

**Texas Teacher and School Leader Incentive
Program**

CFDA #84.374A

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Section A: Evidence of Support

Over the last three years, Texas has made significant strides in the development of a statewide strategy to improve human capital in public education—a strategy that has largely been informed by implementation and lessons learned from three previous Teacher Incentive Fund (TIF) grants (2007, 2010, and 2012) awarded to Region 18 Education Service Center’s Texas Center for Educator Excellence (ESC 18—TxCEE). With the foundation in place, ESC 18—TxCEE seeks to utilize the Teacher and School Leader (TSL) Incentive Program to advance the state’s human capital plan. A comprehensive and robust system, driven by rigorous academic standards, is critical to ensure that highly effective teachers and principals are available for every student and teacher, respectively. All campuses participating in TSL are high-need, thus the project will continue to improve the educational outlook for children at risk of educational failure.

A.1. Comprehensive Approach to Improve Teaching and Learning and Support Rigorous Academic Standards

Through the Texas TSL Project, ESC 18—TxCEE will implement the Texas Educator Effectiveness Model (TEEM)—framework depicted in Figure 1—which will be utilized as a blueprint for any local education agency (LEA) in Texas (or nationally) to advance their human capital management system (HCMS). TEEM will address the challenges identified in high-need schools by improving systems for educator preparation, selection, support, evaluation, and compensation. TEEM builds upon existing HCMS models designed and implemented by partner LEAs through previous TIF grant awards. Each partner LEA’s HCMS will be enhanced with timely and relevant support and guidance from ESC 18—TxCEE as well as its purposefully selected TSL partners.

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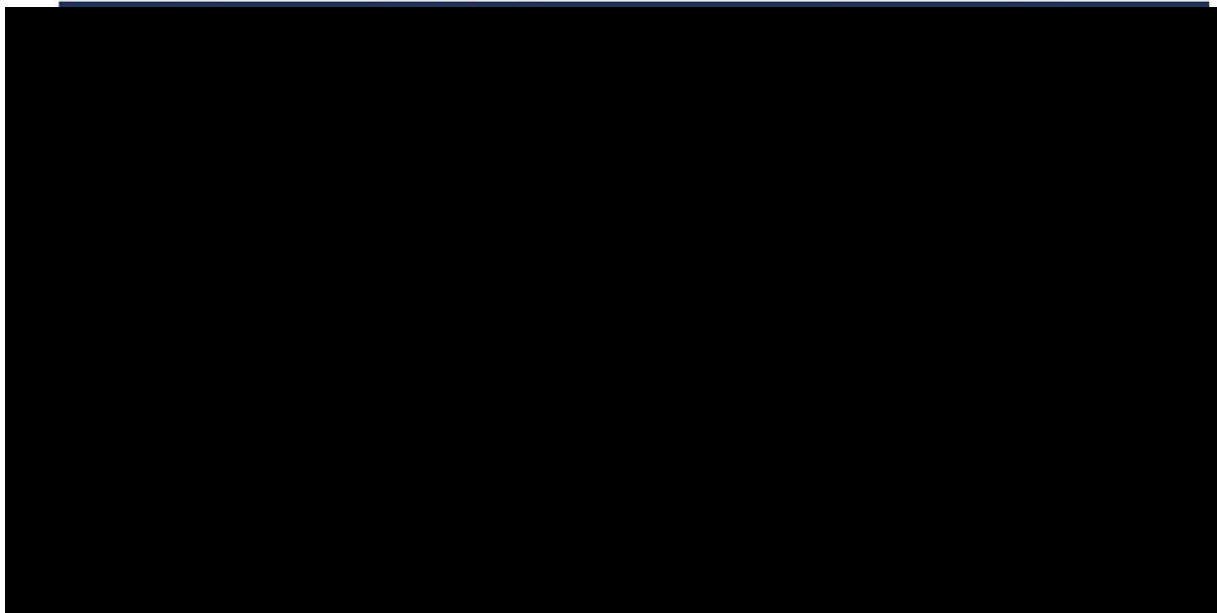
Figure 1. [REDACTED]



The partner LEAs were carefully selected to be part of this proposal due to their unwavering commitment to improve human capital by implementing high quality HCMSs. They have worked tirelessly over the past five years to achieve this mission. [REDACTED]

[REDACTED]

Table 1. [REDACTED]

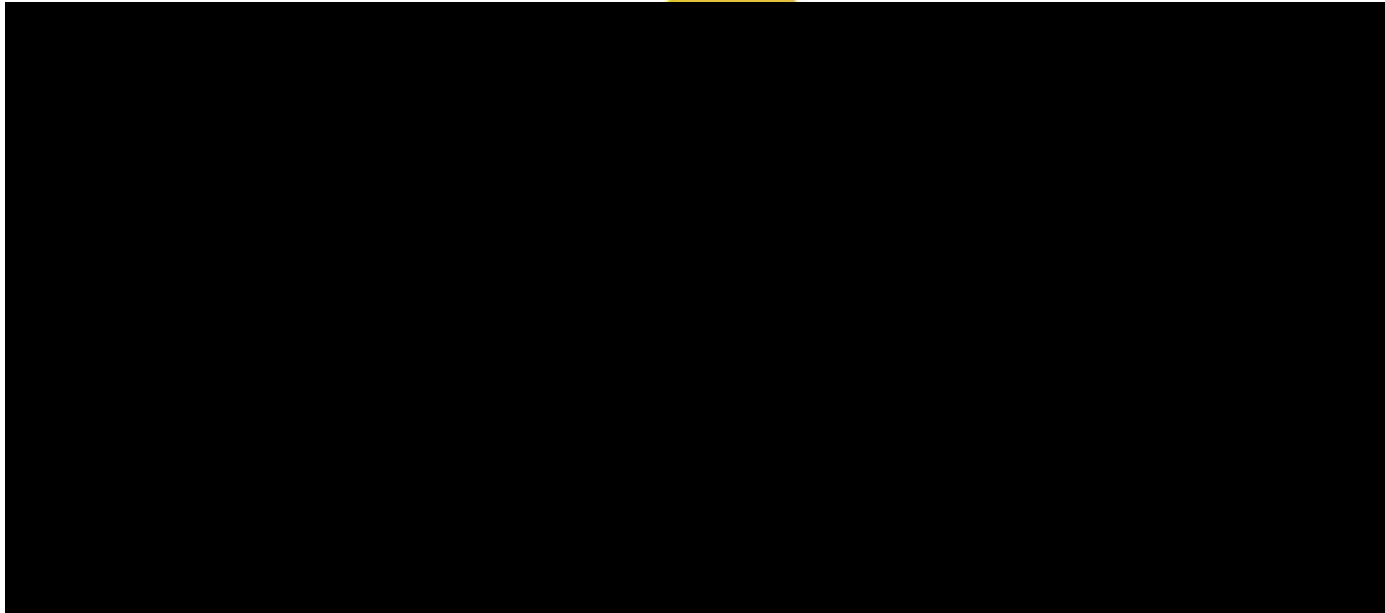


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TSL provides an opportunity for these districts to expand their HCMS [REDACTED]

[REDACTED] No state can systematically influence the quality of the educator workforce without robust partnerships between public and higher education systems. The work through TSL will enhance these relationships across the state over the next five years, and TEEM will serve as a blueprint for sustainable, long term LEA—IHE partnerships that improve human capital in Texas. Figure 2 below shows the proposed Texas Human Capital Pipeline.

Figure 2. [REDACTED]

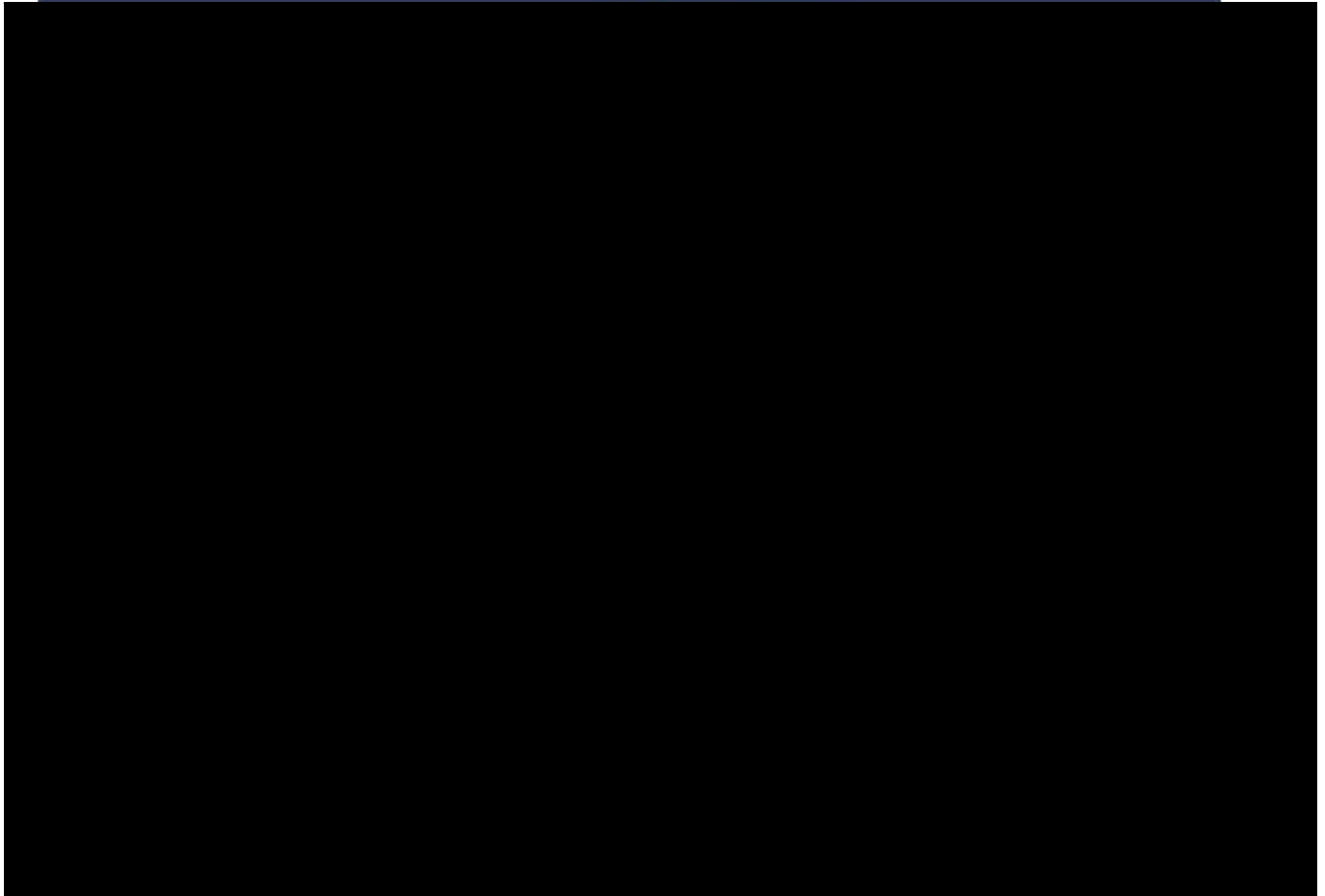


TEEM is designed to facilitate statewide replication. [REDACTED]

[REDACTED] All partners want to see students surpass minimum expectations set by state and federal standards. ESC 18—TxCEE knows that building local capacity will lead to sustainability of the reform and stimulate interest for replication among other LEAs. The outcomes from this work will provide the foundation to advance the development and support for 350,000 Texas educators and accelerate achievement among 5.3 million students across the state. Table 2 identifies the [REDACTED].

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Table 2. [REDACTED]



A.2. Strategic Partnerships for Collaboration

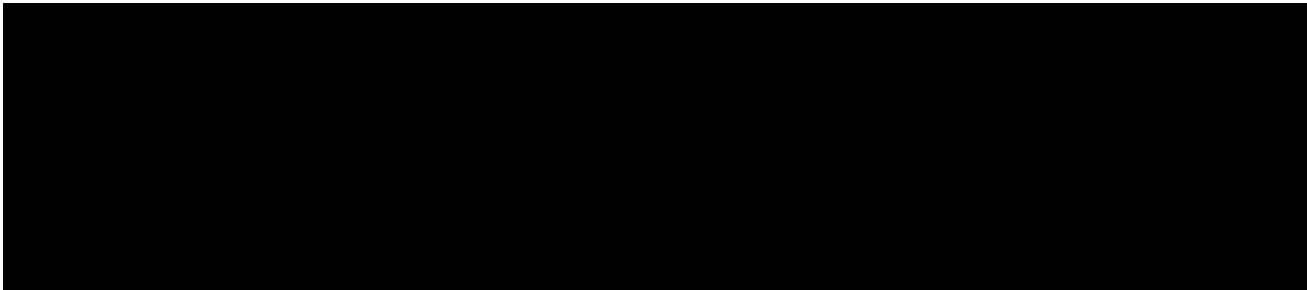
Each partner in this project brings a unique focus and contribution to TEEM. Due to the organizational structure of the Texas public education system, ESC 18—TxCEE has a formal and direct relationship with the Texas Education Agency and has received support for this project from Commissioner Mike Morath (see Appendix E for letter of support). As a former school board member in Dallas ISD and successful businessman, Commissioner Morath believes in the value of human capital and is committed to ensuring that Texas puts a system in place to improve educator quality that all LEAs can replicate and afford.

To support TEEM, ESC 18—TxCEE will expand upon existing relationships with the University of Texas at Austin, the Texas A&M University System, Texas Association of School

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Board's (TASB) HR Services Division, and American Institutes for Research (AIR). We have also engaged new IHE partnerships in TSL to best support local needs in improving the educator pipeline between public and higher education in the partner LEAs. ESC 18—TxCEE will [REDACTED]. Table 3 below identifies the [REDACTED].

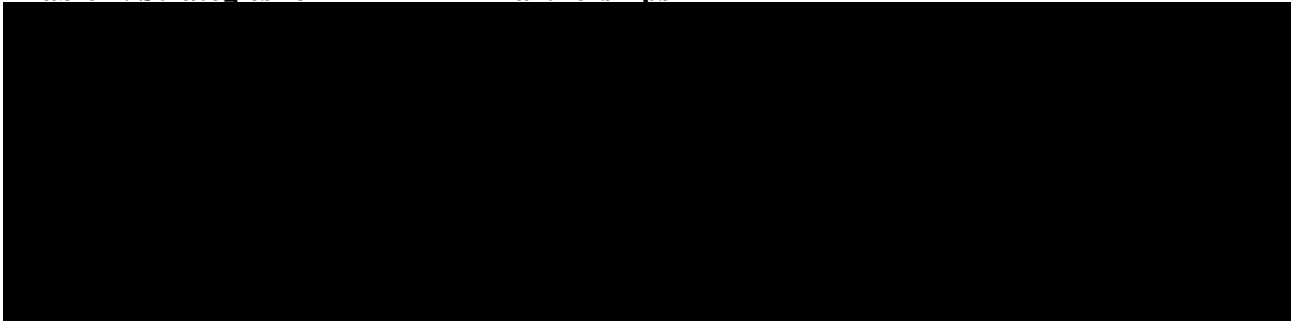
Table 3. [REDACTED]

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The IHE partners have a direct impact on the skills and abilities of educator candidates that feed into the partner LEAs. We intend to [REDACTED]. Ultimately, this work will increase the candidate pool of effective teachers, teacher leaders, and principals. The model will also provide targeted support from the IHEs in the LEAs based on local need.

The specific strategies to improve human capital will vary between each LEA—IHE partnership in order to meet the local needs. Below are the strategies that have been discussed at the time of proposal submission. The final plans for each partnership will be finalized in Year 1 of the project and may extend beyond the scope of strategies detailed below in Table 4.

Table 4. Strategies for LEA—IHE Partnerships

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Because the TSL campuses are all high-need, there are unique challenges to overcome. A root cause analysis at the campus level is needed to determine specific areas to target for intervention. To accomplish this goal, ESC 18—TxCEE has partnered with the University of Texas at Austin’s Education Research Center (ERC). The ERC was created by the Texas Legislature in 2006 to create a data repository, known as the State Longitudinal Data System (SLDS), containing a broad range of connected, student- and school-level data. The Texas ERC warehouse provides two primary benefits: 1) comprehensive access to information across the educational pipeline, and 2) dramatically reduced time and effort related to data collection and management. The ERC’s data include all public education information from the Texas Education Agency, the Texas Higher Education Coordinating Board, and post-education data from the Texas Workforce Commission.



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[REDACTED]

[REDACTED]

[REDACTED]

Through ESC 18—TxCEE’s TIF 4 grant, TASB assisted partner LEAs with analyzing compensation plans for market competitiveness, developing interview protocols aligned to educator competency models, and providing training to principals on behavioral interviewing skills. As part of TEEM, [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] ESC 18—TxCEE and TASB will work with stakeholders to ensure these systems and tools meet the needs of each partner LEA.

Finally, ESC 18—TxCEE has partnered with AIR to conduct an external evaluation of the TSL project. AIR conducted the evaluation of ESC 18—TxCEE’s TIF 3 grant, and has worked with numerous districts across the country to evaluate HCMS and TIF grants. AIR will conduct an external evaluation of the TSL program to provide formative and summative feedback on implementation quality and outcomes, leveraging a comprehensive set of qualitative and quantitative data.

A.3. Building Upon Existing and Related Efforts to Improve Efficacy

Texas is known as a “local control” state, meaning that the LEAs are “independent school districts” or “ISDs”. ESC 18—TxCEE has a deep understanding of [REDACTED]. With this approach in mind, TEEM is being developed with [REDACTED].

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TEA worked with Texas educators and education leaders a few years ago to develop new statewide educator evaluation models known as the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS). T-TESS and T-PESS are currently being implemented in approximately 1,000 LEAs across Texas. Through TSL, it is our desire to [REDACTED]

[REDACTED]

[REDACTED] In addition, as a part of the U.S.D.E.'s *Excellent Educators for All* initiative, TEA is working with LEAs to ensure that all children have access to high quality educators (TEA, 2015). ESC 18—TxCEE will [REDACTED]

[REDACTED].

Partner LEAs have spent the past five years reallocating existing resources to build a sustainable, comprehensive system for human capital management. With significant stakeholder input, they have implemented rigorous, research-based educator evaluation systems—including student growth measures in every classroom; job-embedded professional development; and performance-based compensation systems (PBCS). PSJA ISD is an example of a LEA that has made significant strides in utilizing existing resources to support the HCMS. They have set aside 1% of their annual cost of living pay increase pool to use as performance based salary increases. The LEA's commitment to focusing on human capital, particularly in the areas in which they focused professional development efforts, has paid off. Table 5 depicts PSJA ISD's results on the state's new accountability system measures in 2016. Because this is a high-need district with 88% of economically disadvantaged and 44% of ELL students, it is not surprising that after three years of

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HCMS implementation the district has a student achievement rating of a “C”. However, what is impressive is the student progress measure of an “A” and closing performing gaps is a “B”.

Table 5. PSJA ISD’s 2016 Proposed Ratings Under the New Texas Accountability System

Domain	Grade
Student Achievement	C
Student Progress	A
Closing Performance Gaps	B
Postsecondary Readiness	B

Source: 2015–16 A–F Ratings, A TEA report to the 85th Texas Legislature

Beyond the implementation of successful HCMSs, the partner LEAs are leaders in education innovation. Lytle ISD has received the state’s designation as a “District of Innovation”, which is reserved for districts that meet certain performance requirements. Anderson-Shiro CISD, is one of 22 LEAs in Texas was selected to participate in the “Texas High Performance Schools Consortium” to plan for innovative, student-centered learning standards. PSJA ISD was invited to apply for the inaugural class of The Holdsworth Center, launched by Texas grocery store founder Charles Butt in 2017 to improve the quality of district education leadership in Texas. Through the Holdsworth Center, Mr. Butt has committed \$100 Million over the next 10 years to improve human capital in Texas public schools. [REDACTED]

[REDACTED]

While the partner LEAs have not yet arrived at the goal of helping each student achieve their maximum potential, they are making great strides in this endeavor through their local HCMS implementation. With TSL support, we can continue to help partner LEAs reflect, innovate, and implement these promising HCMS models that other Texas LEAs can replicate through TEEM. A description of proposed enhancements through TSL to foster improvement in student achievement in high-need schools are provided on page 17.

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Section B: Need for Project

The Texas Teacher and School Leader (TSL) Incentive Program involves four high-need LEAs across the state of Texas—impacting 62 schools, over 2,500 professional staff, and more than 39,000 students. Strategically, the partner LEAs represent both small and large school districts in rural, urban, and suburban locations. The LEAs are representative of Texas in terms of demographics and geographic location, which will aid in replication efforts across the state. Each of the partner LEAs—Anderson-Shiro CISD, Galveston ISD, Lytle ISD, and Pharr-San Juan-Alamo (PSJA) ISD—face their own unique challenges such as high numbers of at-risk student populations, low student achievement, and obstacles in recruiting and retaining effective educators. Table 6. shows the average percent of high-need students per LEA (see Appendix B for Documentation of High-Need Schools). Across the project, 84.7% are classified as economically disadvantaged, 37.7% English Language Learners (ELLs), with a student mobility rate of 20.9%.

Table 6. Average Percent of High-Need Students per LEA

Partner LEA	# of Campuses	Econ. Disadv.	ELL	Mobility (2014-15)	Teachers ≤ 5 Yrs Exp	At Risk Population
Anderson-Shiro CISD	2	53.9%	3.0%	10.1%	34.3%	24.0%
Galveston ISD	13	74.3%	16.8%	21.5%	42.8%	42.1%
Lytle ISD	4	73.3%	9.9%	16.5%	33.6%	45.5%
PSJA ISD	43	87.7%	43.7%	21.7%	30.1%	78.1%

Source: 2015-16 Texas Academic Performance Report, Texas Education Agency

B. 1. Addressing the Needs of Students At Risk of Educational Failure

The number of students classified as “at-risk” across TSL campuses is 74.1%. The state’s at-risk population is 50.1%. The campuses in this application have demonstrated low student achievement as measured by passing rates on the 2015-16 State of Texas Assessments of Academic Readiness (STAAR) tests for grades 3-8 and end-of-course (EOC) assessments. These schools have lower passing rates on most reading, writing, and math assessments than the state average. The number of ELL students in Texas is increasing at an exponential level. As evidenced in Table 7

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below, there is a prominent need to focus training and support for educators in teaching ELL students through a bilingual or dual language program. The table below identifies a few examples of student achievement gaps in TSL campuses.

Table 7: Example of Low Student Achievement in TSL Campuses

LEA	Campus	State Test	Subpop	Campus	State
ASCISD	AS Jr/Sr HS	th	Eco Dis	47%	69%
ASCISD	AS Jr/Sr HS	th	Eco Dis	46%	63%
Galveston ISD	Ball HS	English I EOC	ELL	24%	65%
Galveston ISD	Ball HS	English II EOC	ELL	25%	67%
Galveston ISD	Ball HS	Algebra I EOC	ELL	45%	78%
Lytle ISD	Lytle JH	th	Hispanic	34%	69%
Lytle ISD	Lytle JH	th	Hispanic	38%	72%
PSJA ISD	Farias EL	th	ELL	52%	69%

Source: 2015-16 Texas Academic Performance Report, Texas Education Agency

Human Capital Challenges in High-Need Schools

Students in high-need schools have limited access to effective educators and often have high percentages of inexperienced teachers. In twenty-seven of the Texas TSL schools, nearly one-third of the teachers have five or fewer years of teaching experience. At eight of those campuses, more than half of the teachers have five or fewer years of experience. Recent research indicates that beginner teachers turnover at a higher rate than any other group of teachers (Ingersoll, Merrill, & Stuckey, 2014). In addition, the highest turnover rates occur in high-minority, high-poverty, rural, and urban public schools (Ingersoll, Merrill, & Stuckey, 2014). Four campuses in Galveston ISD have approximately 25% of teachers that are brand new to the profession, with one campus having more than 36% of beginning teachers. On average, 9% percent of the teachers in Texas schools have less than one year of experience. These challenges make it difficult to build and maintain success when administrators must continually recruit, motivate, and develop high-quality teachers to

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increase student achievement (Headden, 2014). IHE partnerships will address this need by adequately preparing candidates for teaching students in high poverty settings.

Increasingly, research has found that school leaders have an impact on student achievement as well (Bryk et al., 2010). In fact, among school related factors, school leadership is second only to teaching in its influence on student learning (Leithwood et al., 2004). Strong campus leadership is also critical to teacher retention. Novice teachers cite lack of professional and administrative support as a primary reason for leaving the profession. In addition to high teacher turnover, high principal turnover has been linked to low student achievement and is common in high-need, hard-to-staff schools (Headden, 2014).

The schools included in the TSL grant have experienced a high rate of turnover in campus administrators as well. [REDACTED]

[REDACTED] While it is important to minimize educator attrition, it is equally important to ensure that the effective educators are the ones being retained. [REDACTED]

[REDACTED]; thus, indicating an abundant need for recruiting, developing, and retaining effective campus leaders. [REDACTED]

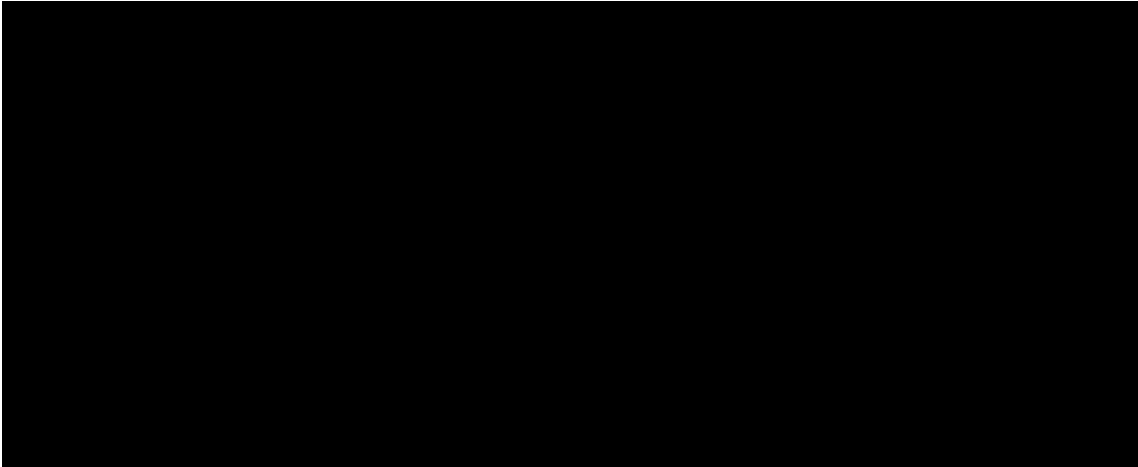
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Figure 3. [REDACTED]



B.2. Addressing Gaps and Weaknesses in Educator Support and Reward Opportunities

Gaps and weaknesses in systems for recruiting, supporting, and retaining effective educators have a tremendous impact on student achievement in low performing schools. Moreover, there is a significant gap in educator quality in the lowest performing schools. Campuses designated as “Improvement Required” through Texas’s current accountability system have unacceptable performance in the areas of student achievement, student progress, closing performance gaps, and postsecondary readiness (TEA, 2016b). Six campuses participating in the TSL project were rated as “Improvement Required” in 2016. Four of those campuses are in Galveston ISD—two of which have been rated as “Improvement Required” for five consecutive years. [REDACTED]

[REDACTED] Further, low performing schools often lack relevant training opportunities and clear pathways for growth and leadership that lead to “talent drain”, significantly limiting effective sustainable leadership (Bierly & Shy, 2013, pg. 4). The damaging effects of unsuccessful school leadership are largest in troubled schools (Bierly & Shy, 2013).

Through TSL, all educators in partner LEAs, including those that are learning through clinical experience in the classroom, will receive support through training, mentoring, and coaching.

[REDACTED]

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[REDACTED]

[REDACTED]

[REDACTED] Also, due to the increasing numbers and unique needs of ELLs in partner LEAs (and Texas in general), an important component of the TEEM training for district and campus leaders will focus on [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] In these schools, family and community engagement is severely limited, if not non-existent. In addition, district leadership is lacking sufficient supports for principals in the partner LEAs. Without adequate preparation and support, educators become increasingly frustrated and will leave the school or the profession altogether, thus contributing to the mounting attrition problem in our most needy schools. As part of the IHE-LEA partnerships, we intend to [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

As mentioned earlier, Texas' new state accountability system assigns districts and campuses a rating of A, B, C, D, or F based on their performance for the following domains: *Student Achievement*, *Student Progress*, *Closing the Gaps*, and *Postsecondary Readiness*. Of the campuses participating in the Texas TSL Project, 40.3% received a "D" or "F" on the *Student Achievement* measure and nearly one-third of the campuses received a "D" or "F" on *Student Progress* and *Closing the Gaps* measures.

To address identified gaps and weaknesses across the TSL schools, TEEM [REDACTED]

[REDACTED]

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_____ Campus leaders will receive training on how to _____
 _____ . Partner IHEs will _____

Section C: Texas TSL Project Design
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C.1. Rationale for the Project

The Texas Educator Effectiveness Model (TEEM) builds upon ESC 18—TxCEE’s experience implementing three TIF grants and a broad research field to improve human capital in the partner LEAs. The proposal is supported by ‘**strong theory**’. ESC 18—TxCEE has drawn on the lessons learned from similar teacher and leader incentive models and from our own experience. The logic model (attached in Appendix C) specifies the conceptual framework that identifies the key components of the proposed TSL initiative.

All partner LEAs have implemented educator evaluation and support systems designed to support educator growth. These systems have begun moving the needle on student outcomes in positive directions. However, the partner LEAs want to carefully evaluate the outcomes from the current HCMS to ensure effectiveness of the model and efficacy of implementation. There is a desire to make modifications to ensure the HCMS produces highly valid and reliable educator effectiveness results as well as increases equitable access to effective, diverse educators across the district. Furthermore, now that the HCMS is in place, there is a strong need to expand beyond the boundaries of the LEA and help improve the pipeline of quality educators entering the profession in Texas. There is also a need to provide additional, more targeted coaching and support to current educators

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based on evaluation results. LEAs have expressed a [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Project Goals and Objectives

The primary goal of the Texas Educator Effectiveness Model (TEEM) is to improve student achievement in TSL schools. This goal will be accomplished by building upon existing human capital management systems (HCMS). Other program goals include providing the following replicable approaches:

- Models for strengthening the educator pipeline;
- Models for supporting development of effective teachers and principals;
- Strategies for identifying, recruiting, retaining, and distribution of effective educators; and
- Models of innovation for educator compensation.

C.2. Addressing the Needs of the Target Population

ESC 18—TxCEE, is submitting the Teacher and School Leader Incentive Program (TSL) proposal to the U.S. Department of Education as part of a comprehensive effort to improve instruction and leadership that ultimately enhances student growth and supports rigorous academic

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standards for students. Following is a description of how the HCMS components and promising practices identified in this proposal will build local capacity to improve services that address the needs of the target population. Due to the increasing numbers and unique needs of English Language Learners (ELLs) in Texas, an important component of TEEM will be to [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Absolute Priority #1: Human Capital Management System (HCMS)

As previously discussed, all partner LEAs currently have a well-defined HCMS in place, including an evaluation system based in part on student growth. Each LEA has developed a customized educator evaluation system with specific weights that contribute to an overall “effectiveness” rating. The weight and measures of effectiveness vary slightly by LEA. As mentioned, high-need schools have a disproportionately low number of effective educators compared to other schools. Partner LEAs are seeking [REDACTED]

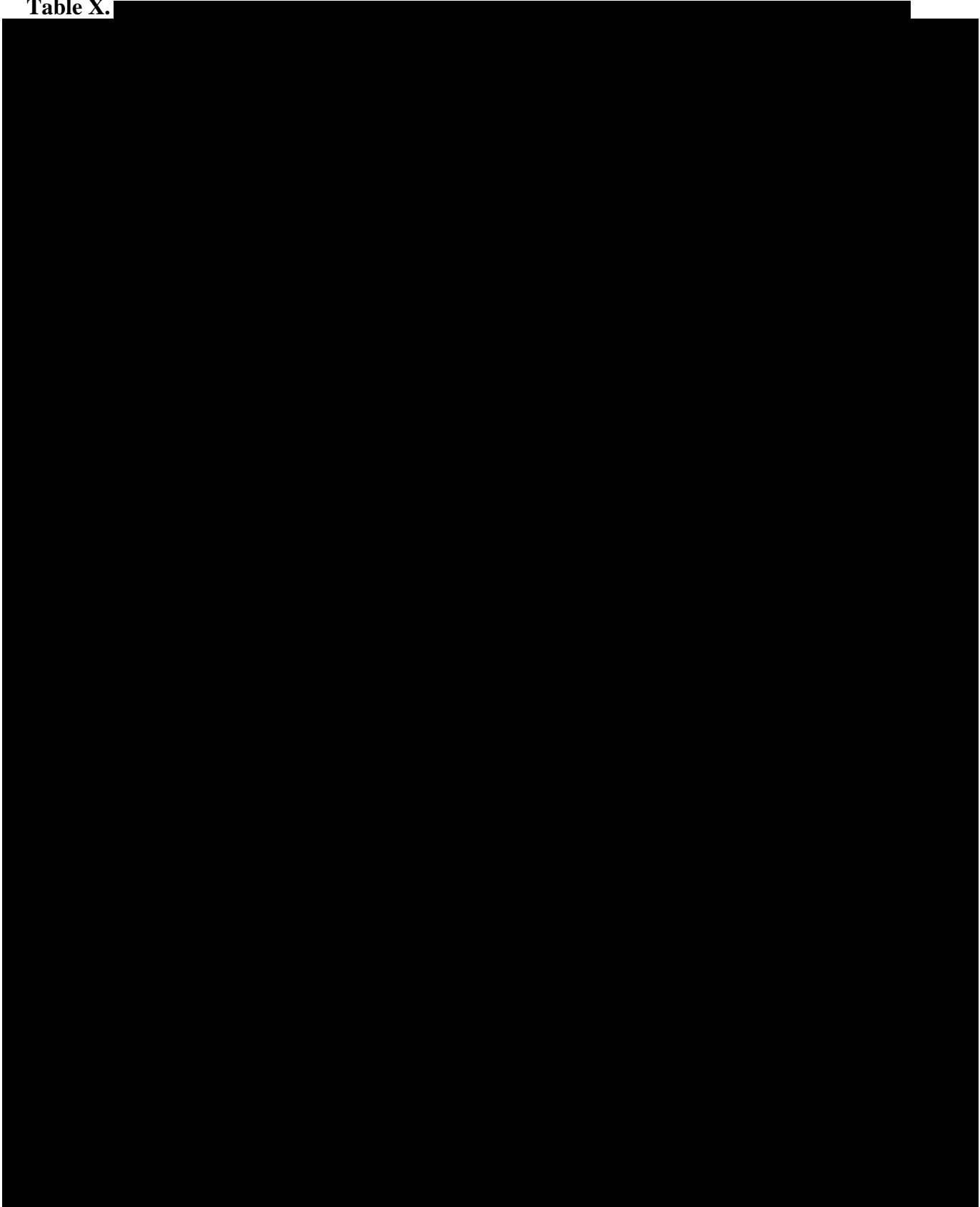
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[REDACTED]

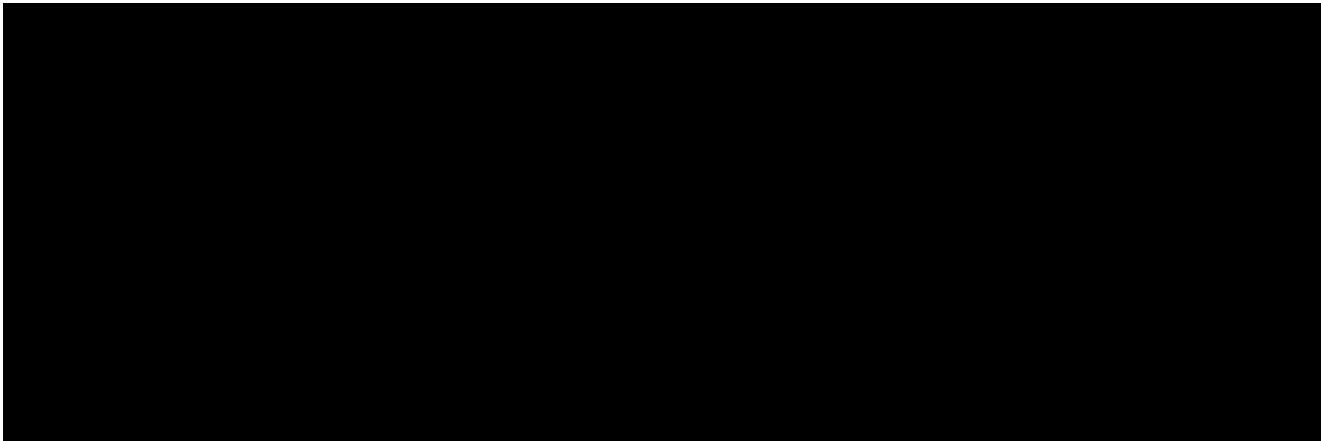
[REDACTED] to advance educator evaluation systems, professional development systems, and PBCSs that align with district-wide HCMS efforts. The following provides information about existing HCMS practices based on educator evaluation and support data and enhancements to these practices through TSL.

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Table X.



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Enhancements to the locally designed HCMS

Below is additional information about our proposed HCMS enhancements through TSL, based on research and LEA experiences implementing previous TIF initiatives.

Educator Preparation: Through TIF 4, ESC 18—TxCEE [redacted]

[redacted]

[redacted]

[redacted] The LEA—IHE partnerships will help facilitate this process. ESC 18—TxCEE recognizes that the best way to impact the educator preparation process is through [redacted]

[redacted]

[redacted]

[redacted] This approach provides pre-service teachers

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

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[REDACTED]

Rewarding Effective Educators: It is ESC 18—TxCEE’s desire to [REDACTED]

[REDACTED]

[REDACTED] It can take more time and planning up front to embed educator effectiveness rewards into a salary structure. However, once in place, alternative salary structures can help districts build a more feasible long-term solution (Milanowski, 2014). TASB has helped several LEAs around the state in assessing their current PBCS, understanding the components of alternative salary structures, and putting processes in place to implement a sustainable approach to salary redesign based on educator performance.

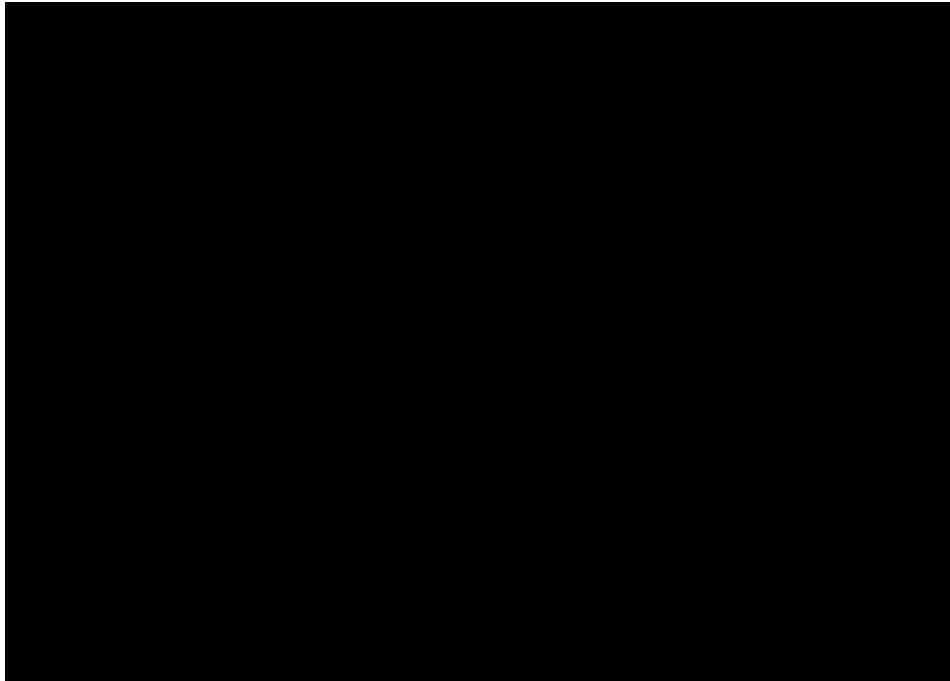
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Performance-Based Compensation System (PBCS) for Teachers. The specific strategies currently used to determine the performance-based awards vary by district. In some districts, a pool of \$2,000 per teacher is established and the awards are differentiated based on individual teacher performance.

Figure 4 is a sample model for [REDACTED]

[REDACTED]

Figure 4: [REDACTED]



This model of providing one-time bonuses has not proven to be as sustainable during periods of vast budget cuts in state and federal budgets. The partner LEAs have begun moving away from this idea of a one-time bonus by using performance in part to drive salary increases. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] We know from TASB’s work with Texas LEAs, as well as various

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LEA experiences across the country (such as Denver Public Schools and Maricopa County Education Service Agency), that this work takes thoughtful planning, consideration, and communication to be successful. Therefore, part of the work during the first year of TSL will be to engage stakeholders at all levels in intensive discussions about options for the PBCS moving forward. The partner LEAs are currently utilizing an innovative career pathway structure where the most effective educators have the opportunity to take on additional responsibilities as one method for PBCS. [REDACTED]

[REDACTED] Final decisions will be made about the specific changes to the performance-based compensation system in each of the partner LEAs during Year 1 of the Project. An amount of 1% of overall teacher salaries has been budgeted for the TSL contribution to the PBCS changes. A teacher must be deemed “effective” or higher to be eligible for any performance-based compensation.

Performance-Based Compensation System (PBCS) for Principals. Partner LEAs are currently implementing PBCS in a variety of ways for principals. [REDACTED]

[REDACTED]. Partner LEAs are eager to explore innovation around performance based compensation for principals. There is an untapped opportunity for PBCS for principals in partner LEAs. The next level of work is groundbreaking in Texas: [REDACTED]

[REDACTED]

[REDACTED].

Because so much of a school’s success can be tied back to the quality of the campus principal, [REDACTED]

[REDACTED]

[REDACTED] While the specifications for the enhanced PBCS will be determined by each partner LEA, principals in all LEAs must also be rated “effective” or higher to be eligible for

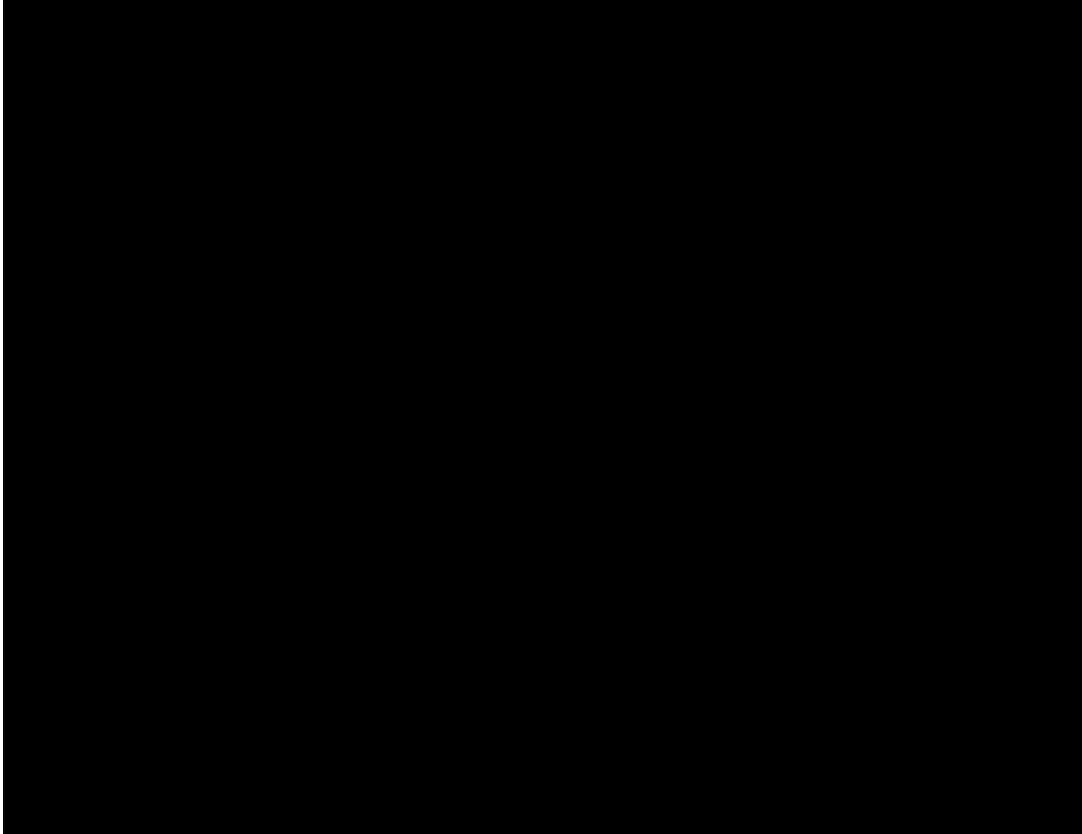
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performance-based compensation. Through TEEM, ESC 18—TxCEE and TASB will support partner LEAs in these efforts. The following section provides additional information about our proposed TSL plan for enhancing educator evaluation and support systems.

Absolute Priority #4: Evaluation and Support Systems for Teachers and School Leaders

All LEA educator evaluation systems currently use rigorous, research-based observation tools and student growth measures to produce an overall evaluation rating or “effectiveness rating”. All educators receive multiple observations from multiple evaluators, and evaluators must pass an annual certification process to ensure inter-rater reliability. The educator evaluation systems have been fully implemented in the partner LEAs for nearly five years and there are multiple years of outcome data to analyze. The partner LEAs are currently convening stakeholder work groups to reflect upon the weighting and use of the evaluation measures for effectiveness to ensure validity and fairness. In addition, there is a need to ensure that the SLO process is being implemented to ensure rigorous academic standards for students, particularly in subpopulations of students such as at-risk, ELL, special education, and economically disadvantaged. There is also a need to better align formative and summative assessments with college and career readiness standards. The assessments that are used in the SLO process are an integral part of ensuring that these goals are met. A description of current teacher and principal evaluation systems in partner LEAs is provided in Appendix F-1. A sample teacher evaluation system is also provided in Figure 5.

Figure 5. [REDACTED]



Student Growth Measures

In some LEAs, there is a desire to discontinue the use of value-added measures and solely use SLOs as the student growth measure. The use of value-added scores as part of a teacher’s overall evaluation rating has brought several difficulties; most notably delays in receiving value-added scores preventing the production of timely ratings. In most cases, districts are not able to receive their educator effectiveness ratings until December of the following school year, which delays the process of using evaluation data to make timely HR decisions.

In other districts, there has been discussion of adding an additional student growth component as it relates to the state accountability system in the form of a “Student Progress Measure” so that the evaluation system is more closely aligned to the state’s plan for accountability. The stakeholder meetings are ongoing at the time of this proposal submission and any necessary modifications will be finalized during Year 1 of the TSL project.

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As part of the TIF 4 project, ESC 18—

[REDACTED]

In addition to SLOs, ESC 18—TxCEE will explore the use of other testing instruments to measure student growth. Other sites around the country have used Advanced Placement exams and the Stanford 10 test for high school students. ESC 18—TxCEE will draw upon the expertise of its resources, including TEA, to assist TSL districts in making the most effective decision to meet their needs regarding student growth measures in non-state-tested areas.

Professional Development Systems to Support the Needs of Teachers and Principals Identified through the Evaluation Process

At the heart of an effective HCMS is a professional development system to support teacher and principal needs identified through the evaluation process. As previously mentioned, the SEED model is the foundational component of the TEEM professional development system. [REDACTED]

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[REDACTED]

Principals must also serve as instructional leaders who build a campus where teachers are committed to working together to improve practices that will affect student learning (Leithwood, et al., 2004; Bryk et al., 2010; Bierly & Shy, 2013). In order to support the effective development of campus leaders, it is also imperative to adequately train the principal supervisors to become effective coaches for principals (Corcoran et al., 2013). Through TSL, ESC 18—TxCEE [REDACTED]

[REDACTED]

Through TEEM principal supervisors will be [REDACTED]

[REDACTED]

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ESC 18—TxCEE Training and Support Plan

ESC 18—TxCEE will provide ongoing training and support to TSL campuses on all TEEM components. Each TSL campus will be visited at least once a month by ESC 18—TxCEE staff. ESC 18—TxCEE personnel will also be available to the campuses via phone and e-mail for additional support. This includes having availability outside of the normal workday to accommodate individual educator needs, since many educators are not available when school is in session. ESC 18—TxCEE staff will work closely with the district administrators to ensure all TEEM components are implemented with fidelity. In order to support the effectiveness of the SEED model, ESC 18—TxCEE and IHE staff will [REDACTED]

ESC 18—TxCEE will [REDACTED]

[REDACTED] The focus each year will be on continuous improvement of TEEM and sustainability beyond the life of the grant period. IHEs are expected to participate and greatly contribute to training content and delivery.

Principals will attend three meetings during each school year to receive additional training and support from ESC 18—TxCEE and IHE staff on [REDACTED]

[REDACTED] At these trainings, principals will also have the opportunity to collaborate with other principals on TEEM implementation issues.

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Competitive Preference Priority #1: Promoting Equitable Access Through State Plans to Ensure Equitable Access to Excellent Educators

The ESC 18—TxCEE proposed project is fully aligned to and designed to promote the *Texas State Plan to Ensure Equitable Access to Excellent Educators*. As part of the State Plan, Texas examined characteristics of its schools and students in 2013-14, the most current data available, to determine the factors that influence equitable access to high-quality educators. Schools were separated into quartiles for analysis based on the percentage of economically disadvantaged students and the percentage of minority students.

As the data indicates, there is an equity gap in schools in the highest quartile of minority students and economically disadvantaged students have higher percentages of less experienced teachers than schools in the lowest quartile of those students. Other metrics examined as a part of equity plan needs assessment had relatively small differences between high-poverty, high-minority schools and low-poverty, low-minority schools (TEA, 2015). The data shows that inexperienced teachers are the largest group of Texas teachers. While years of experience is not necessarily predictive of educator effectiveness, high-poverty, high-minority schools with higher percentages of less experienced teachers are at somewhat of a disadvantage to low-poverty, low-minority schools. Therefore, TEA considers this an important focus of the 2015 Texas Equity Plan.

Higher percentages of less experienced teachers are a challenge for the TSL partner LEAs as well. The Texas Educator Effectiveness Model (TEEM) will help the partner LEAs to implement the equity strategies identified in the Texas state plan. As previously mentioned, one of TEEM's primary goals is to attract and retain effective educators in the high-need TSL schools.

The *2015 Texas State Plan* supports implementation of promising practices to address equitable access in Texas LEAs, all of which are aligned with the Texas TSL Project goals and objectives. TEEM will provide the foundation through human capital management strategies and

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partnerships to assist districts in creating and implementing local equity plans. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] To aid participating districts in attracting effective teachers and principals to the highest need schools, TEEM proposes a pool of \$10,000 in recruitment incentives for each TSL campus. The vast majority of the TSL campuses struggle with recruitment and retention of effective teachers and principals. The purpose of the recruitment incentive pool is to: (1) attract effective teachers to the campuses—particularly in hard-to-staff subject areas such as bilingual, mathematics and science; and (2) attract effective campus principals and assistant principals to the highest need campuses. The recruitment incentive pool will be used to provide one-time bonuses in amounts no less than \$2,000 and no more than \$10,000 to teachers and principals who are seeking employment in the TSL campuses and have proven to be “effective” in increasing student achievement based on a similar rigorous evaluation system. The specific compensation amounts will be determined by the campus and district administration based on need.

Competitive Preference Priority 2: Attracting, Supporting, and Retaining a Diverse and Effective Workforce:

A significant strategy for this project is [REDACTED]

[REDACTED]

[REDACTED] According to a recent U.S. Department of Education report, *The State of Racial Diversity in the Educator Workforce* (2016), 75% of teachers enrolled in IHE preparation programs are white, and “the proportion of teacher candidates of color decreases at multiple points along the teacher pipeline” (9), where 82% of teachers in public schools are white. In

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addition, USDE’s National Center for Education Statistics reports that only 25% of existing teachers are male. These trends are consistent with Texas’ educator workforce statistics, illustrating that many schools have teacher populations that are not representative of the students that they serve (TEA, 2016a).

Partner IHEs are committed to ensuring diversity and instituting practices that support those efforts. For example, leadership at Texas A&M University (TAMU) System institutions have examined data from climate assessments to develop action plans to address Critical Race Theory and implicit bias. All TAMU System institutions monitor and evaluate progress to ensure accountability and equity, and TAMU System is implementing strategies to close gaps in student success rates across all demographics (TAMU, 2016). Another partner IHE, the University of Texas at San Antonio (UTSA), was recognized in 2015 by the White House Initiative on Educational Excellence for Hispanics. UTSA was recognized in three areas, including successfully preparing educators to support diverse student populations; engaging students and community members in P-20 initiatives; and increasing the number of minority students in science, technology, engineering, and math fields (Chavez, 2015).

All partner IHEs are dedicated to and experienced with preparing a diverse educator workforce, and will support partner LEAs in strengthening recruitment and retention practices to support these efforts. In addition, the [REDACTED] [REDACTED] so that partner LEAs and IHEs can make informed human capital decisions around diversity. ESC 18—TxCEE will provide training and support to each partner institution to ensure that coaching, mentoring, and evaluation practices value equity.

C.3. TEEM Evaluation, Monitoring, and Reporting Plan

American Institutes for Research (AIR) has worked with ESC 18—TxCEE to develop a TSL evaluation plan with a clearly defined set of evaluation questions, standards, measures, and data

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collection instruments to analyze progress toward achieving the project goals. Using quantitative and qualitative data, the evaluation will address the role of TEEM in aligning HCMSs with each district's vision for instructional improvement, assessing implementation quality as well as TEEM's impact on increasing educator effectiveness through district-wide evaluation systems. To further assess TEEM outcomes, AIR will conduct an analysis of student achievement results between the districts/campuses participating in the TSL program compared to similar, non-TSL Texas districts. AIR will work with ESC 18—TxCEE and the four LEAs [REDACTED]

[REDACTED] ESC 18—TxCEE will use the formative evaluation data to improve training that better supports the areas in which schools are struggling, ensure fidelity of implementation, and increase awareness and support of the proposed project activities as a sustainable model for school reform.

As a part of the program evaluation, a toolkit will be developed to disseminate the results and lessons learned to interested parties. ESC 18—TxCEE will develop resources and tools to assist districts in communicating their plans for implementation of and outcomes related to the TSL project to both internal and external stakeholders. (See Appendix F-5 for more information on the ESC 18—TxCEE Communication Plan).

Texas TSL Project Timeline

As previously mentioned, ESC 18—TxCEE will utilize the 2017-18 school year to plan for the HCMS enhancements as part of the TSL project. [REDACTED]

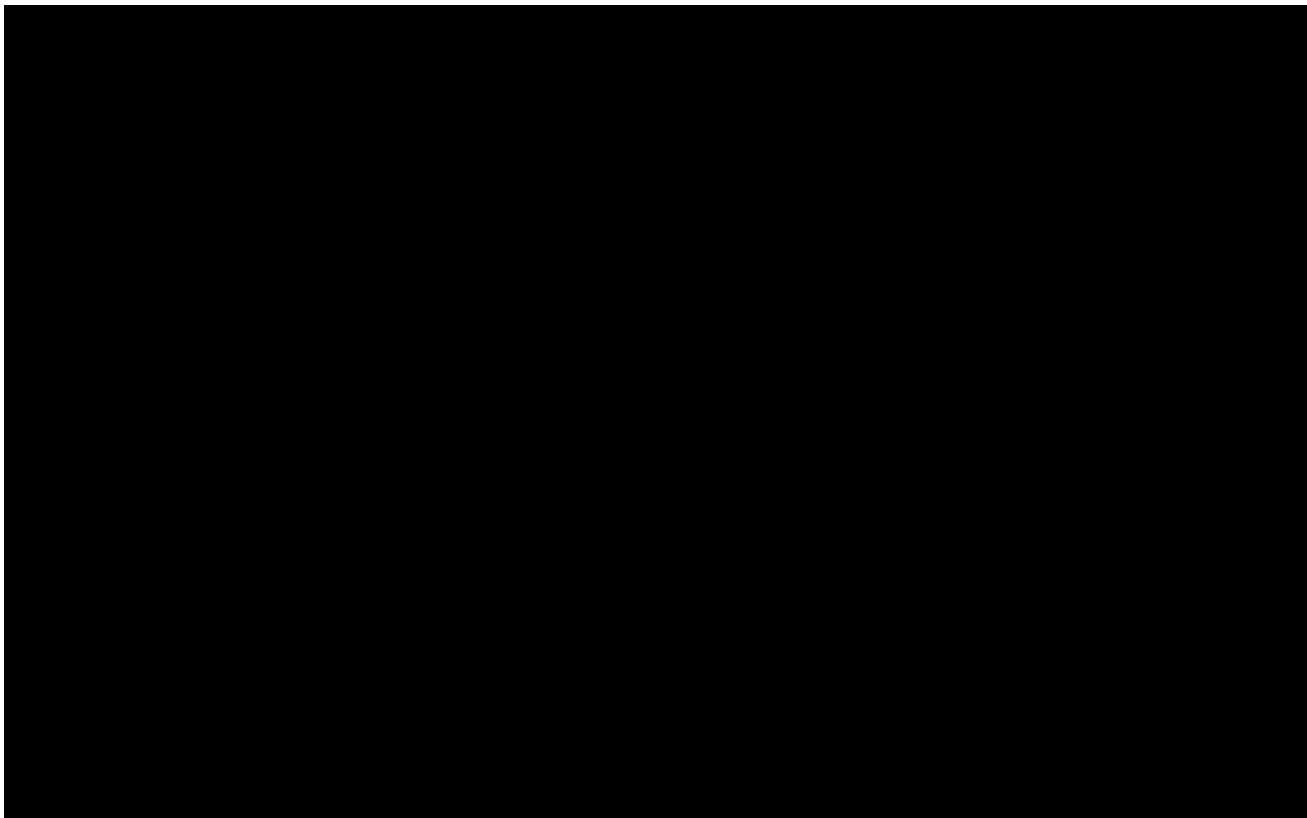
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In the spring of Year 1, participating districts will work with TASB to engage school board members in the planning process and propose adoption of any new HR-related policies for Year 2. During this time, TSL campuses will make any necessary modifications to their PBCS and career pathway structure. In the summer of 2018, all TSL campuses will participate in a “TSL Institute”. This training schedule will prepare the campuses for HCMS enhancements in Year 2.

ESC 18—TxCEE will support the partner LEAs to ensure that the HCMS enhancements begin districtwide implementation by Year 3. Results from TEEM implementation will continue to inform the rollout of Texas’ new statewide educator evaluation system and the work of other LEAs that are interested in replicating the project. By the end of the project, ESC 18—

[REDACTED]

Table 6. [REDACTED]



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Management Plan

Region 18 Education Service Center's Texas Center for Educator Excellence (ESC 18—TxCEE) will be the fiscal agent for this project. The ESC 18—TxCEE staff will assist the partner LEAs with implementation of their HCMS enhancements and coordinate all project activities with partners. The ESC 18—TxCEE team currently consists of staff members with experience ranging from classroom teacher to principal to state education official. The team has become a recognized leader in the state of Texas and is known for having a strong infrastructure to support schools with implementation of complex human capital reform initiatives. ESC 18 [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Roles and Responsibilities of Key Personnel

Tammy Kreuz, Ph.D., Director for Educator Quality Initiatives, will serve as the TSL Project Director. Dr. Kreuz will be responsible for overseeing the direction, monitoring, and evaluation of TEEM throughout the grant period as well as managing the state-level TSL staff. Dr. Kreuz has extensive experience in managing large-scale state initiatives. She directed the Texas TAP System for seven years and has led three successful statewide TIF projects. Dr. Kreuz is frequently called upon nationwide for guidance from districts and states looking to implement HCMSs. She also directed the statewide technical assistance program for the nation's largest teacher performance pay initiative (the Texas D.A.T.E. project). In prior positions at TEA, she led the state-level educational technology pilot initiatives and Limited English Proficient initiatives in Texas. Her research interests and expertise lie in teacher quality and school leadership. She holds a bachelor's degree in accounting, a master's degree in business administration, and a Ph.D. in Educational Administration with a specialization in Education Policy and Planning.

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Anita Givens, Assistant Director, (former Associate Commissioner for Standards and Programs at TEA) will assist in overseeing day-to-day project implementation and provide support to district administrators. Jessica Navarro, (former TIF 3 Project Director) will serve as the Director of Partnerships. Sherry Posey, Director of Training/School Support, will coordinate the field staff work with LEAs. They provide guidance and support to administrators and teacher leaders through on-site visits and analysis of data. The field staff will work with teacher leaders on each campus to develop skills in effective coaching and instructional techniques.

Every school is guided by a carefully coordinated system of support which involves district and campus administrators as well as teacher leaders. The ESC [REDACTED]

[REDACTED]

[REDACTED] ESC 18—TxCEE is developing [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

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Data Management

As previously mentioned, ESC 18—TxCEE has [REDACTED]

[REDACTED] The critical component in helping districts manage human capital will be [REDACTED]

Districts will be able to manage all aspects of their human capital management system, including hiring, training and professional development, teacher and principal evaluation, student growth measures, educator effectiveness, and performance-based compensation calculations [REDACTED]

Measurable Project Objectives and Performance Measures

The Texas TSL Project includes focused and measurable performance objectives as detailed in Appendix F-8. Ongoing analysis of formative and summative student assessment data, teacher and principal retention data, teacher and principal survey data, classroom observation data, and other

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project data will facilitate continuous monitoring of project implementation and guide appropriate adjustments in district- and school-level implementation to help ensure fidelity of implementation.

Resources

Educator Involvement in the Design and Implementation of HCMS

It is essential to the success of any HCMS to garner support for the reform from a multitude of stakeholders. ESC 18—TxCEE has [REDACTED]

[REDACTED]

As previously described, each partner local education agency (LEA) has already created stakeholder workgroups to analyze the existing HCMS. These groups are charged with creating an action plan for implementing necessary modifications that help their LEA reach the goals of improving educator effectiveness and meeting student needs. The stakeholder workgroups will be instrumental in modification of the HCMS, including the role of the IHE partnerships to meet local needs.

ESC 18—TxCEE and its partner organizations have been successful working with stakeholder groups to determine educator needs and assist in designing strategies for improvement. The Texas Educator Effectiveness Model (TEEM) will ensure that the communication process begins with the faculty in each school.

Political Capital for Texas TSL Project

The Texas TSL partners have received overwhelming support for this proposal from a number of key stakeholders, including the Texas Education Agency, institutions of higher education (IHEs), the Texas Association of School Boards, several members of U.S. Congress, local school board members, and most importantly the teachers and principals in the TSL schools (see Appendix E). Partner LEAs and IHEs have submitted signed Memorandum of Understandings (MOUs) to

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show their commitment to the Texas TSL Project (see Appendix E). Local school boards have committed to examining how to reallocate existing resources to ensure the LEA's vision of instructional improvement is achieved. Through TEEM, ESC 18—TxCEE will provide communication support to help educate school board members, parents, community members, and teachers.

Sufficient Resources to Support Project

Over the five-year grant period, the Texas TSL Project will utilize \$60,000,000 from the grant—with over 60% of those funds going directly to teachers and principals—and adding \$38,040,205 in non-federal matching funds as needed from partner LEAs to achieve the program goals and objectives (see Appendix F-10 for Letter of Assurance). The TSL match will be provided through in-kind salary and fringe contributions calculated based on the time that educators on TSL campuses spend participating in job-embedded professional learning, coaching, mentoring, and observations (see Archibald, et al., 2011; Odden, et al., 2002). In addition, ESC 18—TxCEE and partner IHEs will utilize existing resources to improve human capital, including the University of Texas' Education Research Center (ERC) extensive student, educator, and workforce data repository, as well as various online professional learning platforms and resources already developed by ESC 18—TxCEE and partner IHEs.

Sustaining Project Beyond Life of TSL Grant

The Texas TSL partners understand that state and local policies must be updated to accommodate the substantial changes represented by this project in order to ensure long-term sustainability. To be included in the proposed project, each partner LEA has committed to sustaining the efforts to more effectively align and enhance human capital management practices at the conclusion of the grant period. In addition, ESC 18—TxCEE will work with stakeholder workgroups

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to ensure that reform efforts are aligned with the long-term vision of instructional improvement and therefore become engrained in the LEA culture.

ESC 18—TxCEE will assist LEAs in examining a variety of data points, both quantitative and qualitative, from the ERC and the external evaluation conducted by American Institutes for Research. This data will be used to determine impacts on instructional and leadership practices and strategies for long-term sustainability of the Texas TSL project.

Further, all TSL LEAs have committed to completing Sustainability Plans each year in preparation for the upcoming school year and submit the plan to ESC 18—TxCEE along with a budget plan. ESC 18—TxCEE staff will [REDACTED]

[REDACTED] Other sources that will be used to sustain and expand the TSL project include funds from local and state professional development and mentoring programs, federal Title programs, and private foundations. HCMS enhancements will be designed to align with each LEA’s existing resources. In most cases, that includes the reallocation of existing funds for TEEM purposes.

As previously discussed, ESC 18—TxCEE and partner LEAs are leading the state in HCMS reform efforts. TEEM builds upon the early successes by providing a statewide model for replication. The results and lessons learned from TEEM will inform future state policy and funding as legislators are expected to debate the appropriate next steps for human capital reform in Texas public schools. ESC 18—TxCEE’s successful track record holds great promise for this grant to not only transform life outcomes for some of Texas’ most disadvantaged students, but across the state’s 5.3 million students.

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