

Empowering Educators to Excel (E³)

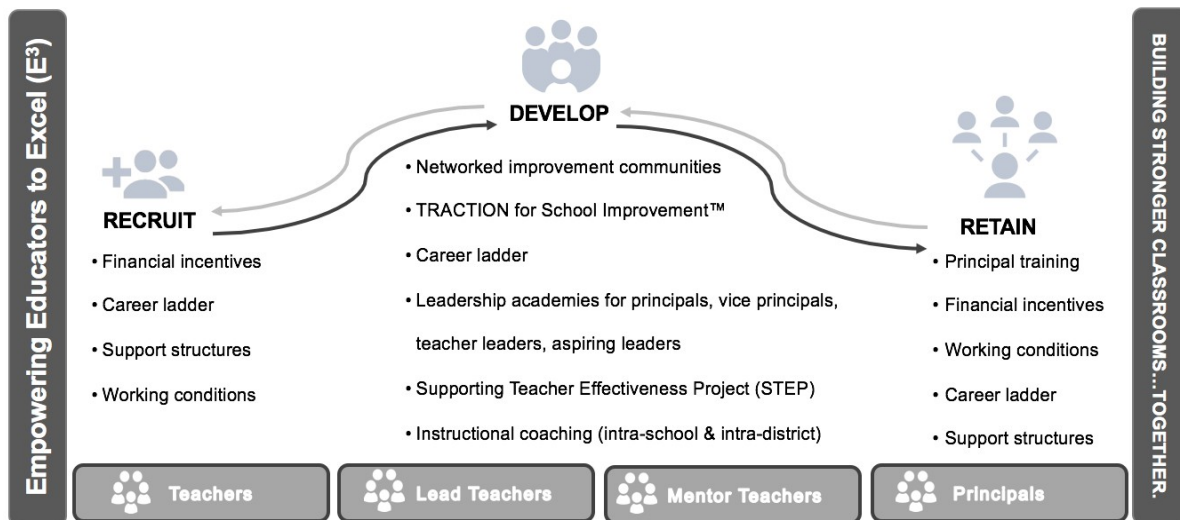
TABLE OF CONTENTS

| | |
|--|-----------|
| I. EVIDENCE OF SUPPORT | 1 |
| (1) comprehensive effort to improve teaching and learning | 1 |
| (2) collaboration of appropriate partners for maximizing effectiveness | 13 |
| (3) integrate with or build on similar or related efforts to improve outcomes | 14 |
| II. NEED FOR PROJECT | 15 |
| (1) provide services or otherwise address the needs of students at risk of educational failure. | 15 |
| (2) specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project | 23 |
| III. QUALITY OF THE PROJECT DESIGN | 24 |
| (1) demonstrates rationale | 24 |
| (2) design is appropriate to, and will successfully address, the needs of the target population or other identified needs | 29 |
| (3) grant activities will be evaluated, monitored, and reported to the public | 29 |
| IV. QUALITY OF THE MANAGEMENT PLAN | 31 |
| V. ADEQUACY OF RESOURCES | 36 |
| (1) potential for continued support of the project after Federal funding ends | 36 |
| (2) potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization | 37 |

I. 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.*

Empowering Educators to Excel (E³)’s logic to improve teaching and learning is quite linear—there is no greater school-related impact on student achievement than the teacher in the classroom. (McCaffrey et al. 2004; Rivkin et al. 2005; Rockoff, 2004; Sanders & Rivers, 1996; Wright et al. 1997). The second greatest school related impact on student achievement growth is principal effectiveness (Seashore-Louis et al. 2010). The largest impact on teacher retention is administrative support and school culture both of which are impacted directly by the principal (Ingersoll 2001). Unfortunately, the research is also clear that our most economically disadvantaged students are disproportionately served by higher percentages of ineffective and/or first year teachers (Reardon 2011). The schools and districts participating in E³ have disproportionately high numbers of economically disadvantaged students. (Hanushek & Rivkin 2012) Therefore, all schools and participating districts are working to create or enhance the most impactful levers to improve both principal and teacher effectiveness, at the systems level with a constant focus on results.

Our project objectives are purposefully transparent and aligned to the theory of action: one, improve student achievement; two, increase teacher and principal effectiveness; and three, evaluate the return on investment of every project activity versus student achievement. E³’s approach is grounded in research and experience as well as systemic approaches from the macro to the micro level of instruction as displayed in the graphic below. Rigorous academic standards, as well as the levers within the develop column are the core of each partner districts efforts to improve teaching by leveraging current human capital.



Networked Improvement Community (NIC): E³ seeks to create a “cross-school collaboration” or Networked Improvement Community (NIC) beyond the current, functional definitions and conceptions utilized by most districts. **(AP 1.2)** A NIC is a distinct group that arranges human and technical resources so that the community is capable of getting better at getting better (Engelbart 2003). The concept of a networked improvement community stems from the groundbreaking work of improvement science originated by the Carnegie Foundation (Bryk et al 2010) and is a critical component of our proposal. In addition, these districts have a philosophy of improvement that transcends their geographic location. These school leadership teams and teachers will learn from one another by sharing resources as well as leveraging human capital inside and among districts. The NIC also provides principals, assistant principals, teacher leaders, and teachers with a broader network of peers for meaningful, job-specific collaboration and provides systemic pathways for effectiveness and successes to permeate across (not just within) schools. *(Absolute Priority 1.2, 4)*

TRACTION for School Improvement: In order to create a common systemic approach,

vocabulary, and framework for the Network Improvement Community at the school site level, E³ schools will utilize TSI to provide a common approach with local flexibility across schools. (AP 1.3) (Appendix F3) The model is based on implementation science, the research on school improvement interventions and our own decade long experience implementing its components in schools and districts across the country. (Fixsen et al, 2015)

Career Ladder: The career ladder continuum at E³ schools is Classroom Teacher >Mentor Teacher>Lead Teacher. (AP 1.1) The lead and mentor teacher positions will receive salary stipends and must be deemed effective on each district's respective evaluation system as well as specifically created metrics for their role in school-wide professional development and support. (Appendix F9) (AP 1.2, 4) While E³ schools are not overly prescriptive as to a specific model for coaches, there are tenets to which each school must adhere. Unlike some traditional roles and responsibilities of instructional coaches, the E³ teacher leader positions will provide hands-on, multifaceted leadership across content, pedagogy, assessment, curriculum, data, and literacy with the singular purpose of building instructional capacity within each teacher. The instructional coaching they provide is individually tailored for each educator. These two positions greatly increase the likelihood that classroom and school wide instructional initiatives are devised, launched, grown and sustained. (Fixsen, 2005) The goal for the lead and mentor teachers is to work collaboratively with teachers to provide individual, relevant professional development. (AP 1.2, 1.3, 4; *Competitive Preference Priority 2*)

Specific job responsibilities may vary but core responsibilities include the following: instructional coaching, leading job-embedded professional development, co-planning (e.g., strategic design, curriculum, assessment), data analysis, demonstration lessons, and participation on School Leadership Team. These responsibilities will be articulated in a framework and rubric

that will be used to identify, norm, train, calibrate, coaches across multiple schools. (AP 1.2, 4)

Lead teachers are focused solely on building capacity within teachers while mentor teachers support the professional development while also teaching their own classroom.

Leadership Academies: The E³ Leadership Academies are designed for building leaders—principals, assistant principals, and teacher leaders/aspiring leaders. The Academy approach combines in-person, monthly training with specific follow-up to ensure transfer and accountability. While the needs and topics may differ across districts, the project team anticipates providing training and coaching follow-up support with instructional coaching, climate/culture, and distributive leadership teams. (AP 1.3) As the relationships across the NIC deepen, beginning in Year 2, the Academies may be virtual (and based on specific educator need) across partner districts.

It is important for both new and veteran principals to receive training, each with their own focus. Mitgang and Gill (2012) state, “Getting pre-service principal training right is essential. But equally important is the training and support school leaders receive after they’re hired.” Hitt, Tucker, and Young (2012) find the development time for experienced principals should center around “reflection, growth, and renewal.” In addition, “the content and focus should be individualized, with a tight link between principal evaluation and development opportunities. Finally, efforts should be made to provide development that is job-embedded.”

Teacher Leadership and Capacity Building: Supporting Teacher Effectiveness Project

(STEP): Partner schools in the E³ schools recognize the importance of job-embedded professional development, which means professional learning occurs during the workday in the workplace and is linked to the goals set for students. This type of professional development results in increased collaboration among staff, makes common goals more tangible to staff, and

reveals higher quality solutions to instructional problems. (Hirsch & Killion, 2007) While aligned to the overall tenets of Rick DuFour’s Professional Learning Community (PLC) model (DeFour, 1998), the STEP process, E³’s model for PLCs, adds a specific “asset-based” approach based on the theory of Positive Deviance. (Spreitzer & Sonenshein, 2004) STEP recognizes the answers to complex educational problems can be found within the school, the district or the NIC. Principals, lead teachers, and mentor teachers use a specific data analysis approach to find those “bright spots” (i.e. effective practices) within the community and expand into other classrooms. (AP 1.5) STEP was developed in partnership with the Bill & Melinda Gates Foundation, American Institutes for Research, and other key organizations to help teachers solve problems through discovering, testing, and sharing better practices and will serve as the PLC model for E³. Professional development that equips teachers with new skills and knowledge and utilizes coaching to assist teachers with applying those recently acquired knowledge and skills results in a 95% mastery of those skills and knowledge. (Joyce & Showers, 2002) Also, 92% of current STEP teachers reported increased collaboration with peers (AIR Survey Data, 2016). (AP 1.2, 4)

Job-Embedded, Instructional Coaching: Instructional feedback and timely, relevant coaching is critical to improve classroom instruction. Insight’s coaching model—Coaching for Change—focuses on one high leverage area of strength and one high leverage area of growth while using reflective questions (based on a Cognitive Coaching model) to promote true self-reflection. (Appendix F5) This model is aligned to the state coaching models used in Ohio, Tennessee, South Carolina, and Texas and to the specific coaching framework in Decatur and Colonial (which Insight created). According to the research on cognitive coaching, educators truly benefit “when their learning is reinforced over time through repeated and varied exposure to ideas and through interactions with colleagues, who can act as a resource for each other’s learning” (as

cited in Knapp, 2003, p. 121, based on Cohen & Hill, 2001; Desimone, Porter, Garet, Yoon, & Birman, 2002). Every level of educator in E³ schools receives on-going coaching and support in two ways. First, building level administrators provide feedback to teacher leaders and teachers provide feedback to one another. (*AP 1.2, 4; CPP 2*) The building level instructional coaching is grounded in the pedagogical skills aligned to each district's evaluation instrument. However, we recognize small school districts often lack instructional leaders with specific, in-depth content knowledge (Gainesville ISD has one secondary chemistry teacher so no one in the district is providing content coaching). Therefore, as part of a NIC, principals, teacher leaders, mentor teachers and classroom teachers have access to the peers within the community to provide more external, content-based feedback in order to provide a second layer of support. (*AP 1.2, 4; CPP 2*) Inter-NIC coaching may be either synchronous (i.e. live, via video) or asynchronous (i.e. comments and coaching questions provided as feedback on Insight ADVANCE, a human capital management and coaching platform; see Appendix F6).

E³ integrates with each partner district's evaluation system by ensuring that the intended benefits of these initiatives reach the E³ districts' highest need schools. (*AP 1.1*) E³ does this by ensuring these districts and schools have the human capital needed to translate the standards into the type of teaching and learning that sets students up for long-term success in school and beyond. As Brian Balmer, lead teacher from School of Quest & Inquiry, from MSD Decatur states, "This would create an ongoing collaborative environment that would provide the best possible practices for positive student outcomes."

Recruitment: E³ project leadership has been involved with Teacher Incentive Fund grants and PBCS since 2006 and is leveraging the lessons learned across a myriad of projects to create a simple, straightforward PBCS that is linked to stipends and recruitment/retention. (*AP 1.2, 4;*

CPP 2) Based on our experience and the most recent research, the “carrot and stick” or “if you do x, you get y” approach simply does not work for more complex cognitive tasks. (Pink, 2011) The PBCS in the E³ is stipend-based for principals, lead teachers, and mentor teachers. The second aspect of the PBCS is the recruitment-retention stipends. Each E³ school is allocated funding based on student population to use as part of an enhanced recruitment plan. Districts may differentiate the weight of these stipends by hard to staff grades or subjects—providing local flexibility to fill needs at the building level. However, in order to take recruitment directly to retention, the teacher must commit to four or five years at the school and be rated as effective or higher based on the criteria established by the district. The potential compensation for these teachers would accrue and become significant until the local metrics (i.e. effectiveness required years) are met.

The two key components of E³'s PBCS are transparency and consistency; the PBCS should be straightforward enough to be explained on one page for teachers and principals. (*AP 1.3*) The career ladder in E³ schools provides a career trajectory which includes eligibility for additional compensation commensurate with additional work and responsibilities. Another powerful tool for recruitment is the support structures new teachers are walking into in any E³ school. Research shows the single largest factor impacting teacher retention is the quality of the principal. (Sanders & Rivers, 1996) Professional development and coaching for E³ building administrators is aligned to a clear set of leadership expectations that help administrators create and maintain a healthy, productive climate and culture which impacts the likelihood of retention. Through district marketing and communication efforts, new teachers know that all educators in the building receive coaching and they are part of a broader and more informal network of feedback and support beyond the brick and mortar of the school. (*AP 1.2, 4; CPP 2*)

Retain: The support structures in place at E³ schools have a direct impact on principal effectiveness. By providing on-going professional development and coaching opportunities for principals, the project is leveraging principal effectiveness as the key lever to decrease teacher turnover. (Bloom et al., 2005) (*AP 1.2, 1.3, 4; CPP 2*) Secondly, the opportunity to receive on-going, peer feedback as part of a broader NIC will provide an additional structure for support absent in many schools. Financial incentives to promote retention are present in two ways. First, the recruitment incentives come with a retention of commitment for four to five years. Secondly, additional responsibilities through the career ladder provide performance-based stipends to teacher leaders. (*AP 1.2, 4; CPP 2*) E³ combines job-embedded professional development, coaching, and peer support for both roles to improve effectiveness. As part of the comprehensive human capital plan, the district will leverage these built-in support structures as well as additional incentives to target recruit and retain highly effective educators.

E³ Performance-Based Compensation: E³ will utilize district evaluation data for teachers and principals to inform and drive key human capital management decisions across all schools. (*AP 1.4, 1.5*) The data will be housed in ADVANCE. ADVANCE is an online platform that houses both qualitative (classroom evaluation) and quantitative (student growth metrics) data. (*AP 1.1*) The data can be aggregated and disaggregated to provide content area or grade level trends to better inform professional development or granular level data on specific teachers or administrators. E³ will provide access to this data for all educators. (*AP 1.2, 1.4, 1.5, 4*)

Given the balance of participating in an inter-district consortium while retaining local control, E³ partner districts will convene local, district-level stakeholder groups to create the specific and nuanced policy for the performance-based compensation. One role of the E³ Advisory Council is to approve each district's PBC plans. After a thorough examination of PBC

models (including TIF recipients), districts that created local models were much more likely to sustain more grant components and activities versus external, rigid systems. (AP 1.3)

(2) Any proposed modifications of the HCMS under the proposed project, including modifications that expand or improve the Evaluation and Support System as defined in this notice.

The E³ project builds upon the districts’ current human capital management systems and performance based compensation. The interventions listed below illustrate how E³ districts will identify and address gaps within the district.

| Challenge: Current | Needs/Potential Interventions: E ³ |
|--|--|
| <i>Recruitment</i> | |
| Districts report use of traditional job fairs and online job postings, without a clear alignment to the district’s efforts around instructional improvement. | Recruiting highly effective teachers and school leaders is a critical component of E ³ . Accordingly, highly effective educators would be eligible for up to \$30,000 recruitment/retention bonus paid out after the second and fourth-year anniversary of the candidate’s hire date provided the candidate receives, minimally, a “highly effective” or higher E ³ ratings in the school years prior to the trigger date. Districts will work directly with Insight’s communication team to enhance recruitment planning (including leveraging social media, video, and a variety of other channels). |
| <i>Teacher PD/Support - E³: Professional development for teachers (STEP)</i> | |
| Wide variation in the types and frequency of support for teachers – varying from a lack of school-based, job- embedded PD to basic professional learning groups. The current PD efforts are not connected to ILTs or instructional | The professional development opportunities for teachers in E ³ schools are extensive, job-embedded, and directly linked to the classroom – including the STEP PLC model and on-going instructional coaching (from coaches within the schools and NIC). The ILT serves as the school-based quality assurance mechanism for professional development within the building, and the instructional coaching is aligned to STEP, thus |

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| coaching. | creating one coherent system of professional learning. |
| <i>Principal PD/Support - Leadership Academies for school leaders</i> | |
| Districts typically indicate PD for principals is provided through monthly/quarterly district-level meetings or workshops with minimal connections to teacher effectiveness and support. | Professional development for school leaders is comprised of individual, on-site (executive) coaching and cohort-based experiences facilitated across the network by PCs and through the Leadership Academies for Principals, Assistant Principals and Aspiring Leaders. Professional development is tightly aligned to teacher effectiveness priorities. |
| <i>Teacher Evaluation</i> | |
| All E ³ districts are implementing valid and reliable evaluation systems. Marion, Marlboro, and Decatur are using the valid, reliable, and rigorous TAP rubric, while Gainesville is using the new Texas evaluation system, T-TESS. All districts factor in student achievement at varying levels. | E ³ works with evaluators in each building and across schools with the district to ensure inter-rater reliability for lesson analysis and instructional coaching. While these district evaluation systems have increased the rigor for educators, the variability of implementation is inhibiting their overall effectiveness. ADVANCE has an observer calibration module which all E ³ schools will use. |
| <i>Principal Evaluation</i> | |
| Each district's principal evaluation aligns to the state requirements and system, but the depth and alignment to authentic tasks is minimal. | E ³ creates a more robust principal (and assistant principal) evaluation system comprised of authentic observation (of ILT facilitation and instructional coaching), student achievement, and other local measures determined by each district's stakeholder group. |
| <i>Teacher Performance Pay/Incentive</i> | |
| The current teacher performance based compensation system varies between districts. Marlboro and Decatur provide | The E ³ schools will use a combination of salary stipends for lead and mentor teachers as well as recruitment/retention bonuses for new teachers. In order to take on additional leadership stipends or recruitment/retention bonuses, teachers |

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| <p>annual bonuses to all educators based on multiple measures including student achievement. Marion, Gainesville, and Colonial use teacher leadership and career ladders as performance pay—based on instructional practice and student achievement. These positions have salaries at least 20% more than the equivalent teaching salary.</p> | <p>(including lead and mentor teachers) must be rated as effective or above on the formal district evaluation process (which includes student achievement). All districts use a four-point evaluation framework and the three-level is the minimum threshold for effectiveness.</p> |
| <p><i>Performance-based compensation for principals and assistant principals</i></p> | |
| <p>Minimal effort by most districts in this area outside of the salary schedule.</p> | <p>Annually, school leaders who remain within the schools identified in E³ will receive performance-based compensation of at least [REDACTED] of annual salary (ranging [REDACTED]/year) per principal who are at least effective on their annual E³ evaluation. The district based stakeholder group will create the metrics but all must include student achievement at 30% or higher.</p> |
| <p><i>Career advancement</i></p> | |
| <p>All districts have a basic career ladder in place with two rungs – teacher and instructional coach. The current selection processes are based largely on student achievement and teacher evaluation data.</p> | <p>All participating schools will have at least three rungs on a career ladder – teachers, mentors, and lead teachers. The stipend for lead teachers range [REDACTED] and mentor teachers range [REDACTED]. Minimally, a lead teacher must have either a “highly effective” or “exemplary” E³ rating in the year prior to appointment and maintain this ranking in subsequent years and mentors must be at least “effective.”</p> |
| <p><i>Retention</i></p> | |
| <p>Most districts report no specific</p> | <p>The retention for E³ schools is based both on financial and non-</p> |

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|--|---|
| resources designated for retention efforts. | financial incentives. The financial incentives include the Recruitment and Retention described above. Based on a career ladder the stipends for lead; mentor teachers, and principals are designed to promote retention. However, the non-financial incentives for all educators include being a member of a NIC, participating in job-embedded professional (STEP), Leadership Academies, and ongoing relevant instructional coaching. |
| <i>Dismissal, Tenure, Placement</i> Currently districts have accurate evaluation data that can inform these decisions; however, the data are often siloed or underutilized. | E ³ districts will place any educator on an improvement plan who is not deemed at least “effective” through E ³ as per local policy. If an educator has two consecutive years of ineffectiveness, the district will follow the local policies to pursue the non-renewal of contract. |
| <i>Placement (aligning to E³ equity plan)</i> | |
| Current placement of teachers and principals is not aligned to state equity plans. | E ³ districts are emphasizing equity through this project using the ‘25-25’ metric. The top 25% of the highest effective teachers and principals will be matched to the 25% of students who are most disadvantaged which aligns with the state equity plans. E ³ will be used to identify the highest effective educators. The recruitment bonuses will be prioritized in schools that have higher economically disadvantaged students. |

Each partner district will use local stakeholders to create the specific metrics for effectiveness and the exact amounts of PBC that fall into the ranges below:

| Type | Metrics | Range |
|-----------------------|---|------------------|
| Administrator Stipend | Required: Student Achievement at a minimum of | ██████████ /year |
| Lead Teacher Stipend | Other possible metrics: Evaluation data, | ██████████ /year |

| | | |
|-------------------------|---|-----------------|
| Mentor Teacher Stipend | survey results, Student Learning Objectives, | ██████████/year |
| Recruitment & Retention | Professional Development Evaluation, retention, other local (approved) metrics | ██████████/year |

Evidence of Support: (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.*

Collaboration is embedded at every level for the E³ as evidence by the letters of support. (Appendix E) Based on our research into successful and sustainable past TIF grant recipients, E³ prioritizes stakeholder engagement and local control. Through this public-private partnership, district leaders as well as their principals and teachers agree to the basic tenets of participation as outlined in the memoranda of understanding, including the matching requirement. (Appendix E) However, we believe the specific policy decisions and granular metrics should be made at the local level, for the local level. For example, the project provides for performance-based compensation through retention bonuses for effective educators, but local stakeholders should decide the specific amounts and distribution metrics within a predetermined range (e.g. binary or a sliding scale of partial funding in which *highly effective* educators are rewarded more than *effective educators*). (AP 1.2)

E³ will utilize a quarterly Advisory Council comprised of district level leaders, principals, higher education partners, and teachers from E³ schools. The E³ Project Director will serve as facilitator of the Advisory Council. In addition to district and association participation, E³ Advisory Council will include the one evaluator, IHE partners, and Insight’s Executive Team. This Council will serve as the governing body for TSL implementation across all partner

districts. Each meeting will consist of programmatic, fiscal, evaluative updates, questions, and outstanding items for decision. (AP 1.3) For example, each district's detailed redesigned PBCS will require approval of the broader Advisory Council.

Additionally, each district partner will have a standing stakeholder group to decide the local, contextually specific items which are specific to each district (e.g. weights for overall educator effectiveness scores). The Project Director will work with each of the partner district stakeholder groups. (AP 1.3)

Evidence of Support: (3) *The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, State, and Federal resources.*

Each partner district approaches the E³ as a catalyst for weaving together funding streams, disparate district priorities, and local priorities. As detailed on page 9, each district has components of HCMS and PBCS; however, these current systems are too siloed and not aligned. The systemic, macro-micro processes put in place will utilize current local, state, and federal dollars to support ALL participating districts. For example, two of the partner districts have PBCS for all educators (Decatur and Marlboro) as part of state initiatives; Marion, South Carolina currently has Literacy Coaches at each elementary school funded by the SEA to transition to E³ Lead Teachers.

Currently, all partner districts have a career ladder with performance based compensation included for instructional coaches and based largely on student achievement. Each district's teacher and principal evaluation system is aligned to the respective state's evaluation requirements and data is used for hiring, professional development, retention and dismissal. The

following illustrates the similarities and differences among the districts HCMS funding approaches: Colonial, DE (Title I, IIA, Local); Decatur, IN (Title I, IIA, State, Local); Gainesville, TX (Title I, IIA, State, Local); Marion, SC (Title I, IIA, SC Every Student Reads Act - state); and Marlboro, SC (Title I, IIA, SIG, Every Student Reads Act – state).

II. 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.*

E³ creates the best of both worlds: With a total student enrollment 28,196, E³ provides districts the advantages of larger districts—like Indianapolis Public Schools (30,813 students) and San Jose Public Schools (32,454)—with a larger community of educators and opportunities for professional development and at the same time maintaining their connected communities of educators, students, and their families.

The E³ cohort includes five districts across four states with each district enrolling less than 10,000 students. As smaller districts, they have advantages over larger districts, including more opportunity for tight-knit communities where students and faculty are more connected and there is less anonymity. As one researcher explains, “The larger the district, the more magnified the negative effects of poverty over student achievement, and the smaller the district, the more poverty's effects are muted.” (Johnson, 2006)

However, at the same time, small districts with high-need schools face unique challenges in recruiting, developing, and retaining human capital without a support infrastructure to provide aligned resources and systems to support their educators’ growth, including such supports as coaching for both teachers and principals and content-specific professional development. E³'s NIC concept provides the benefits larger districts can leverage without the drawbacks.

PARTICIPATING SCHOOLS DATA

| | | FRL | | '15 | '16 | TCHR | '15 | '16 | # OF |
|---|------|------|------|-----|-----|-------|-----|-----|------|
| COLONIAL SCHOOL DISTRICT - DELAWARE (15 SCHOOLS) | | | | | | | | | |
| Carrie Downie ES | 400 | 50.3 | 56 | 34 | 30 | 7.40 | 42 | 41 | 4 |
| Castle Hills ES | 622 | 53.9 | 72.3 | 36 | 39 | 5 | 45 | 44 | 2 |
| Eisenberg ES | 509 | 64.6 | 84.1 | 28 | 29 | 14.63 | 36 | 37 | 2 |
| New Castle ES | 571 | 57.7 | 78.8 | 39 | 43 | 8.69 | 45 | 52 | 4 |
| Pleasantville ES | 480 | 46.1 | 64.6 | 43 | 36 | 8.57 | 54 | 50 | 6 |
| Southern ES | 870 | 40.2 | 62.3 | 44 | 42 | 3.77 | 51 | 48 | 1 |
| Kathleen Wilbur ES | 1123 | 32.3 | 70.6 | 50 | 43 | 7.14 | 62 | 63 | 10 |
| Wilmington Manor ES | 322 | 51 | 62.7 | 44 | 42 | 4.54 | 47 | 51 | 4 |
| George Read MS | 749 | 39.7 | 66.1 | 22 | 23 | 2.38 | 52 | 49 | 8 |

| | | | | | | | | | |
|--|------|------|-------|------------|------------|-------|------------|------------|---|
| Gunning Bedford MS | 1093 | 28.4 | 66 | 28 | 33 | 7.01 | 50 | 50 | 5 |
| McCullough MS | 727 | 55.7 | 80.5 | 16 | 16 | 8.69 | 33 | 43 | 2 |
| William Penn HS (* = from SBAC to SAT) | 2084 | 34.2 | 74.8 | 10 | 15* | 8.46 | 55 | 36* | 2 |
| John G. Leach | 77 | 22.6 | 53.2 | NA | NA | 0 | NA | NA | 4 |
| The Wallin School | 140 | 46.5 | 70 | NA | NA | 0 | NA | NA | 2 |
| Colwyck ES | 141 | 15.8 | 70.9 | NA | NA | 0 | NA | NA | - |
| GAINESVILLE INDEPENDENT SCHOOL DISTRICT, TEXAS (5 SCHOOLS) | | | | | | | | | |
| Thomas A. Edison ES | 600 | 83 | 79.4 | Not Tested | Not Tested | 6.25 | Not Tested | Not Tested | 3 |
| W. E. Chalmers ES | 699 | 82.2 | 70.5 | NA* | 68 | 28.89 | 64 | 60 | 1 |
| Robert E. Lee Intermediate | 443 | 82 | 71.8 | NA* | 72 | 21.22 | 67 | 59 | 4 |
| Gainesville Jr. | 455 | 82.7 | 70.8 | 97 | 64 | 36.67 | 69 | 64 | 1 |
| Gainesville HS | 787 | 73.1 | 68.1 | 68.1 | 77 | 28.58 | 69 | 55 | 2 |
| MARLBORO COUNTY SCHOOL DISTRICT, SOUTH CAROLINA (8 SCHOOLS) | | | | | | | | | |
| Bennettsville Prim | 566 | 100 | 86.90 | NA | NA | 10.8 | NA | NA | 3 |

| | | | | | | | | | |
|-------------------------------|-------|-----|-------|------|------|------|------|------|---|
| Bennettsville Int. | 535 | 100 | 9 | 26.7 | 22.0 | 14.8 | 11.0 | 12.7 | 2 |
| Blenheim ES/MS | 364 | 100 | 73.80 | 24.7 | 17.4 | 20.7 | 18.2 | 14.3 | 1 |
| McColl ES/MS | 732 | 100 | 52.00 | 45.7 | 16.4 | 8.7 | 21.2 | 19.6 | 3 |
| Wallace ES/MS | 397 | 100 | 46% | 27.7 | 16.0 | 7.1 | 19.9 | 18.8 | 9 |
| Marlboro Cty School of Dsc | 128 | 100 | 54.20 | 26.5 | 24.2 | 36.7 | 36.7 | 44.4 | 2 |
| Marlboro Cty HS | 1,189 | 100 | 71.60 | 63.6 | 49.6 | 9.3 | 15.7 | 12.6 | 1 |
| | | | | | | | | | |
| Marion HS | 707 | 100 | 72 | 81.6 | 70.4 | 11.7 | 70.8 | 68.6 | 1 |
| Mullins HS | 424 | 100 | 73 | 69.2 | 75 | 16.3 | 55.3 | 65.9 | 4 |
| Creek Bridge MS/HS | 296 | 100 | 85 | 76 | 64.4 | 29.6 | 50 | 78.7 | 3 |
| Palmetto MS | 323 | 100 | 72 | 19.8 | 10.3 | 26.9 | 52 | 19.5 | 1 |
| Johnakin MS | 561 | 100 | 77 | 23.1 | 12.5 | 13.1 | 51.6 | 19.1 | 4 |
| Marion Int. | 631 | 100 | 76 | 30.4 | 17.9 | 17 | 45.4 | 20.5 | 1 |
| McCormick ES | 373 | 100 | 70 | 23.5 | 20.2 | 19.7 | 38.4 | 18.1 | 1 |

| | | | | | | | | | |
|------------------------------|-------|-------|----|------|------|------|------|------|----|
| Britton's Neck ES | 323 | 100 | 83 | 38.8 | 34.8 | 19.3 | 54 | 28.1 | 5 |
| North Mullins Primary/MECC | 446 | 100% | 67 | NA | NA | 22.3 | NA | NA | 1 |
| Easterling Primary | 706 | 100% | 75 | NA | NA | 13.8 | NA | NA | 1 |
| | | | | | | | | | |
| Liberty Early ES | 477 | 65.1 | 33 | NA | NA | 3.8 | NA | NA | 15 |
| Blue Academy ES | 659 | 72.32 | 36 | 69.3 | 65.5 | 3 | 69.7 | 71.7 | 6 |
| Gold Academy ES | 600 | 73.75 | 27 | 60.7 | 54.7 | 3 | 60.2 | 54.7 | 5 |
| Stephen Decatur ES | 521 | 78.4 | 35 | 54.8 | 48.8 | 3.4 | 58.5 | 52.3 | 10 |
| Valley Mills ES | 536 | 68.4 | 19 | 55.1 | 63.1 | 3.4 | 60.5 | 58.9 | 2 |
| West Newton ES | 647 | 66.6 | 32 | 59.7 | 58 | 3 | 64.8 | 64.1 | 7 |
| Decatur MS | 942 | 70.5 | 29 | 47.5 | 42.2 | 7 | 58.4 | 55.9 | 3 |
| Decatur Twnshp School of Ex. | 274 | 70.1 | 20 | 38.7 | 7 | 14 | 68.8 | 30 | 3 |
| Decatur Central HS | 1,742 | 60.96 | 29 | NA | 22 | 16 | NA | 44 | 3 |

For the eight schools with less than 50% Free and Reduced Lunch students, they will fully participate in the project to ensure district-wide implementation and consistency of professional learning. The project will also leverage this effective teachers in these schools to support the NIC.

According to US News & World Report's 2017 ["Best States for Education,"](#) the E³ districts are ranked in the lower 50% of states nationwide—with a wide spread across this lower half—including Delaware (26), Indiana (27), Texas (41), and South Carolina (50). The average free and reduced lunch rate across the E³ districts is 78%, with almost half (48%) of E³ schools being over 80%.

On average, three of the districts in the E³ cohort have a teacher turnover rate that is approaching or beyond 20% annually, which outpaces this phenomenon nationally. According to a new report published by the Alliance for Excellent Education (AEE), 13% of U.S. teachers change schools or leave the profession every year. In Texas, approximately "one teacher out of every six quits every year, which means there is a statewide teacher attrition of about 16%." (Texas Association of School Boards HR Exchange, 2006) By contrast, the Texas school district in the E³ cohort, Gainesville ISD, has a higher teacher turnover rate at about 24%. More worrisome is that the Center of Educator Recruitment, Retention, and Advancement (CERRA) reports teacher turnover getting worse in the state of South Carolina, where two of the six E³ districts are found: "Nearly 6,500 teachers in South Carolina did not return to their classroom in the 2016-2017 school year, which the report says reflects a 21% increase from the 2015-2016 school year where 5,352 teachers did not return to their jobs. According to a 2011 study by the National Bureau of Economic Research, teacher turnover has profound negative effects on student achievement in both Math and ELA, and these effects are especially harmful to students

in schools with large populations of low-performing and African-American students, which is of particular concern for E³ districts who average a 63.2% minority rate. (Ronfeldt, Lankford, Loeb & Wyckoff, 2011)

Four broad teacher retention strategies have been named in TNTP's publication, *The Irreplaceables*, including feedback and development, recognition, responsibility and advancement, and access to additional resources. (Jacob, Vidyarthi & Carrollo, 2012) This same publication asserts that teachers who experience at least two retention strategies that align with those four areas plan to teach in their schools for twice as long (2-6 years longer). Given the negative impact of teacher turnover on student learning and the promise of retention strategies in getting great teachers to stay, there is a high-stakes imperative to improving the HCMS across E³ schools so that they robustly address how teachers are provided feedback and professional development, recognized, provided with opportunities to lead and advance, and given resources to help them succeed.

Furthermore, E³ schools have few resources allocated toward the support and development of a teaching force that is in dire need. This can be seen in Gainesville ISD's low instructional coach-to-teacher ratio (approximately 1:33). This means, every school of roughly 30 teachers relies upon one instructional coach for the coaching and growth of its highest-leverage asset for impacting student achievement.

In addition, according to New Leaders (2015), "24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal." The largest non-classroom based impact on student achievement, as well as teacher retention, is the effectiveness of building principals. (Branch, Hanushek, and Rivkin, 2003) Unfortunately "only about half of beginning principals remain in the same job five years later, and that many leave the

principalship altogether when they go.” (Viadero, 2009) The E³ cohort of schools face this compounded problem: low teacher effectiveness and high principal turnover. In addition to the financial cost of turnover range, estimating teacher turnover represents a multiplier of .25-1.5 of teacher’s annual salary and benefits which range from \$174,000-\$1,044,000 for Gainesville HS, the professional learning costs are significant and impede school growth. (Benner, 2000). For example, in Gainesville ISD, just over 50% of their teaching force has less than five years of teaching experience. In aggregate, the claim that many teachers are less than effective is also supported by student outcomes. Student achievement for ELA and Mathematics is both low and on the decline for most schools in the cohort. The only school not to decline has stagnated at a low level of proficiency (30%-50%) for both ELA and Mathematics. The rest of the schools have student achievement results that are in steep decline, averaging nearly a 10% drop across the 2015-2016 school year. Clearly, a catalyst is needed.

In addition, nearly half (20) of all 47 principals across E³ schools have served their respective buildings for no more than two years; moreover, 11 of these leaders have not been leading their building for longer than one year. More often than not, leaders who are new to their buildings spend their first year(s) getting acquainted with the landscape and its stakeholders, setting or refining their vision and goals, and engineering or augmenting systems critical to school operations, all of which is arduous work. These daunting tasks become overwhelming when one’s teachers are less than effective, which is where many E³ principals find themselves; they are in dire need of immediate and serious intervention to turn around their current trajectory. Continuous improvement is not a quick fix. It requires deep cultural change that must be cultivated over time, including bumpy cycles. A strong resolve is necessary to stay the course. (Fullan, 2006)

School administrators report classroom management is their greatest concern regarding new and struggling teachers. Effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management (Ladd, 2000; Nixon, Packard, & Douvanis, 2010). Frieberg and Borders (2008) found that effective classroom management techniques provide significant, positive effects on student achievement in mathematics and reading. One indicator of classroom management is student suspension rates. The average rates for suspensions for students in districts nationwide for elementary schools is 2.6% and 10.1% for secondary. (UCLA’s Center for Civil Rights Remedies, 2013 and USDOE, 2015) The averages for elementary and secondary students for E³ districts is nearly double the US average 4.67% and 18.33% respectively. In fact, two districts, Colonial SD and Marlborough SD, had averages almost triple the national secondary suspension average.

Need for Project: (2) *The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.*

See the table above (Participating Schools Date) for economic, academic, teacher turnover, and principal tenure data for each of the participating schools. Currently, while there are a variety of professional development initiatives in place in each of the E³ districts, the initiatives are siloed and often not job-embedded. They also lack the alignment and accountability to be effective. (AP 1.1) E³ provides an opportunity for all professional growth activities to be structured and focused on the end goal: raising student achievement. Across all districts, all E³ educators will participate in various **Networked Improvement Communities**, “cross-school collaboration” across all five districts to help reduce instructional isolation. (AP 1.1, 1.2, & 4) At each E³ school, the school leadership teams will be

trained to implement and lead the **TRACTION for School Improvement (TSI) model**, an asset-based school improvement model specifically designed for high needs schools that cultivates focus, discipline, and accountability among leadership teams to successfully execute their short- and long-term goals for the school. Currently, there is lack of consistent school improvement models being used in each of the five districts creating for haphazard and unfocused results. (AP 1.2 & 1.3) In addition, at each school, teachers, and instructional coaches will be trained to implement the **Supporting Teacher Effectiveness Project (STEP) framework**, a systemic, data-driven PLC approach implemented in high needs schools around the country to find the bright spots—or what’s working—in a school and then replicating them. (Appendix F4)(AP 1.2 & 1.3) The asset-based approach of STEP reframes educator conversations and enhances the climate and culture of buildings which directly impacts teacher retention. **Insight Leadership Academy** sessions in their districts are designed with specific focus on overcoming barriers to improvement in high needs schools. (AP 1.2 & 1.3) E³ districts currently have a variety of structures in place but lack rigor and the ability to create a pipeline of new leaders. (CPP 2) All educators will receive **individual or small-group coaching**; teachers will receive job-embedded, timely, and relevant coaching that is critical to improve classroom instruction while principals will receive executive coaching to reinforce content and skills acquired in the Insight Leadership Academy and support continuous growth and development. (AP 1.2 & 1.3)

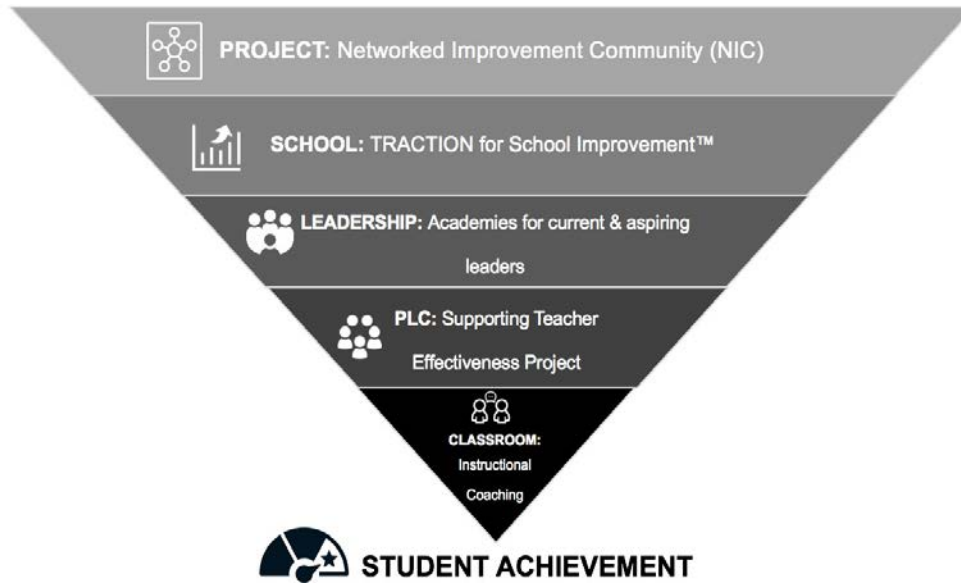
III. QUALITY OF THE PROJECT DESIGN: (1) *The extent to which the proposed project demonstrates a rationale.*

As illustrated in the first section, the three overarching components of this project are Recruitment, Development, and Retention of teachers, teacher leaders, and principals - the

strongest levers to improve student achievement. Educators, schools, districts and even states value opportunities to collaborate with peers and leverage the learning of other organizations. E³ provides 47 schools across four states the opportunity to work together in a NIC context as each focus on critical levers impacting student achievement. Rather than espousing specific programs (the what), the connective tissue among the schools and districts represented in this proposal focus on the how and why from a systems-level perspective. In 2017, schools and districts should not accept geographic isolation but instead leverage technology to forge partnerships with districts across states with a similar needs, goals, and philosophies.

Since the first Teacher Incentive Fund grant in 2006, Insight’s leaders have worked with districts and states on human capital management strategies. Leveraging those first-hand lessons in addition to previous grantees’ experience, the lesson is straightforward—keep the human capital management system and the performance-based compensation system transparent, meaningful, and supportive. (*AP 1.2, 4, & CPP 2*) These three inter-related concepts (recruitment, development, and retention) simplify but encompass the human capital life-cycle. The E³ schools see development as the centerpiece of the districts’ Human Capital Management System. The development of current human capital is positioned at the center of the E³ schools’ Human Capital Management Plan.

The districts all recognize the key lever in improving student outcomes rests with improving the **current** human capital. (*AP 1.1*) The figure below illustrates the macro-micro approach to impact every educator in every building.



Networked Improvement Community (NIC): As described in detail on page 2, the NIC provides an opportunity for the smaller E³ districts to benefit from professional learning and development of a large district. The project leadership will work with districts to ensure quality control with inter-district professional development, feedback, and coaching.

TRACTION for School Improvement: In order to create a common approach, vocabulary, and framework for the NIC at the school site level, E³ schools will utilize TSI to provide a common approach with the necessary level of local flexibility across schools.

(AP 1.2, 1.3, & 4) The model is based on

implementation science, the research regarding school

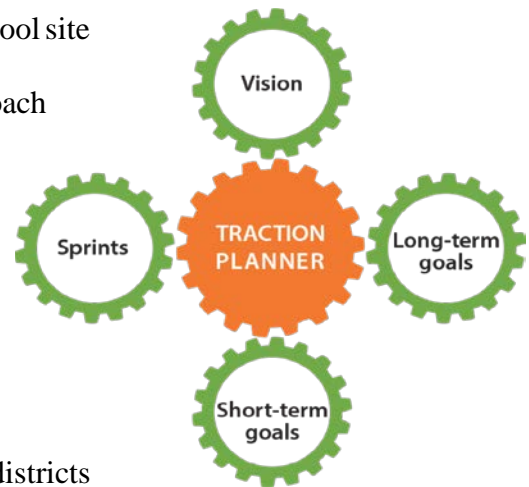
improvement interventions, and our own decade long

experience implementing these components in schools and districts

across the country. More specifically, TSI draws upon emerging

implementation science from the National Implementation Research Network (NIRCN) and has

distilled key findings into three “non-negotiables” of effective implementation: One, capacity to



deliver. The most successful schools have perfected their "capacity to deliver" and are able to execute district initiatives focused on teaching and learning everyday with uncanny focus, discipline, and accountability; two, Leadership. The school leader and a select group of school staff, when trained and coached in TSI, are best suited to initiate the improvement process and ultimately sustain it. (*CPP 2*); and three, Fidelity. TSI fosters an "implementation" mindset and ensures a small yet powerful set of evidence-based implementation tools that are utilized with fidelity. (*AP 1.4 & 1.5*). The following components as well as a mindset undergird the TSI framework for the implementation in a school.

1. *Conduct an asset-based school review.* The school review has two goals: 1) identify strengths to be leveraged for an early set of quick, substantive wins and 2) determine the capacity to deliver. E³ district will leverage existing school review structures and data to conduct the review and will add an additional data point including school-level student perception surveys. The surveys are age-appropriate, research-based survey instruments for elementary, middle and high school and will focus on: engagement, rigor, relationships, culture, college and career readiness, bullying, and drop-out risk. (*AP 1.4 & 1.5*)

2. *Standup and train a capable **Instructional Leadership Team**.* School leaders will select, train, and support implementation of an ILT that is accountable for devising, launching, and sustaining improvement goals. While the principal is clearly the leader, the leadership structure must be both distributive and facilitative to encourage the strategic utilization of lead and mentor teachers as well as administrators to ensure all aspects of professional development are implemented, monitored, and supported. To meet these expectations, ILTs will meet weekly and create mechanisms for follow-up and accountability among the team members. While the format and content of these meetings may vary substantially from week to week, the broad goal is for the

leadership team to create structures and processes to manage the components and implementation of effective instruction at the building level. (*AP 1.2, 1.3, & 4*)

Teacher Leadership and Capacity Building: Supporting Teacher Effectiveness Project

(STEP): The ultimate goal of STEP is to validate chosen instructional practices through a rigorous data analysis process before scaling them. This validation process is critical to the overall design of the E³ project to ensure practices are proven to have a positive impact on student achievement before scaling them across multiple schools participating in the E³ NIC. Additionally, the fundamental question that is posed to teachers and teacher leaders in the STEP process is “How do you know when a change is an improvement?” Filtering decisions through this question helps teachers and lead teachers make disciplined choices about which initiatives to adopt, support and scale. This process helps limit the number of instructional initiatives and resources to be implement and thus mitigate initiative fatigue, one of the most common reasons why school improvement efforts fail. (Reeves, 2006) STEP, combined with the tactical change management tools utilized through the TSI process in E³ provide a powerful combination that supports comprehensive efforts to improve teaching and learning and support rigorous academic standards for students. By paying close attention to the unique contextual factors that influence the successful identification and dissemination of instructional practices, and finding ways to adapt these practices locally to bolster scaling efforts, our work will provide a network/cohort-based test of ability to broadly scale effective instructional practices.

Job-Embedded, Content Coaching: Instructional feedback and timely, relevant coaching is critical to improve classroom instruction. Every level of educator in E³ receives on-going coaching and support in two ways. First, building level administrators provide feedback to teacher leaders and teachers who provide feedback to one another. Secondly, as part of a NIC,

building administrators are coached by the project level team and principals, teacher leaders, and teachers may connect with colleagues and peers from other schools in the NIC. Inter-NIC coaching may be either synchronous (i.e. live, via video) or asynchronous (i.e. comments and coaching questions provided as feedback on ADVANCE). Four of the five district partners utilize instructional frameworks based on the Teacher Advancement Program (TAP) for which Insight's President served as Chief Learning Officer and Executive Vice President while Insight created the fifth district's (Colonial, DE) evaluation system. This common instructional language further reinforces the NIC concept. (AP 1.2, 1.3, 4, & CPP 2)

Quality of the Project Design: (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.*

This project includes high-need schools in Colonial School District (New Castle, DE), Gainesville Independent School District (Gainesville, TX), Marion County School District (Marion, SC), Marlboro County School District (Marlboro, SC), and Metropolitan School District of Decatur Township (Decatur, IN). Educator effectiveness is especially critical for economically disadvantaged and minority students who attend so-called "hard-to-staff schools" and are routinely taught by the least experienced, least effective teachers (Borman & Dowling 2008, Carroll et al. 2000; Clotfelter et al. 2007, Hanushek et al. 2004, Ingersoll 2001, Sanders & Rivers 1996). The project focuses very specifically on principal and teacher effectiveness as the levers to improve student outcomes (specifically economically disadvantaged students) through a systemic focus on principal and teacher recruitment, development, and retention.

Quality of the Project Design: (3) *The extent to which the grant activities will be evaluated, monitored, and reported to the public.*

Insight Education Group and E³ districts will cooperate in any evaluation of the program conducted by the Department of Education; [REDACTED]

[REDACTED] to create a robust, adaptive evaluation. [REDACTED]
[REDACTED]

Our project evaluation (Appendix F7) will produce data for use by project managers and school district personnel. This evaluation will help implementation stay on track, assess whether our efforts are having an immediate impact on leading indicators of student performance and intermediate outcomes in our logic model and, finally, to help us determine whether our theory of action is working to help increase student learning. This evaluation design will allow us to adapt and adjust E³ as the data indicate. We designed E³ to increase student performance and reduce variation in performance among classroom teachers within and between schools. We do not expect, however, to see immediate changes in these two important outcomes. While some of our interventions may have an immediate impact on these ultimate outcomes, these early efforts are designed to have more immediate effects on several intermediate outcomes hypothesized to impact the quality of teaching and learning. This is not meant to be a controlled study, but intended to provide immediate data to help the project team and implementing district administrators determine whether implementation is going according to plan and whether each intervention is having its intended effect. Additionally, some of the data will help assess baseline conditions and, consequently, may cause us to reassess our initial budget assumptions and help us allocate resources according to the greatest need. The annual report will be presented at the Advisory Council Meeting and posted to the E³ project micro-site. Additionally, beginning in Year 2, E³ proposes an annual symposium (The National Aspiring Leaders Workshop) for administrators and teacher leaders to reinforce the NIC approach. During this two-day training,

the evaluation results will be shared with the wider audience.

IV. QUALITY OF THE MANAGEMENT PLAN: *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

Insight Education Group recognizes the additional layer of complexity for effectively managing and leading a project implemented across multiple districts (and states). [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Dr. Michael Moody, former Chief Academic Officer for DC Public Schools, along with Jason Culbertson who has experience directly managing five large, federal grants as a project director and more than 20 as executive oversight will serve as co-principal investigators. The Project Director (PD) for this grant will provide oversight, management, and coaching support. The PD serves as primary point of contact for the schools at the district level and connective tissue to statewide policy and initiatives. The PD will establish an Advisory Council of district level leaders, principals, teachers, institutions of higher education, and community leaders. Additionally, the PD will train and support district-level leaders. E³ recognizes the critical role district-level leaders play at every level of the project.

In addition, a Director of Research will work with E³ districts to use improved Return On Investment (ROI) analytics to prioritize the most significant levers for student achievement in the distribution of resources at the district level (beginning in Year 3). Furthermore, a Project Coach will be placed in each district to focus on providing support, coaching, and professional development to teachers and teacher leaders as well as principals and assistant principals. (AP 1.3) (See Appendix 10 for all job descriptions.)

Insight and E³ districts will use routine cost-control mechanisms that involve work and budget planning as well as systematic review of any project's costs to ensure alignment to detailed work and budget planning. Actual accomplishments and their costs will be compared to the planned workflows and budgets. Each quarter, the project director will present budget updates to the Advisory Council virtually for three quarters and in-person for one quarterly meeting. (Appendix F8) Funds have also been allocated to attend meetings required by the grant.

The descriptions of key project staff are described below followed by the primary tasks the staff will carry out during the course of the grant.

● **Project Director.** [REDACTED]

[REDACTED] As Project Director, the person in this position will be responsible for the overall implementation of the project, managing the project against the goals, activities and timelines established in this application. This position will also provide oversight, supervision and coaching to the Project-Level Coaches to ensure quality level support to site based educators. (AP I.3)

● **Project Coaches.** There will be Project Coach in each district to provide ongoing, job-embedded professional development and coaching to lead and mentor teachers (and principals) as part of the instructional leadership team (ILT) support. However, they will also provide direct, classroom teacher support as a model for teacher leaders. Ideal applicants will have demonstrated effectiveness as classroom teachers as well as at the coach level. (AP I.3)

The Project Director and Project Coaches are key levers in supporting district level leaders to ensure fidelity of E³ implementation. Project Coaches are 100% dedicated to supporting principals, lead teachers, and mentor teachers through training, coaching and

providing feedback while also working closely with each district-level administrative team to support those who coach and evaluate principals as well as ensuring consistent alignment of E³ to district initiatives and priorities. (*AP 1.2, 4, 1.3, CPP 2*)

The following abbreviations reflect the responsible parties for each task: Project Director (PD); Principal Investigator (PI); Advisory Council (AC); Staffing Committee (SC); Instructional Leadership Team (ILT); Teacher Leader (TL); Project Coach (PC); Principal (P); Performance Based Compensation (PBC); * = Activity will lead to project sustainability.

| PROJECT TASKS | MILESTONE YR | | | | |
|--|--------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| PD will establish AC; finalize specific project metrics; meet quarterly to assess progress of goals. | x | x | x | x | x |
| PD will utilize the AC to interview and select PC in each district. | x | | | | |
| PD and each district create local stakeholder groups for the E ³ evaluation processes approved by the AC. | x | | | | |
| Create multi-channel communication campaigns for recruitment of new staff and public information, including districts to disseminate information about the project and success to key stakeholders.* | x | x | x | x | x |
| Host an annual symposium and training for district and school leaders and interested in joining the NIC. | | x | x | x | x |
| Conduct annual asset-based school reviews to measure of fidelity of implementation of E ³ . | x | x | x | x | x |
| <i>Career Advancement</i> | | | | | |
| Conduct staff meetings to review E ³ . Review TL roles, responsibilities and qualifications, along with the interview and selection process. PD/AC establish SC for lead/mentor selection and accountability. | x | | | | |
| PD/AC will establish SC for lead and mentor selection and accountability. | x | x | x | x | x |
| Districts and PD will post and review teacher leadership positions; applications may be sent to the district personnel department. Candidate pool to be developed. Committee to interview/select. | x | | | | |

| | | | | | |
|--|---|---|---|---|---|
| Districts will work with teacher leaders to sign addendums to their contract, which outline the responsibilities, job descriptions and compensation. | X | X | X | X | X |
| Annual E ³ evaluations will determine if mentor and lead teachers retain those roles for upcoming years | | X | X | X | X |
| Professional Development | | | | | |
| PD/E ³ schools will structure school schedule to allow for ongoing applied professional growth activities. | X | X | X | X | X |
| PD, PCs and ILT from each school will establish framework for meetings, responsibilities, meeting expectations; and preparations for the E ³ implementation. (PCs will observe and coach ILT meetings). | X | X | X | X | X |
| ILT members attend 3-day bootcamps for TSI and STEP. | X | X | X | X | X |
| Evaluation | | | | | |
| ILTs will ensure that all teachers have ADVANCE access. PD will ensure all principals and teacher leaders have ADVANCE access data and to show effectiveness. | X | X | X | X | X |
| ILTs will ensure that all teachers have ADVANCE data to examine for effectiveness, including lead/mentors. | X | X | X | X | X |
| E ³ evaluations for all educators begin and all building observers are calibrated in an on-going basis | X | | | | |
| PBCS Implementation: Teachers | | | | | |
| P/TLs will work with participating schools to provide ongoing professional growth activities to teachers. | X | X | X | X | X |

| | | | | | |
|---|---|---|---|---|---|
| District will have developed comparable metrics using student data for teachers in non-tested grades/subjects. | x | x | x | x | x |
| PD will ensure that E ³ for lead and mentor teachers as well as recruit/retention bonuses are distributed accurately and timely as well as administrative bonuses. | | x | x | x | x |
| PD will ensure evaluators are calibrated. | x | x | x | X | x |

V. 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.*

During this project, each district will match TSL funding at 50% which illustrates a major commitment of resources to the tenets of E³ (as evidenced in the MOUs and letters of support from district leadership). In addition, each district has committed to sustain the systemic aspects of E³ following the grant. The systems (e.g. NIC, TSI, STEP, coaching) in the development section can be sustained by local districts in perpetuity at no additional cost. The project leadership team will utilize a Gradual Release Model with local districts to ensure effective knowledge transfer. (Fisher & Frey, 2013) Given the budgetary impact of reduced teacher turnover, districts have also committed to keep the recruitment and retention incentives in place using a combination of local, state, and federal funds. The current project-level teacher turnover cost ranges from \$3,588,000 to \$21,528,000 annually across all E³ schools.

Through the support of Insight and external support providers, communication efforts by districts will fall into two campaign categories: one, recruitment for new staff; and two, public information about the project's progress and achievements. For recruitment campaign, districts will engage in a multi-channel, multi-year campaign to draw candidates, including strategic outreach to Historically Black Colleges and Universities (HBCUs) and local IHEs. The campaign will include consistent and compelling messaging through websites, video testimonials from current staff, virtual school tours, social media, and in-person events. For the public information campaign, districts will provide regular communications to key stakeholders, including district staff, parents, community members, and elected officials in order to build awareness, support, and engagement. They will provide information through their established communication channels, such as community forums, district websites, e-newsletters, social media, and local media. Districts will also encourage employees to share updates and lessons learned during staff meetings and other relevant employee communication channels. The main hub for project-wide communications will be a microsite whereby districts will contribute key updates and resources; house job postings within the network ; and educators will then be able to access resources.

Adequacy of Resources: (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.*

Based on an analysis of previous TIF recipients specific to sustainability, two trends seem clear. First, any item viewed as an add-on or external program will not sustain following the end of grant funding. Secondly, districts must have significant input in the design phase as well as local autonomy to modify specific aspects based on local need. Of course, the inherent tension in

this model is a need to ensure fidelity to the core tenets of the project. With this balance in mind, E³ will use a cross-functional Advisory Council (AC) to codify the tenets of this proposal in order to create a set of E³ parameters around use of human capital, professional development, performance-based compensation; however, each district will create a similar cross-functional group to customize and codify the secondary and tertiary decisions regarding implementation in their specific districts and schools. The recurring costs are de minimis and all participating districts have necessary funding to keep all structures in place.

COMPETITIVE PREFERENCE PRIORITY I: Using the HCMS to Improve Equitable Access to Effective Educators; Competitive Preference Priority I: (1) *Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;*

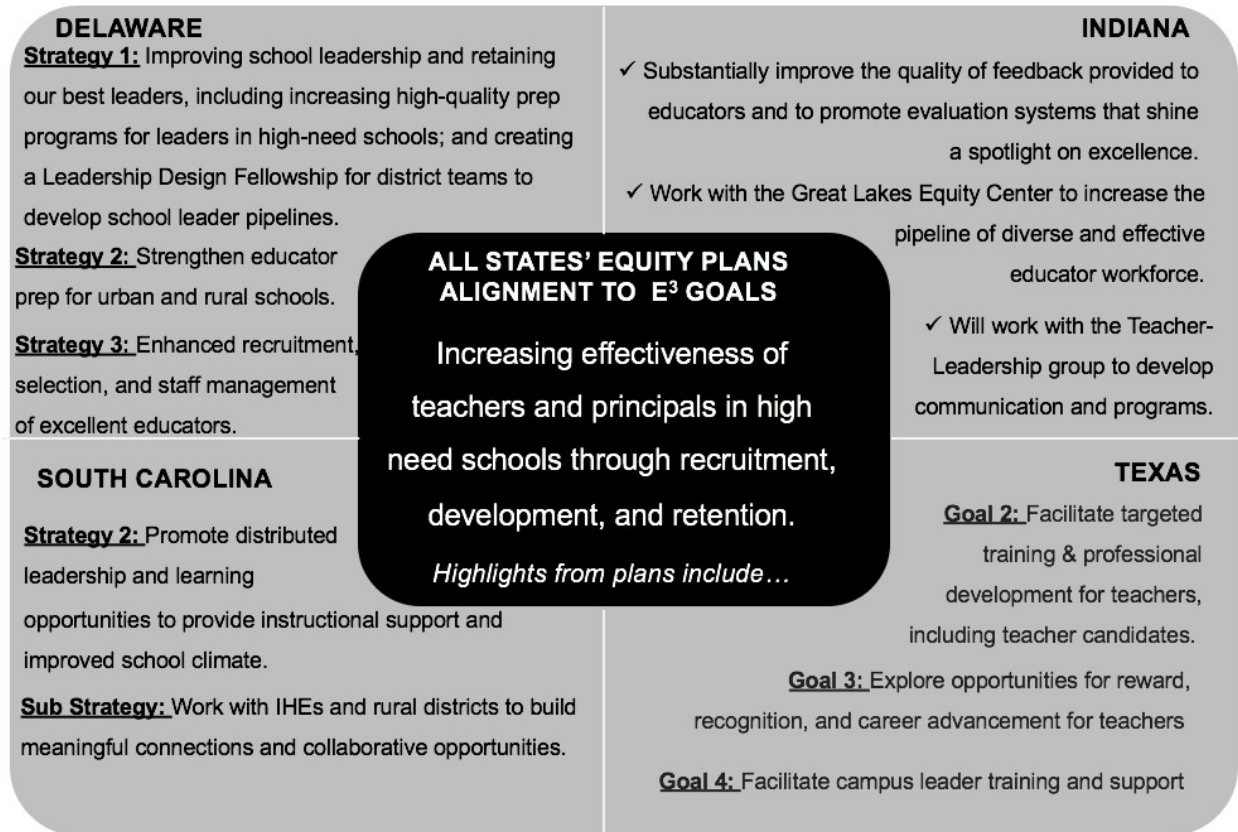
E³ districts have disproportionately high percentages of economically disadvantaged students and students of color. The current gaps across partner districts include aligned professional development for all current human capital exacerbated by the lack of formal processes to identify the most “highly effective” teachers and principals to place with schools and students with the greatest need. Currently, no partner district has a formal plan or policy to match teachers or leaders with specific schools based on need. However, each district has the systems in place—e.g. nuanced evaluation frameworks (such as TAP rubric) that when used effectively can differentiate between non-effective, effective and highly effective educators. This project recognizes the critical importance of context for effectiveness in the highest needs schools—while redistributing effective principals and teachers is one lever, developing and improving current human capital has a greater potential for positive impact.

Competitive Preference Priority I: (2) *Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support.*

E³ districts have access to all of the relevant data needed to create and execute an equitable access plan. For example, all district evaluation systems are nuanced enough to delineate between effective and highly effective educators, tie students to teachers for purposes of data analysis, collect and analyze teacher, student, and parent survey data. Insight's Director of Research will work with each district to analyze staffing patterns (e.g. experience, effectiveness) in which student growth data is specifically disaggregated by quartiles to analyze patterns of teacher impact on specific sub-populations to directly impact district staffing decisions so that economically disadvantaged students and students of color are taught by teachers who have a track record of success in specific environments.

Competitive Preference Priority I: (3) *Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.*

E³ aligns perfectly to each partner district's state equity plan. As the graphic below illustrates, recruitment, development, and retention are at the heart but other aspects of the plans are clearly seen through E³.



COMPETITIVE PREFERENCE PRIORITY II: Attracting, Supporting, and Retaining a Diverse and Effective Workforce: *Description detailing applicant’s commitment to creating and maintaining a diverse workforce, and their plan for attracting, supporting, and retaining diverse Educators.*

Diversifying teacher and leadership roles with educators who have shared experiences with students they serve is critical to ensuring the E³ long-term impact. We will partner with HBCUs to recruit effective educators. Beginning in Year 2, the NIC will establish a cohort of the Aspiring Leaders Academy specifically for leaders of color— [REDACTED] [REDACTED] It will not only provide training, coaching, and support but also a pipeline into E³ districts committed to ensuring a diverse cadre of leaders. The project team will work with each district to create a diversity plan. (Appendices D & F11)