This strategic approach to human capital management ensures all educators possess the knowledge and skills necessary to improve teaching and learning and to support rigorous academic standards for students. Each component is designed to further the district's vision of instructional improvement and is constantly fine-tuned to meet the needs of the district and its schools **(Absolute Priority 1.5; Stat. Reqs. a, j)**.

HCPS has utilized three consecutive federal Teacher Incentive Fund (TIF) funding opportunities, as well as resources from private funders, to create and refine an HCMS that is designed to reward effective educators based on demonstrated performance and advances in student achievement. HCPS' creation of a learning growth model to measure the effectiveness of teachers and administrators began in 2007. The capacity to make human capital decisions based on educators' impact on student learning was further enhanced by implementing data systems capable of linking teacher and principal evaluation scores to student achievement at the classroom and school levels, and ultimately to the district's compensation system. Student and employee IDs remain constant over years and across data systems. All students are linked to teachers by course, including elementary students. Educators' information can be linked across data systems, including matching teachers and classes to salary, education, experience, licensure, and student assessment scores **(Absolute Priority 1.4)**. HCPS has clear and fair LEA-wide teacher and principal evaluation systems that include a multi-level value-added learning gain

measure (VAM), with average student learning gains measured over a three-year period. All educators' evaluations are now based on 60% observation of practice and 40% student learning gains, as measured through VAM. Teachers' VAM score is based on the learning gains of the students for whom they are responsible, while principal and assistant principal (AP) VAM scores incorporate 30% school-wide learning gains and 10% learning gains of the school's lowest performing students **(Absolute Priority 1.1; Stat. Req. d)**.

In 2009, with support from the Bill & Melinda Gates Foundation, HCPS formed a highly collaborative reform plan, Empowering Effective Teachers (EET), to attract, support, reward, and retain the most effective teachers and principals, especially at high-need schools. EET provided a focused direction for all district systems, and launched a new teacher evaluation rubric aligned to the domains in Charlotte Danielson's *Framework for Teaching* (2011). In order to expand the HCMS to focus on the unique characteristics of school leaders, in 2011, HCPS engaged in work funded by the Wallace Foundation to establish the Hillsborough Principal Pipeline (HPP, Appendix F), a systemic reform effort explicitly designed to provide a structure to the leadership preparation component of the district's existing HCMS. HPP revamped the principal evaluation process to assess effective educational leadership focused on five core competencies aligned to Florida's state leadership standards: Achievement Focus and Results Orientation; Instructional Expertise; Managing and Developing People; Culture and Relationship Building; and Problem-Solving and Strategic Change Management. HPP established collaborative instructional leadership teams of district and school administrators focused on student achievement through the establishment of a principal pipeline and included training, mentoring, and coaching that emphasized skill attainment, teacher development, and student achievement. HPP prepares aspiring school leaders by helping them gain the skills, experience,

and confidence that are crucial to becoming a high-performing leader. Participants engage in leadership courses and technical training that are aligned to both state leadership standards and district leadership competencies. HPP prepares current and future school leaders to effectively serve as instructional leaders, managers of human capital, and organizational/systems leaders.

The first step in the journey to become a principal is the Future Leaders Academy (FLA). FLA prepares teachers to be successful APs through educational leadership coursework and real-world experience. Upon appointment, APs then enter the two-year Assistant Principal Induction Program (APIP), which involves job-embedded, real-world learning activities and biweekly collaboration with a highly trained AP Mentor. After completing APIP and serving for one additional year, APs desiring principalship are eligible to apply for the Preparing New Principals (PNP) program. Over the course of two years, APs in PNP receive monthly coaching and are trained on how to create positive school culture and working conditions for teachers, as well as how to positively impact teacher and student performance. Upon appointment, principals enter the two-year Principal Induction Program (PIP), which involves job-embedded, real-world learning activities and weekly collaboration with highly trained Principal Coaches dedicated to helping principals improve their practice. The Educational Leadership and Professional Development (ELPD) division provides support to participants in all levels of the pipeline.

The district's HCMS includes a Performance-Based Compensation System (PBCS) that ties salary increases to sustained high-level performance, and an Evaluation and Support System that informs human capital decisions related to educator preparation and recruitment, hiring and selection, induction, performance management, PD, compensation and benefits, and career management. Performance-based compensation is awarded to all eligible teachers and principals/APs whose overall evaluation ranks them as "highly effective." The salary adjustment

is made to employees' base salary at the start of the school year following their "highly effective" evaluation rating. The PBCS is fully sustainable, as HCPS negotiates for its provision each year and allocates sufficient funds to cover its costs **(Absolute Priority 1.5; Stat. Req. a)**.

The HCPS Evaluation and Support System informs a wide range of human capital decisions **(Absolute Priority 1.5)**. Teacher evaluation ratings are examined when recruiting teachers to fill vacancies in hard-to-staff schools, ensuring that the best teachers are working with the district's highest-need students. Effectiveness data are part of a targeted hiring and placement process that dictates whom to interview and hire for vacancies. Human Resource (HR) Partners maximize staffing and deployment of the educator workforce by identifying promising applicants and analyzing educator data to inform human capital decisions. Once hired, teacher induction and retention are supported through full-release Instructional Mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism.

Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer and promotion options. HCPS has linked PD to HR functions so that school- and district-level trainings are deployed in response to areas of need identified by educator evaluations. The salary structure is based on evaluation performance and explicitly ties salary increases to sustained high-level performance. Tenure is no longer automatically awarded based on years of service—teachers are either designated probationary or non-probationary. Evaluation data is then used to determine re-nomination of effective educators, and dismissal of those who fail to demonstrate a positive impact on student outcomes.

The Evaluation and Support System is also used to recruit and hire leaders at each level of the pipeline. Effectiveness ratings are used in the selection process for entry into HPP. School leaders' performance is tracked on a set of competencies that define leadership. Placement

decisions are based on school match and the competencies needed for leaders assigned to specific schools. Principal evaluation results are also used to retain or promote high performing leaders and to remove leaders who are not performing at an acceptable level. Adherence to a clearly defined range of human capital decisions that are driven by the Evaluation and Support System will increase the number of highly effective teachers and principals in all schools in the district, particularly as they affect educators in high-need schools **(Absolute Priority 1.5)**.

In recognition of the critical importance of preparing and supporting effective school leaders who are committed to engaging in the difficult work of turning around struggling schools, HCPS proposes the **Turnaround Leadership Pathways (TLP)** project as a groundbreaking approach to turnaround school leadership. This strategic staffing initiative will expand and enhance the existing HCMS by providing a targeted preparation and support program for leaders of high-need schools. TLP addresses **Absolute Priority 3** – *Evaluation and Support Systems for School Leaders*, in addition to **Absolute Priority 1.2**. By deliberately grooming and providing strategic opportunities to current and aspiring leaders with documented records of success and a desire to serve in high-need schools, HCPS will reinforce that turnaround leaders are the true heroes in the education system and that high-need schools are a career destination.

(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The greatest partners in the work of the proposed project are the current and potential leaders of the proposed TLP sites. ELPD staff met with principals and APs to introduce the TLP Theory of Action and solicit their immediate and unfiltered reactions. From this feedback, ELPD established several committees designed to further dig into the work of project design and address stakeholder concerns. As needs arise throughout program implementation, new

committees or workgroups will be formed to ensure that the program continues to meaningfully engage stakeholders in the process **(Stat. Req. c; Prog. Req. 1[B])**. HCPS also has the support of the Hillsborough Association of School Administrators (HASA), an organization dedicated to supporting school administrators in providing high quality education through advocacy, leadership, and PD. HASA fully supports TLP and has agreed to provide an in-kind match to the project in the form of 10 annual professional learning grants for TLP school leaders.

Additionally, ELPD has engaged with neighboring Institutions of Higher Education (IHEs) to establish innovative partnerships to support TLP. HCPS and the IHEs have collaboratively designed two programs, a Master of Education degree (M.Ed.) in Educational Leadership at the University of Tampa (UT) and an Educational Specialist degree (Ed.S.) in Turnaround School Leadership at the University of South Florida (USF). IHE faculty and HCPS personnel co-developed rigorous, research-based course content with curriculum centered on three core concepts: transformational leadership, equity and social justice, and high impact interventions for student success. Memoranda of Understanding will formalize these partnerships at the April 4, 2017 meeting of the School Board of Hillsborough County, Florida. The IHE partners have also provided an in-kind match for TLP to demonstrate their commitment **(Prog. Req. 2)**. Letters of support from committed partners can be found in Appendix E.

HCPS has additionally benefitted from the input of national experts in school leader development and turnaround leadership in the design of TLP. A "Turnaround Think Tank" session was held with these experts on February 9, 2017 to introduce the project concept and solicit input. Monica Rosen, CEO of Alma Advisory Group, spent five years leading a human capital consulting practice for Cross & Joftus (C&J) where she partnered with organizations nationally to support the success of their staff, and to hire, develop, support, and retain a high-

quality workforce. Dr. Gina Ikemoto, of Education Research and Development, LLC, has authored research-based frameworks and tools for educational leadership and served on multiple advisory committees to create standards and assessments for educational leaders, such as the Technical Advisory Group for National Board Certification of Accomplished Principals and the National Educational Leadership Preparation Standards advisory committee. Steve Gering, senior associate at C&J, has consulted with school and district leaders to develop their skills and the knowledge needed to drive positive student outcomes.

Think Tank participants shared a wealth of knowledge, experience, and research-based strategies to assist ELPD in fine-tuning the proposed project design to maximize the effect of TLP services. Both Ms. Rosen and Dr. Ikemoto expressed a desire to collaborate with HCPS in the implementation of key components of the project design. As a demonstration of their confidence in the ability of TLP to effect the desired change, not only will they be involved in implementation, but they will also contribute an in-kind match toward the district's TLP budget **(Prog. Req. 2)**. Furthermore, Karin Chenoweth, a renowned education researcher and writer who has focused her career on rapidly improving high-need schools, will help inform project implementation, as well as plan site visits to model turnaround schools at no cost to the district.

(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes, using existing funding streams from other programs or policies supported by the community, State, and Federal resources.

While HCPS has made great strides in designing and implementing its HCMS and PBCS, the district's needs continue to change; HCPS must respond to these changes by continuing to assess its systems and making modifications to improve them. Perhaps one of the greatest challenges plaguing both local and national reform efforts is the unabated poverty level. In fact,

"economic inequality now exceeds racial inequality in education outcomes" (Reardon, 2011). This disparity is evident in not just standardized test scores, but other metrics along the education pipeline, such as kindergarten readiness, graduation rates, and college completion rates (Coley & Baker, 2013). Society has become increasingly bifurcated, where the resources and supports that foster child development are concentrated primarily within affluent families, further perpetuating intergenerational poverty. Unquestionably, comprehensive policies at all levels are necessary to reverse this trend and significantly reduce disparities; however, schools will continue to play an important role in working to mitigate the effects of poverty and to achieve equity for all.

Unfortunately, the concentration of poverty within residential areas compounds the issue by creating socio-economically isolated schools. These schools are often referred to as "high-need" given that 50% or more of their student population meets eligibility requirements for FRPM. High-need schools are often disproportionately underperforming as a result of a profound lack of resources and access to highly qualified teachers, and are also beleaguered by low expectations, poor learning conditions, and student discipline problems (Education Week, 2004).

A core belief within HCPS is that effective leadership will be the key lever of change for these struggling schools. It is often cited that leadership is second only to teaching in school-related factors influencing learning; the ability to build strong school culture steeped in high expectations, as well as cultivate a talented team of teachers, is critical for any turnaround effort to succeed. As noted by Leithwood, Louis, Anderson, and Wahlstron (2004), the "total effects of school leadership on student learning account for one quarter of total school effect," providing evidence that "supports the widespread interest in improving leadership as a key to the successful implementation of large-scale reform." The importance of an effective leader has not been lost on HCPS; the current principal pipeline, which focuses on developing competencies tied to the

Florida Principal Leadership Standards, satisfies the Florida Department of Education's policies related to Level II Principal Certification Program requirements.

This grant opportunity comes at a time when conditions within HCPS are ripe to further refine and enhance the existing district-wide HCMS and PBCS in order to increase school leader effectiveness and student achievement. The appointment of a new Superintendent in 2015 ushered in a new era defined by servant leadership and a renewed commitment to meeting the needs and nurturing the aspirations of *all* students. Aligned to this guiding philosophy is a new district vision, *Preparing Student for Life*, which led to a five-year Strategic Plan with four Strategic Priorities at its core: increasing graduation rates; communicating effectively with stakeholders; building strong culture and relationships; and achieving a foundation of financial stewardship. All aspects of the proposed project tie directly back to the Strategic Priorities and will assist the district in continuing to move in the direction necessary to actualize its vision.

In an effort to support this "all students" mantra, the School Board of Hillsborough County has proactively developed policies to ensure equitable access to a quality education. Recognizing that the conditions in certain schools pose unique challenges, the Board adopted a policy on March 7, 2017 indicating that schools meeting specific criteria would be designated as "Elevate" schools, thus qualifying them for additional district support and resources to address some of the challenges related to staffing and physical environment that plague high-need schools. The data used to select "Elevate" schools, as well as the proposed strategies to ensure that all students have access to effective teachers and leaders, align with proposed TLP project.

The limitations of a one-size-fits-all approach within a district as large and diverse as HCPS resulted in a recent decentralization of leadership, with the central office now acting in a support capacity. Increased flexibility and autonomy empowers principals to embrace their assigned role

as instructional leaders and change agents. There are 8 new Area Superintendents, along with their Area Leadership Teams, providing principals with timely, differentiated, site-specific coaching and support aimed at improving school culture and student outcomes. These efforts are funded, in part, by the Florida Department of Education's District Instructional Leadership and Faculty Development (DIL) grant which provides job-embedded PD to principals and district administrators focused on the use of teacher evaluations to improve instruction, align instruction with State standards, and other leadership responsibilities that support student achievement.

While these local changes lay a strong foundation, TLP will provide additional structure in which to enact this cultural shift within HCPS. The existing HCMS, supported by Title I, Title II, and local dollars, will be supplemented with enhanced TLP infrastructure, services, and opportunities that better address the needs of current and aspiring leaders of high-need schools **(Absolute Priorities 1.2, 3; Prog. Req. 2; Stat. Req. a)**. There are 5 different "pathways" or entry points into the TLP for those participants—at any stage in their career—who formally declare their interest in leading at a high-need school. Concurrent to the full HPP treatment, each pathway of the project will also afford participants a host of extra supports and resources specific to their development as turnaround leaders, including advanced credentialing, individualized coaching and mentoring, and participation in specialized PD **(Prog. Req. 1[A]ii)**. Improvements to other components of the existing HCMS and PBCS will also be made to ensure that project goals and objectives are fully realized.

By adding the TLP to what many would consider an already robust district-wide teacher and leader HCMS and PBCS, HCPS is poised to resume its role as a national vanguard of promising practices surrounding teacher and leader effectiveness. As a result of this grant opportunity, the sea of research surrounding turnaround leadership should theoretically swell. HCPS, in

particular, is an ideal testing ground for innovative solutions to complex problems given the sheer number and diversity of schools targeted in the project.

(b) Need for Project

(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Indisputably, students in high-need schools achieve at a higher level with the instruction of effective teachers (Stronge, 2010). However, great leadership is the catalyst for turning around a school in trouble. To be effective, teachers require great leaders to ensure the learning climate is ideal, to offer instructional guidance, and to effectively implement strategic school improvement plans. Recent research indicates that highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year, while ineffective principals actually lower the achievement by the same amount (Branch, Hanushek, & Rivkin, 2013). While 36% of HCPS school leaders were rated Highly Effective district-wide in 2015-2016, only 12% of current TLP school leaders earned that rating (**Stat. Req. f**). Therefore, critical to addressing the needs of all high-risk students in HCPS is ensuring every high-need school in the district is armed with exceptional leaders.

HCPS can be characterized as a high-need district, with more than 97,000 of its over 214,000 students in 148 Title I schools, and over 140,000 students enrolled in schools whose FRPM rate exceeds 50%. Yet, poverty level does not fully encapsulate all of the barriers that students at risk of failure encounter along their academic journey. Additional indicators also impede students at risk, increasing their likelihood of struggling in school, and decreasing their likelihood of graduating. Ergo, eight risk indicators, organized in five categories, were analyzed to select TLP schools: low academic performance (school grade, reading performance, and

graduation rate); behavior (discipline and suspensions); student attendance; student poverty; and teacher recruitment/retention rates. Low academic performance, in particular poor reading skills, has been linked to poverty and crime: 64% of welfare recipients are high school dropouts (Levin, Belfield, Muennig, & Rouse, 2007), and 70% of juveniles in prison are functionally illiterate (Haigler, 1994). Disruptive behavior interferes with learning and puts students at risk for later social problems or school failure (Langley, 2009). Likewise, chronic absenteeism, missing more than 10 days in one school year, strongly affects test scores and graduation rates, thus undermining school reform efforts (Balfanz & Byrnes, 2012). Poverty often contributes to students' lack of emotional and social stability, causes chronic stressors, and increases cognitive lags (Jensen, 2009). Research consistently finds that students from poor and minority backgrounds have less access to highly qualified and experienced teachers than do their peers from low-poverty backgrounds (Imazeki & Goe, 2009).

TLP includes 51 high-need schools divided into 2 tiers according to need and risk indicators. The 26 Tier 1 schools have the highest percentage of students eligible to receive FRPM (92.86%), and struggle with 5 to 8 risk indicators. The 23 Tier 2 schools experience a similarly excessive poverty rate (91.98%) and bear 3 to 4 indicators. The remaining Title I schools (82.65% FRPM, 1 to 2 indicators) will serve as the high-need training ground for new school leaders to strengthen their leadership skills and gain experience in the daily operations of managing school activities, evaluating faculty performance, and creating an atmosphere conducive to educational pursuits.

The TLP school table below captures socioeconomic data through FRPM, student achievement through school grades, and demographics through minority percentages **(Prog. Reqs. 3(A), 3(B); Stat. Req. e)**. Florida's school grade calculation encompasses several

components of a quality education: percentage of students achieving and making learning gains in reading/English language arts and math; percentage of students earning an industry certification and college credit through Advanced Placement or dual enrollment courses; and high school graduation rate. Tier 1 schools are shaded in gray.

School	% FRPM/SES	School Grade	% Minority	School	% FRPM/SES	School Grade	% Minority	School	% FRPM/SES	School Grade	% Minority
Potter ES	99	F	98	Jennings MS	93	D	75	Palm River ES	96	D	88
Edison ES	99	F	95	Lockhart ES	92	D	93	Robles ES	96	D	95
Van Buren MS	99	D	94	McLane MS	89	D	85	Bing ES	96	D	81
Oak Park ES	99	D	94	Shields MS	89	D	83	Kenly ES	95	D	78
Miles ES	99	F	87	Leto HS	85	C	89	Dunbar ES	94	F	91
Sulphur Springs K-8	99	D	94	Chamberlain HS	82	D	80	Jackson ES	94	C	80
Washington ES	99	F	97	Turkey Creek MS	80	D	62	Town & Country ES	92	D	90
Shaw ES	98	F	94	Spoto HS	76	C	81	Pizzo ES	92	D	89
Just ES	98	D	98	Armwood HS	76	D	68	Mango ES	92	D	72
Broward ES	97	D	93	James ES	98	D	96	Reddick ES	92	D	93
Sheehy ES	97	D	97	Graham ES	98	D	95	Folsom ES	91	D	71
Mort ES	97	D	87	Burney ES	98	C	89	McDonald ES	90	D	49

School	% FRPM/SES	School Grade	% Minority	School	% FRPM/SES	School Grade	% Minority	School	% FRPM/SES	School Grade	% Minority
Gibsonton ES	96	D	61	Clair Mel ES	98	D	92	Twin Lakes ES	89	D	88
Sligh MS	96	C	94	Dover ES	97	D	94	Thompson ES	84	D	79
Foster ES	96	D	91	Witter ES	97	C	92	Lopez ES	83	C	43
Forest Hills ES	95	F	84	Cleveland ES	97	D	91	Cahoon ES	80	D	81
Memorial MS	94	D	91	Kimbell ES	97	D	90	Seffner ES	71	D	54

With the benefit of TLP, HCPS students at risk of educational failure will gain school leaders with a penchant for enticing, developing, and retaining exceptional teachers. Effective leaders will both attract great teachers to their schools and develop teachers who need to refine their ability to effectively work with high-need students. Because they will be well-trained, experienced, and strategically matched to their schools, TLP leaders will be prepared to move in and skillfully implement the change management necessary for turning around a school in need.

(2) Extent to which gaps or weaknesses in services, infrastructure, or opportunities have been identified & will be addressed, including the nature & magnitude of those gaps or weaknesses.

There are evident gaps and weaknesses in the HCMS and Evaluation and Support System for HCPS school leaders that are negatively impacting the ability to effectively support students in the 51 TLP schools. Weaknesses in infrastructure create barriers to the processes, systems, and tools essential to serving students at risk. Gaps in services leave leaders of high-need schools without adequate preparation, training, and support to implement change at schools struggling with multiple risk indicators. Gaps in opportunities generate a deficit in the number of school leaders who have the experience and skillset to turn around a school in need.

In HCPS, the perception of working at a high-need school for both teachers and school leaders is bleak, signaling a weakness in district culture and messaging. According to the 2016 HCPS Teaching, Empowering, Leading, and Learning (TELL) survey, only 73% of teachers at the TLP Tier 1 schools indicated that their school is a good place to work and learn, whereas 93% of teachers in the highest socio-economic schools agreed. Research suggests that low-income schools with large numbers of minority students are more likely to experience inconsistent staffing, as well as an influx of inexperienced teachers (Johnson, 2005). High poverty schools such as these are most likely to experience difficult staffing conditions and lower rates of teacher retention (Ingersoll, 2004). In 2016, the teacher retention rate for TLP schools was 76%; nearly 1 out of 4 teachers left a high-need school, leaving leaders struggling to rebuild faculties with limited numbers of effective teachers seeking opportunities to work with students at risk. HCPS must re-examine its way of work to alter this negative mindset and to encourage highly effective teachers to commit to these students. Key to attracting and retaining effective teachers are leaders who believe that serving in a high-need school is an honor and a destination, and are well-equipped to effect change. To address this **infrastructure** gap, TLP proposes a strategic marketing campaign to bolster the perception of working in high-need schools.

Deficits in the tools that manage and support the Evaluation and Support System broaden infrastructure gaps. Currently, HCPS does not differentiate between selection of leaders as a whole as compared to selection for turnaround schools, yet the competencies that distinguish successful leaders in high-need schools differ from other school contexts. Public Impact, one of the most notable names in the development of turnaround leaders, established competencies (measurable distinguishers) of very successful potential leaders by "mapping" the cross-sector research on turnaround leader actions to high-quality competency studies of successful

entrepreneurs and leaders in large organizations (Public Impact, 2008, 2016). HCPS has recently

begun using the Behavioral Event Interview (BEI) as a predictor of competencies that determine

leadership success in a turnaround school. Results of the BEI allow the district to select the APs

and principals who are more likely to succeed as future turnaround leaders. However, HCPS'

Leader Tracking System, which houses the School Leader Hiring and Selection Tools, does not

yet have the capability to analyze competencies specific to potential leaders for high-need

schools **(Competitive Priority 1.2)**. A comparison of the five core competencies of HCPS

school leaders to the School Turnaround Leader Competencies yielded several gaps in the

system for matching the best candidate to high-need schools. Absent from HCPS' existing

hiring and tracking tools are competencies such as Initiative and Persistence, Planning Ahead,

Team Leadership, and Self-Confidence—all vital for success in high-need schools. Based on an

analysis of competency performance, a newly-designed Goal-Setting Tool will be developed and

linked to online PD resources. Shoring this gap in infrastructure will assist HCPS in analyzing

competencies and supporting the development of leaders based on evaluation data to increase the

rigor of the selection, hiring, and support of high-need leaders **(Competitive Priority 1.1)**.

   Gaps in **services** lead to inadequate preparation of leaders who serve high-risk students.

Undeniably, effective teachers are integral to the success of high-need schools, yet one factor

overwhelmingly dissuades great teachers from committing to the challenge: ineffective leaders.

In 2005, the National Education Association held state policy summits on how to recruit and

retain teachers for high-need schools. Key recommendations from the summits included:

recruiting and developing administrators who can draw on the expertise of teacher leaders;

providing additional training for school leaders; and providing incentives to recruit experienced

principals to lead high-need schools (Berry, 2007). However, recruiting successful principals, or

at the very least principals with experience, to the job has been generally unsuccessful in HCPS'

history. Currently, 27 out of the 51 principals in the TLP schools began their tenure as a new

principal with no experience. Likewise, 42 out of the 82 current APs in TLP schools entered as a

novice **(Competitive Priority 1.2)**. In a focus group of principals at high-need schools

conducted by the ELPD division in February 2017, concerns such as lack of specialized high-

need training and inconsistencies with leader evaluations were among the top detractors from

working in a high-need school **(Competitive Priority 1.2; Stat. Req. b)**. TLP must reverse this

trend so that leaders are experienced, well-prepared, and significantly supported to serve in a

high-need setting. To accomplish this shift and to address this gap in services, TLP must provide

principals and APs with essential PD and supports specific to turnaround schools.

According to the 2016 TELL Survey, teachers at the TLP Tier 1 schools indicated that their

current leaders are not adequately prepared to manage high-need schools. Principals and APs

must possess formidable skills to effectively maintain order and academic focus in schools with

rampant discipline issues. However, a mere 29% of teachers in Tier 1 schools responded that

students at their school follow the rules of conduct, as compared to 67% district-wide. Less than

8% of the Tier 1 schools' teachers answered at or above the district average that they work in an

environment that is safe. Similarly, fewer teachers in the Tier 1 schools indicate that school

administrators consistently enforce rules for student conduct or that school administrators

support teachers' efforts to maintain discipline, as compared to the district average. Clearly

teachers and leaders experience similar issues in high-need schools, yet as they work in isolation,

the demand for reaction prevails over proactive problem-solving. Therefore, TLP will develop

professional networks where leaders from high-need schools work through problems of practice

by analyzing and thinking critically as a group. HCPS will also reach beyond its boundaries and

gather best practices from other successful turnaround school models around the nation.

Equally vital to developing leaders' skills in serving students at risk is equitable and job-embedded coaching. According to a 2001 study of executive coaching, including school principals, the return on investment for recipients is six times the investment (Schilder, 2017). Yet, only five HCPS Principal Coaches support new or struggling principals in the 250 district schools in regards to instructional leadership, school culture and climate, performance management, and data-driven decision practices. Coaching services aligned to turnaround competencies are necessary in order to effectively support TLP leaders. Thus, TLP will train and deploy an additional Principal Coach and AP Coach specifically for the TLP schools.

One barrier to recruiting effective principals to high-need schools is the perception that evaluation scores decrease for effective leaders when they transition to high-need schools. In the past 3 years, 17 new principals were appointed to TLP schools. Eleven, or 65%, of those effective or highly effective principals who moved to high-need schools saw a drop in their evaluation scores. According to feedback gathered in the 2017 high-need school focus group, principals overwhelmingly expressed the need for calibration of principal evaluations among the Area Superintendents. Throughout the past decade, HCPS teacher evaluators have participated in extensive calibration exercises to maintain inter-rater reliability, and although the Area Superintendents have been calibrating for 3 years, a deeper dive in auditing evaluations is needed to ensure reliability and consistency. To this end, another service TLP will initiate is an annual Area Superintendent Retreat focused on how to better support principals, and how to improve evaluation efforts with rubric calibration and auditing. Individualized, job-embedded PD targeting principals' needs on each domain in the rubric will also be provided to address the barrier of declining evaluation scores when moving to high-need assignments.

Gaps in **opportunities** for high-need school leaders create a shortage in the number of qualified, credentialed candidates with the predilection to serve students at risk. Principals expressed a need for a degree program to better prepare them to serve in high-need schools during a principal focus group in February. M.Ed. and Ed.S. degrees, however, can cost upwards of $15,000 each year, potentially requiring educators to incur large amounts of debt. Reducing this financial barrier will endorse the importance of working in high-need schools and encourage more highly effective teacher leaders and leaders to commit to the district's neediest students.

Principals and APs often start their leadership careers in schools with the highest-risk students. No clear pathway for advancement is described, so leaders often move to lower-need schools as soon as the opportunity presents itself. HCPS must choose and groom the most effective leaders for these students and create a pathway of opportunities with a focus on high-need students in a district with so many students at risk of educational failure. Thus, successful TLP principals will be considered for new AP Coach and Principal Coach positions, and will be groomed for district-level positions. In addition to these career ladder opportunities, participants may also choose to present at annual local and final national Turnaround convenings, thus building professional and leadership skills beneficial for their career advancement aspirations.

Recruiting and retaining the best leaders requires multiple opportunities for incentives. Effective bonus programs can have a positive impact on an organization's growth (Heiman, 2008), yet HCPS does not currently offer compensation specifically for entering the turnaround pathway. HCPS must analyze its current compensation and bonus structure to entice turnaround school leaders. In addition to several non-monetary incentives, TLP proposes to offer a TLP bonus to leaders of schools demonstrating academic growth of their lowest performing students that is equivalent to or greater than the district average for that subgroup of students.

Because of the sheer number of schools in HCPS (over 250), the lag-time between school need and district-level response can be immense, causing objectionable working conditions. Since the schools in Tier 1 have the greatest number of risk factors, response time by the central office should be considered urgent. Hence, one non-monetary opportunity for TLP schools involves a district office "TLP Pass," that will provide priority consideration for meeting school needs such as building maintenance, transportation issues, or staffing necessities.

Specific components of TLP also mirror strategies proposed by the State to eliminate equity gaps. PD will be designed to improve evaluation processes and support leaders in using the information to make data-driven decisions in service of equitable access. Furthermore, utilizing prescribed PD strategies designed to improve the leader effectiveness—especially in schools serving vulnerable student populations—supports equitable access **(Competitive Priority 1.3)**.

(c) Quality of the Project Design

(1) The extent to which the proposed project demonstrates a rationale.

All TLP activities are grounded in strong theory. Although not required, HCPS will contract with an external evaluator to assess project progress and determine course corrections. See Appendix C for a TLP logic model and accompanying evaluation crosswalk linked to the goals, objectives, and associated performance measures that are tabled below.

GOAL 1: *Develop tools and processes that reflect and facilitate the skills and knowledge*
Objective 1.1: HCPS will implement advanced tools for leadership support to include: Leader Tracking System, Hiring and Selection tools, Goal Setting tools, & PD video library.
a) Participants' turnaround competencies will be documented in the Leader Tracking System.

b) 85% of Area Superintendents will report that the enhanced hiring tools were helpful in identifying appropriate school leaders for TLP schools.

c) 90% of TLP principals and APs will report using the Goal Setting Tool to identify stretch goals and engage in prescriptive PD.

d) 90% of TLP principals and APs will report that they used the video library to reinforce their knowledge and skills in meeting the needs of students in high-need schools.

e) Area Superintendents will report agreement of $\geq$ 90% on all evaluation audits.

GOAL 2: *Increase the number of Highly Effective TLP educators with a turnaround mindset.*

Objective 2.1: **The number of "Highly Effective" (HE) leaders in TLP schools will increase.**

a) 90% of TLP participants will report that they have received high levels of support from the district and Area Superintendents.

b) The voluntary retention of HE school leaders in TLP schools will be $\geq$ 90%.

c) The number of principals and APs in TLP schools rated HE will increase by 10% annually.

d) Applicants for open TLP administrator positions will increase, beginning in Year 4.

e) 60% of TLP leaders and aspiring leaders enrolled in TLP-funded turnaround graduate coursework will earn the terminal graduate credentials by the third year after initial enrollment.

f) 90% of TLP participants will regularly engage in TLP Professional Learning Community (PLC) meetings/activities.

Objective 2.2: **The number of "Highly Effective" (HE) teachers in TLP schools will increase.**

a) The number of HE teachers retained in TLP schools will increase by 5% annually.

b) The number of teachers in TLP schools rated HE will increase by 7% annually.

GOAL 3: *Increase student performance on a variety of achievement indicators.*

Objective 3.1: **Student achievement indicators in the TLP schools will increase**.

a) Annual student attendance at TLP schools will improve to ≥ 95%, or exceed the district average.

b) Ratio of disciplinary referrals to student population in TLP schools will decrease annually, beginning in Year 3.

c) Number of students demonstrating growth on State VAM measures in TLP schools will increase by 10% annually, beginning in Year 3.

d) Student graduation rates at TLP high schools will improve 5% by Year 5.

Several components of the proposed HCMS expansion have empirical evidence to support their efficacy in improving student outcomes **(Stat. Req. j)**. A quasi-experimental design study that met What Works Clearinghouse (WWC) standards with reservations found that the National Institute for School Leadership's Executive Development Program (EPD) demonstrated a positive impact on student achievement in ELA and math after three years of implementation (Nunnery, Ross, & Yen, 2010). EPD is an intensive principal preparation and support program that emphasizes the role of principals as strategic thinkers, instructional leaders, and creators of a culture in which all students meet high standards. EPD implements many of the same evidence-based elements as TLP, including intensive PD; sustained, job-embedded learning; and PLCs focused on problems of practice that empower principals to tackle real-world challenges.

Other studies portray positive effects related to pay-for-performance bonuses and intensive induction practices on employee performance. A randomized control trial that met WWC standards without reservations found a positive effect of pay-for-performance bonuses on student achievement in ELA/reading for TIF grantees awarded in 2010 (Chiang, et al., 2015), and a 2010 examination of the effect of intensive induction support for teachers—comprised of experienced, trained full-time mentors and a combination of school and district orientation sessions, PD, observations, and constructive feedback through formative assessment—found that two years of

comprehensive teacher induction instead of a district's usual induction services increased student

achievement in ELA and math (Glazerman, et al., 2010). Although the Glazerman, et al. study

focuses solely on teacher induction, it stands to reason that similar induction services provided to

school leaders should achieve similar results. Taken together, these studies provide an evidence

base that sets the stage for TLP implementation, and support the belief that TLP will have a

positive effect on the schools in which it is implemented. (See Appendix F for links to the full

studies.)

(2) The extent to which the design of the proposed project is appropriate to, and will

successfully address, the needs of the target population or other identified needs.

　　　TLP is designed to specifically address gaps and weaknesses in HCPS' existing HCMS to

better meet the needs of leaders at high-need schools (**Absolute Priority 3**). HPP prepares staff

to be school administrators, but does not adequately prepare them to lead a successful turnaround

effort. While TLP participants will continue to meet all requirements of HPP, TLP allows those

whose calling is to serve students most at-risk to formally declare that interest, support them
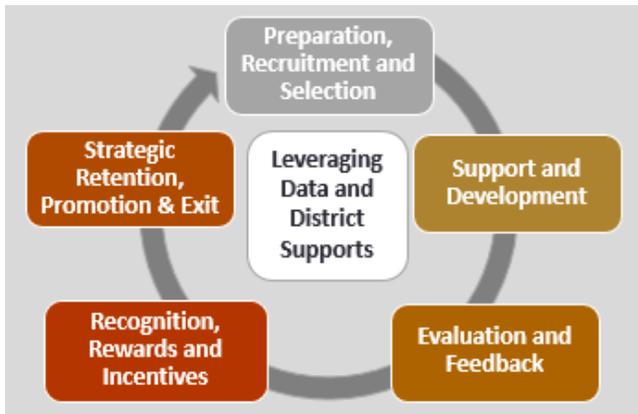
once they get to a high-need school, and

provide them with financial and non-

financial incentives to reward them for their

success. The five pathways inherent to TLP

(Appendix F) will expand upon the existing

HCMS and PBCS by providing intensive,

personalized support and establishing collegial networks that focus on tackling problems of

practice. Ultimately, TLP will build a strong community dedicated to taking on and overcoming

the challenges associated with leading high-need schools. By building on their strengths, leaders

will be empowered to cultivate strong teams of instructional leaders and faculty with a similar

calling to serve and truly make a difference in the lives of the district's most struggling students.

To effectively tap into this intrinsic motivation and to **recruit** appropriate leaders for TLP

schools, the perception of what it means to serve in a high-need school will need to shift. HCPS

desires this service to be viewed as a privilege reserved only for the most effective school

leaders. To elevate the perception and attract proven leaders, a comprehensive rebranding

campaign will be planned and launched in Year 1 with the help of a marketing partner. Current

strategies will be examined and improved, and new traditional and social media strategies will be

employed to bolster targeted recruitment efforts to entice diverse applicants, particularly males

and ethnic minorities **(Prog. Req. 1[E]i)**. To support this shift in district culture and elevate the

status of leaders in high-need schools, HCPS will publicly recognize principals appointed to Tier

1 schools with ceremonies at departing and entering sites. Confidence in this newly appointed

leader will be on full display; by lauding them as one of the most talented, heavily vetted leaders

within the district, students, families, staff, and the community will become familiar with the

skills and track record they possess that make them uniquely qualified to effect positive change.

As an additional incentive to recruit leaders, TLP will offer the opportunity for participants

to enroll in advanced credentialing programs designed to build their capacity as school

turnaround leaders through research-based, experiential learning. While all HCPS administrators

are required to possess a M.Ed. in Educational Leadership, two new degree programs have been

co-designed with IHE partners to specifically target the needs and challenges of HCPS' high-

need sites. Grant funds, along with matching support, will allow up to 25 aspiring leaders in

Years 2-5 of TLP to earn an M.Ed. from UT at half the cost, while up to 15 TLP APs and

principals can earn an Ed.S. in Turnaround Leadership from USF in Years 2 and 4 at no cost.

Equally important are the strategic steps that must be taken to **select and hire** the candidates with the skills best suited to lead high-need sites. A weakness in HCPS' current data management infrastructure is that is does not allow specific turnaround competencies to be tracked. HCPS proposes to work with an external partner to enhance existing data management tools, such as the Leader Tracking System, to track participants as they move along the HPP and TLP and to collect data regarding their competencies. Improvements will also be made to the Leader Selection Tool to allow more granular detail be added regarding the unique needs of TLP sites. Using these tools in conjunction will ensure a better match of leader to school site. Likewise, HCPS will seek assistance to develop and refine other hiring and selection tools— including elements from BEI and Public Impact's recommended turnaround competencies—to increase rigor in the selection of leaders for high-need schools **(Prog. Req. 1[E]i)**.

Upon selection of new leaders, HCPS will strategically staff participants as part of the **induction** process to ensure they are equipped for service upon entry into a TLP school. Reversing the trend of placing novice leaders at high-need sites, TLP participants may first serve in other Title I schools instead. Providing a training ground in which to arm school leaders with foundational leadership experience prior to leading turnaround efforts at a TLP school is a wise investment the district has not made in the past. Once experience is gained, leaders will then receive priority for staffing into a TLP site. Each veteran principal and AP that is hired at a TLP school will benefit from ongoing, non-evaluative, job-embedded coaching by a TLP Principal Coach or TLP AP Coach **(Prog. Reqs. 1[A]ii, 1[F])** that is specific to the turnaround competencies necessary to lead a high-need school. While HPP provides novice principals with coaching for 90 minutes weekly in their first year, with 60-90 minutes bi-weekly in their second year, TLP principals will get 90 minutes of weekly turnaround coaching from the TLP Principal

Coach in their first two years of TLP service and then 60-90 minutes bi-weekly in years 3 and 4. Similarly, while HPP provides new APs with 20 hours of contact time with an AP Mentor in their first two years, the TLP AP Coach will provide turnaround coaching to APs for 60 minutes each week during their first two years at a TLP site, and then 60 minutes bi-weekly in years 3 and 4. The TLP AP Coach will also support aspiring leaders enrolled in the M.Ed. program by providing feedback on the job-embedded learning activities completed at their high-need schools and offering PD to enhance their work as aspiring leaders. To ensure the highest quality support for new TLP school leaders, TLP Coaches will receive specialized training through national organizations around equity and other issues commonly faced in high-need school sites.

To be successful as an instructional leader at a high-need school necessitates an unparalleled level of support given the extraordinary challenges faced. HCPS proposes a multitude of **PD** services to hone individuals' turnaround competencies; an external partner will develop a School Leader Goal Setting Tool that allows a principal/AP to use his/her evaluation to set a stretch goal and create an action plan. An associated online PD menu will provide recommendations for prescriptive PD designed to increase effectiveness and make progress towards goal attainment **(Absolute Priority 1.3; Prog. Req. 1[A]ii)**.

To capitalize on a collective sense of responsibility and unique skills, PLCs will be offered as PD to build a strong community of turnaround leaders. Individual PLCs will be held for both aspiring leaders enrolled in FLA and APs. A third PLC group, the TLP School Network, will be comprised of principal-selected instructional leadership teams from each TLP site **(Prog. Req. 1[C]i)**. Organizing educators this way will allow similarly positioned staff within similar schools to network around Problems of Practice and tackle real-world, relevant issues in a supportive environment **(Absolute Priority 1.3; Prog. Req. 1[A]ii)**. TLP School Network

sessions will also focus on principals' reflections, strategies learned, and action plans to implement effective practices observed during visits to turnaround schools across the nation. The TLP Principal Coach and TLP AP Coach will accompany principals on these visits to support the local implementation of innovative practices, while ELPD staff will make improvements to the TLP based on lessons learned about the effective recruitment, preparation, and support practices used by these model turnaround sites.

Participants will also benefit from a video PD library featuring best practices and turnaround competencies tied to the district's own evaluation rubric. An ELPD employee will lead production, edit raw footage, create an online repository, post clips, and curate content to meet the specific needs of project participants **(Absolute Priority 1.3; Prog. Req. 1[A]ii)**. Featuring HCPS students, teachers, and leaders in clips highlighting direct instruction of rigorous, standards-based lessons in a variety of core classes, teacher and administrator coaching cycles, and the delivery of job-embedded PD allows end-users to identify and connect with the context. This will be utilized in a variety of PD settings, including calibration exercises with Area Superintendents, to ensure consistent use of evaluations across different areas of the district.

Turnaround Leadership Pathways Convenings will not only offer TLP participants PD, but professional growth opportunities as well. Held annually in Years 2-4, the local convening for aspiring and current leaders will feature breakout sessions facilitated by TLP participants, district leaders, and project partners to share results of action research borne from Problems of Practice sessions and showcase promising practices demonstrating a return on investment. A keynote address by a national expert will further celebrate and elevate their work as turnaround leaders.

A national convening for all federal TSL awardees focused on Absolute Priority 3 is proposed for the Spring of 2022. HCPS will contract with an external vendor in Year 4 to assist

with conference planning logistics, the call for presenters, registration, securing keynote speakers, and finalizing vendor contracts at the start of Year 5. By assembling the grantees to share how they have tackled the challenge of enhancing their Evaluation and Support Systems for school leaders, districts will have the opportunity to leverage their collective knowledge and ultimately strengthen the impact of the funded projects.

As the performance of TLP school leaders is used to inform human capital management decisions, the fair, effective, consistent, and reliable use of the **performance management** system is critical. An examination of principal evaluation data indicates that Area Superintendents need to be calibrated on their use of the rubric, especially when observing leaders at high-need sites. TLP will provide a three-day retreat for Area Superintendents in Year 1 focused on evaluating and supporting principals in high-need schools. Booster sessions in Years 2-5 will address emerging calibration needs as they arise, and ongoing "evaluation audits" will be embedded into regularly held Area Superintendent meetings **(Prog. Req. 1[B])**.

HCPS will simultaneously work with an external partner to help Area Superintendents improve their use of principal evaluation results to inform principal PD needs; learn what high-quality, job-embedded PD looks like; and design these types of learning experiences for principals. For example, Area Superintendents will learn how to help principals dive deeply into student data to uncover specific standards students struggle to master and then support principals as they lead teachers in planning and delivering rigorous, standards-based lessons. Principals will also learn how to measure the effectiveness of PD implemented at their sites, which is reinforced by TLP Coaches providing in-field support and follow-up to ensure that PD is effectively improving school leader practice **(Absolute Priority 1.3; Prog. Req. 1[A]ii)**.

A fully-sustained PBCS for all school leaders in HCPS already exists, with salary

adjustments being made to employees' base salary dependent upon evaluation ratings. To determine eligibility, the district utilizes indicators on evaluation rubrics relating to principal and AP practice, as well as student achievement, to provide a baseline for outstanding performance, with student learning gains reflected by a VAM score **(Prog. Req. 1[A]i)**. Final evaluation scores are then used to rank school leaders; those identified as highly effective earn performance-based compensation **(Prog. Req. 1[D]ii)**. To reinforce the elevated status of *successful* participants, TLP will provide a revised **compensation and benefits** package to reward effective leaders at high-need schools and act as an incentive to retain them in those schools. HCPS places a high value on principals' ability to put the people and systems in place to raise student achievement, particularly for struggling students. Therefore, 10% of the VAM score component of principals' and APs' evaluation is based on learning gains made by students in their schools scoring at the 2 lowest levels (out of 5) on the State assessment. The PBCS will be enhanced for TLP principals and APs whose VAM scores for their Level 1 and 2 students meet or exceed the district average each year by providing an additional TLP bonus that is roughly equal to 7% of a beginning principal and AP salary, respectively **(Prog. Reqs. 1[D]ii, 1[E]i, 1[E]ii)**. This bonus will be provided above and beyond the performance-based compensation already embedded into the existing salary structure to reward those TLP leaders who are truly helping struggling students demonstrate growth each year. Furthermore, a Title II-funded bonus of ▓▓▓▓ for all principals and $▓▓▓▓ for all APs at TLP sites will be provided to acknowledge the additional responsibilities and performance required to lead turnaround efforts.

While monetary incentives and rewards are certainly attractive to some, it is often the less tangible, non-monetary benefits, such as working conditions, that research and stakeholders often tout as the key to successfully recruiting and retaining effective leaders for high-need schools.

HCPS will provide principals entering Tier 1 sites the autonomy to select AP(s) to start their leadership team rather than "inheriting" a team or having one assigned. The Hillsborough Classroom Teachers Association (HCTA) has already agreed to allow these principals to hire teachers during transfer period that are not like-to-like, eliminating or reducing the need for a pool at these schools. Additionally, HCTA has agreed that no "less than effective" teachers will be able to transfer into or select a Tier 1 or 2 school from the pool. For those teachers who do not fit the turnaround process envisioned by the principal, the district's HR department will collaboratively assist in finding them a "better fit" at a different school site **(Prog. Req. 1[C]ii)**.

An additional benefit to TLP leaders has been dubbed the "TLP Pass." Principals at Tier 1 sites will be given this "fast pass" that allows their site's needs, be it related to instructional staffing, facilities, student nutrition, or even busing, to be addressed before others. The sheer size of HCPS requires departments to prioritize responses to school requests. The TLP Pass will ensure that the highest-need schools are treated equitably, not equally.

Career management opportunities will also be created; as previously mentioned, HCPS proposes two new positions on the school leader career ladder, TLP Principal Coach and TLP AP Coach **(Prog. Req. 1[F])**. Perhaps the greatest opportunity that will be afforded by TLP participation is yet another deliberate staffing strategy—that of "priority" placement to assist these educators in advancing their careers in the district. By declaring their interest in TLP and successfully meeting established criteria, aspiring leaders and APs will receive priority placement into AP and principal pools, respectively, as job openings become available at high-need schools. This priority advantage will also be extended to successful TLP principals seeking district leadership positions. As data indicate that HCPS schools are becoming increasingly high-need, senior staff are aware that those who hold high-level leadership positions need to

have the breadth and depth of experience necessary to address the unique challenges found in

such educational settings. Thus, with the launch of this project, the district has committed that in

order to be considered for district-level positions, proven TLP leaders who have given at least

four years of service will be given priority for placement over those without such experience.

Central to any successful turnaround effort is an effective school leader who communicates

a positive vision, gains support from key influencers in the school, and hires and manages

effective staff members intentionally **(Stat. Req. f)**. They research and make decisions with

data. Most importantly, they move in and take action immediately to achieve success. These

characteristics involve both a skill set and training. The proposed TLP project identifies the skill

set, pairs principals with the best school match, and provides ongoing training and support to

ensure success. Great leadership builds an atmosphere and educational culture in which teachers

can excel and students can thrive.

(3) The extent to which grant activities will be evaluated, monitored, and reported to the public.

TLP will utilize an independent evaluator to provide objective information and feedback on

implementation to program personnel, district stakeholders, and the public **(Stat. Req. k)**.

Regularly scheduled dialogue between the external evaluator and TLP staff will ensure the use of

formative data to make any midcourse adjustments necessary to achieve project goals and

objectives, and will provide the opportunity to adjust the evaluation plan as necessary. If

awarded, HCPS will cooperate in any evaluation of the program conducted by the Department.

The evaluation model for TLP will be aligned with O' Sullivan's (2004) Collaborative

Evaluation Model and consist of three evaluation processes. The *Input/Implementation Phase*

will focus on activities that occur, specifically, the quality and quantity of support and PD

offered. The *Outcome Phase* will examine mid-range results such as evaluation ratings and

retention, as well as perceptions of leadership opportunities in high-need schools and other proximate effects. Finally, the *Impact Phase* will determine the project's long range impact on school leaders, teachers, and student achievement. Qualitative and quantitative data collection techniques will be utilized, and descriptive and empirical methods will be employed in all data analyses. In order to provide both formative and summative information, data will be collected systematically according to the timeline detailed in the Evaluation Matrix (Appendix C).

(d) Quality of the management plan

Adequacy of the management plan to achieve objectives of the project on time & within budget, including clearly defined responsibilities, timelines, & milestones for accomplishing tasks.

Central to TLP are four major players deliberately selected given their proven track records of success in leading turnaround efforts and their ability to mobilize change (Resumes, Appendix D). Harrison Peters, Chief of Schools, and Tricia McManus, Assistant Superintendent of ELPD, will serve as the Co-Executive Sponsors. Both are members of the Superintendent's Cabinet who help to shape initiatives across the organization, as well as collaborate with senior staff to set a strategic vision for preparing, selecting, hiring, developing, evaluating, and supervising all staff. Mr. Peters provides direct oversight to the eight Area Superintendents, while Ms. McManus oversees implementation of the existing HPP and will provide the necessary direction and oversight of the TLP initiative and its staff. Co-Executive Sponsorship is a strategic—and symbolic—move to coordinate the cross-divisional efforts to comprehensively support improved teaching and learning. Responsibility for bringing this vision to life will rest with Olayinka Alege, Director of ELPD. As the TLP Project Director, Mr. Alege will oversee TLP project planning, development, delivery, meetings, and reporting, as well as provide direct oversight to the TLP Supervisor, Accountant, and Secretary.

Daily operations relative to the TLP will be the responsibility of the TLP Supervisor, Dr. Angela Vickers. Given the scope of the project, a team of personnel with a broad range of specialized skills and expertise will join her so that grant deliverables are successfully fulfilled in a timely, cost-efficient manner. Hiring of the following positions will begin upon award: a TLP Coordinator will assist in daily TLP operations and will report directly to the TLP Supervisor; a TLP Principal Coach will provide consistent, immediate feedback, coaching, and support to principals new to TLP; a TLP AP Coach will provide similar services to APs new to TLP, as well as support aspiring leaders participating in the M.Ed. program; and an Accountant I will provide project bookkeeping and financial accountability. Lastly, an external evaluator will be contracted to provide formal evaluations over the life of the grant to inform continuous quality improvement, as well as compile Annual Performance Reports and the final evaluation.

As the proposed elements are inextricably linked with existing systems to improve student achievement through principal and teacher effectiveness, cross-divisional collaboration and support will be necessary to seamlessly integrate TLP into the current way of work. The TLP management team will engage with major HCPS divisions: HR, which oversees district PBCS, educator evaluations, and HCMS management; Teaching and Learning, which houses the department of Assessment, Accountability & Evaluation and oversees assessment development, data collection, and assists the external evaluator; Information Technology (IT), which maintains the data management system; and Business, which houses Special Revenue and oversees the allocation of funds and plans for project sustainability. HR, IT, and Assessment personnel who have been instrumental in the successful execution of the district's existing HCMS and PBCS will continue to lend expertise through in-kind contributions of their time as the TLP is implemented and embedded into the district's way of work **(Stat. Req. i; Prog. Req. 2)**. HCPS

will also work with national experts who will provide invaluable insight into key areas of project focus, such as marketing, HCMS/PBCS, leadership development, and school turnaround.

The project management timeline related to TLP is tabled below **(Stat. Req. g)**. Key activities, milestones, and lead person(s) responsible are specified to ensure high-quality delivery of the project. The quarter in which each activity commences is marked in black, with periods of continuation highlighted in grey. All tasks support the objectives and measures detailed in section C1 and have been designed to become an ongoing aspect of the district's way of work throughout and beyond the project period. This intentional, strategic planning will allow for the project to be sustained after the grant funding has concluded.

KEY: **ES -** *Executive Sponsors*; **PD -** *TLP Project Director*; **S** *– TLP Supervisor*; **C** *– TLP Coordinator*; **PC** *– TLP Principal Coach and TLP AP Coach*; **E** *– External Evaluator*

Obj	Activities	Lead	Milestones	YR1	YR2	YR3	YR4	YR5
All	Initiate and hold leadership meetings	PD	A formalized way of work for TLP is established					
All	Hire project staff	PD	TLP staff assembled and given assignments					
1.1	Work with IT consultant to make improvements to Leader Tracking System	PD	ELPD uses enhanced Leader Tracking System for better matching of leader to school					
1.1 2.1	Develop and refine tools to select and hire high-need school leaders	ES PD S	Effective school leader selection is subject to increased rigor					
1.1	Provide PD that supports	ES	Principals design and deliver					

Obj	Activities	Lead	Milestones	YR1	YR2	YR3	YR4	YR5
2.1	principal practice and facilitate evaluation calibration by Area Superintendents	PDS	effective job-embedded PD; Area Superintendents utilize evaluation rubric to rate principals with consistency					
1.1 2.1	Develop and refine Principal Goal Setting tools and associated online PD menu	ES PDS	Principals create stretch goal and action plan that includes PD recommendations based on evaluation data					
1.1 2.1	Create video library featuring turnaround competencies	PDS C	School leaders use videos to increase competencies; Area Superintendents use to calibrate evaluations					
2.1 2.2	Initiate and execute marketing and recruitment campaign to elevate high-need school leadership	ES PDS C	Comprehensive rebranding and recruitment campaign launched, to include current and new strategies					
2.1	Initiate and continue recognition ceremonies and intensive principal onboarding process	ES PDS C	Turnaround leadership is elevated; Principals are acclimated to school needs and are prepared to serve					
2.1	Design and implement	PD	Hold TLP PLCs for aspiring					

Obj	Activities	Lead	Milestones	YR1	YR2	YR3	YR4	YR5
2.2 3.1	TLP PLCs around Problems of Practice	S C	leaders and APs bi-monthly, and School Networks monthly					
2.1 3.1	Hire and train TLP Principal Coach and TLP AP Coach	ES PD	Principals/APs new to TLP receive ongoing, non-evaluative coaching; AP Coach supports M.Ed. candidates' learning tasks					
2.1 3.1	Coordinate and complete turnaround site visits around the nation	PD S C	TLP principals share learned strategies and reflections from visits with TLP Network					
1.1 2.1	Develop and conduct intensive Area Superintendent PD focused on evaluation of high-need school leaders	ES PD	Area Superintendents participate in annual retreats and ongoing meetings that include regular evaluation audit activities					
2.1 2.2	Allow TLP participants to celebrate successes, share expertise, and encourage growth	ES PD S C	Local Turnaround Pathway Convenings held in years 2, 3, and 4, and National Convening held in year 5					
2.1 2.2	Provide opportunities for TLP participants to earn advanced credentials	PD S C	Selected aspiring and current school leaders earn M.Ed. from UT and Ed.S. from USF					

Obj	Activities	Lead	Milestones	YR1	YR2	YR3	YR4	YR5
2.1 3.1	Establish protocols for "TLP Pass" process	ES PD	Tier 1 TLP principals receive priority responses to requests					
2.1 3.1	Revise PBCS for school leaders at TLP sites	ES PD	School leaders earn bonus for improving student outcomes					
All	Conduct regular project fidelity checks	E PD	Project components are fully implemented					
All	Develop sustainability plan for TLP strategies	ES PD	District embeds effective TLP strategies into way of work					
All	Develop data collection, monitoring, and technical support schedule	E PD S C	Data are utilized for reporting and progress monitoring					
All	Measure project performance on a formative and summative basis	E PD S C	TLP outcomes reviewed by ELPD to ascertain efficacy, replication potential, and sustainability					

The grant implementation team will conduct monthly meetings to monitor progress towards achieving project goals and objectives. They will develop a detailed yearly action plan based on this proposal and logic model to enable strong and complete implementation. Using this tool, along with data collected and reviewed by the external evaluator, will inform the continuous improvement process and allow for timely course corrections. In addition, the TLP Accountant will report on monthly and year-to-date expenditures to ensure that the project remains on

budget. The accounting procedures utilized by all accountants within HCPS comply with the

Generally Accepted Accounting Procedures (GAAP) as required by state and federal laws.

(e) Adequacy of Resources

(1) The potential for continued support of the project after Federal funding ends, including, as

appropriate, the demonstrated commitment of appropriate entities to such support.

(2) The potential for the incorporation of project purposes, activities, or benefits into the

ongoing program of the agency of organization at the end of the Federal funding.

HCPS' decade-long history in developing, implementing, and sustaining a comprehensive,

district-wide HCMS and PBCS for teachers and leaders is strong evidence of its commitment to

this particular strategy for education reform. All aspects of the current Evaluation and Support

Systems are now fully sustained and integrated into the district's way of work using Title I, Title

II, and local monies. However, sustaining such systems within a large district has not come

without some challenges and lessons learned. A more cautious approach to fiscal decision-

making is now embraced; assuming new costs that will need to be continued at the end of federal

funding requires considerable dialogue weighing the potential return on investment, alignment

with district priorities, and ability to leverage existing funds and resources. A recent

Superintendent edict requires personnel to collaborate and explore opportunities to braid funds

with the intent of streamlining and improving services to students, as well as increasing

sustainability. Not intended to be a stand-alone project, TLP is designed to be woven into

existing systems in response to emerging needs **(Stat. Reqs. h, i)**.

The potential to positively impact high-need schools makes TLP a worthwhile investment.

Support has been garnered by district leadership, external partners, and the school leader

stakeholders TLP aims to target; the wide array of matching funds mirrors their widespread

support of the services, infrastructure, and opportunities afforded by TLP (**Stat. Req. i; Prog. Req. 2**). The district's match commitment reflects the cross-divisional personnel who will provide ongoing support specific to TLP, given their current role in implementing the existing HCMS and PBCS. Considerable time has been spent collaborating with IHEs to design advanced credentialing curriculum intended to increase turnaround leadership competencies; meetings to address curricular augmentations are currently embedded into the district's way of work and will continue after the federal funding period ends.

Most TLP activities center on building capacity amongst systems and people to continue the work beyond grant funding (**Stat. Req. h**). For instance, TLP grant funds are allocated to develop the necessary infrastructure (e.g., data warehouse modifications) and further refine proven turnaround leadership tools and resources (e.g., refined selection and interview toolkit, evaluation calibration and auditing process) that will be incorporated into the way of work long after the grant sunsets. However, the district will also braid existing funds to continue those efficacious TLP activities requiring a constant influx of cash (**Stat. Req. i**). For instance, Title I and Title II funds will be earmarked to support leadership degree programs, local dollars will fund positions necessary to coordinate TLP activities, and State DIL funding will support job-embedded PD and capacity-building at the Area Superintendent and principal levels.

The biggest lift in successfully executing and sustaining TLP will be the necessary shift surrounding what it means to lead a high-need school. By sufficiently addressing these climate concerns with the support and knowledge of its partners, the turnaround leadership candidate pools will be saturated with high-caliber, prepared, and diverse participants. It is with great excitement that HCPS will no longer face issues of how to attract the best leaders, but instead, how to keep them motivated and engaged in a now-competitive market.