

Fort Wayne Community Schools

PEER: Performance + Equity = Excellent Results!

PROJECT NARRATIVE: TABLE OF CONTENTS

ABSOLUTE PRIORITY #1 (HUMAN CAPITAL MANAGEMENT SYSTEM).....	1
ABSOLUTE PRIORITY #4 (EVALUATION AND SUPPORT FOR TEACHERS & LEADERS)	1
COMPETITIVE PRIORITY #1 (HCMS TO IMPROVE EQUITABLE ACCESS TO EFFECTIVE EDUCATORS)	1
5	
COMPETITIVE PRIORITY #2 (ATTRACTING, SUPPORTING, AND RETAINING A DIVERSE AND EFFECTIVE WORKFORCE).....	5 -6
EVIDENCE OF SUPPORT	6 -10
NEED FOR PROJECT	10 -13
QUALITY OF THE PROJECT DESIGN.....	13 -32
QUALITY OF THE MANAGEMENT PLAN.....	32 -37
ADEQUACY OF RESOURCES	37 -40

ABSOLUTE PRIORITY 1: Human Capital Management System. Fort Wayne Community Schools (FWCS - LEA / fiscal agent) proposes a *Teacher and School Leader Incentive Program* grant entitled ***PEER: Performance + Equity = Excellent Results!*** A TIF Cohort 4 awardee in 2012, FWCS meets the Absolute Priority of an HCMS that currently includes an Evaluation and Support System for teachers and principals, reflecting clear and fair measures of performance, including student academic and growth measures. The FWCS *Comprehensive Professional Learning System of Support* is providing ongoing, differentiated, targeted, and personalized support and feedback for improvement that includes professional learning opportunities designed to increase effectiveness during *PEER*. The HCMS uses educator performance results to inform key school- and district-level human capital decisions, particularly as they affect educators working in High-Need Schools served by the project. FWCS currently serves the following stakeholders that will be impacted by *PEER* grant programming:

Schools	Students	Teachers	Principals	Administrators
49	29,268	1,812	100	90

See *TSL Checklist (Appendix)* for corresponding page numbers for each AP 1 component of *PEER*.

ABSOLUTE PRIORITY 4: Evaluation and Support Systems for Teachers and School Leaders.

PEER will enhance its Evaluation and Support System for teachers and school leaders in High-Need Schools by building upon the lessons learned in TIF to create even more effective systems of support for FWCS educators (see *Project Design section/Requirements Checklist in Appendix* for details).

COMPETITIVE PREFERENCE PRIORITY 1: Improving Equitable Access to Effective Educators. (1) Gaps in student access to, and distribution of, effective educators in High-Need Schools.

There are significant gaps in FWCS schools - among them, a disparity between (a) ethnicity of teachers vs. students they teach; (b) effectiveness of educators in high performing vs. low performing schools; (c) effectiveness of educators in schools with high free/reduced lunch rates vs. those with low free/reduced lunch rates; and (d) #'s of new teachers in low performing vs. high performing schools.

1(a) Ethnic Composition: % Teachers vs. % Students (SY 2015-2016 IN Dept of ED)						
Ethnicities	White	Black	Hispanic	Multi	Asian	Native
Teachers	89.7%	7.0%	1.9%	0.8%	0.5%	0.2%
Students	45.0%	24.0%	16.0%	9.0%	5.0%	1.0%
Difference	+44.7%	-17.0%	-14.1%	-8.2%	-4.5%	-0.8%

Across the district, there is a marked disparity between the percentage of White teachers (90%) and non-White students (55%). FWCS acknowledges the 45 point gap and will recruit greater numbers of *Highly Effective* minority educators to serve in high-need schools.

1(b) Educator Effectiveness: High Performing Schools vs. Low Performing Schools (2015-2016)						
Rating	% ELA	% Math	Highly	Effective	Needs	Ineffective
Highest Performing Schools						
Croninger	86.5%	84.0%	36%	64%	0%	0%
Holland	78.8%	84.7%	49%	51%	0%	0%
Lindley	64.1%	75.0%	57%	43%	0%	0%
Lowest Performing Schools						
Kekionga	36.9%	25.7%	0%	100%	0%	0%
Bloomingtondale	43.6%	27.0%	0%	96%	4%	0%
Abbett	26.9%	15.4%	0%	89%	11%	0%

Source: Indiana Department of Education, 2015-2016, FWCS Data Warehouse 2017.

Across the district, there is a marked disparity in *Highly Effective* educators serving high and low performing schools. FWCS acknowledges the large gap and will recruit greater numbers of *Highly Effective* educators to serve in low performing schools.

1(c) Educator Effectiveness: High Free/Reduced Lunch % vs. Low F/R Lunch % (2015-2016)					
Rating	% F / R Lunch	Highly Effective	Effective	Needs	Ineffective
Lowest Free and Reduced Lunch Rate					
Harris	51.67%	54%	46%	0%	0%
St. Joe Central	43.12%	47%	50%	3%	0%
Croninger	26.77%	36%	64%	0%	0%
Highest Free and Reduced Lunch Rate					
Bloomingtondale	82.46%	0%	96%	4.0%	0%
South Side	79.80%	0%	97%	1.5%	1.5%
Abbett	84.17%	0%	89%	11.0%	0%

Source: Indiana Department of Education, 2015-2016, FWCS Warehouse 2017.

Across the district, there is a marked disparity in *Highly Effective* educators serving high and low poverty schools (as measured by free/reduced lunch percentages); not a single *Highly Effective* educator teaches in the three highest poverty district schools. FWCS acknowledges the gap and will recruit greater numbers of *Highly Effective* educators to serve in high poverty schools.

1(d) Educator Effectiveness: % New Teachers in Low-Performing vs. High- Performing Schools (2015-2016)						
	Priority / Focus Schools			High Performing Schools		
Rating	Abbett	Bloomingtondale	Kekionga	Croninger	Lincoln	Price
% Faculty 0–3 Yrs Experience	62%	40%	26%	18%	9%	6%

Across the district, there is a marked disparity in the number of new teachers (0 – 3 years of teaching experience) educating students in FWCS Priority and Focus Schools compared to new teachers serving high performing schools; on average 42.7% of Priority/Focus school educators are new teachers compared to 11% for high performing FWCS schools. FWCS acknowledges the gap and will recruit greater numbers of *Highly Effective* educators to serve in high poverty schools.

(2) Factors in determining gaps. Several factors contribute to equity gaps in FWCS schools:

Unequal distribution of quality teaching and learning resources, particularly human capital, impedes equal access to *Highly Effective* educators and contributes to poor student academic performance (Priority / Focus School *Highly Effective* Rate – 1%; Average FWCS *Highly Effective* Rate – 25%).

Higher turnover rates of educators in high-need schools. Lowest-performing FWCS Priority and Focus Schools have higher annual turnover rates than higher-performing schools, making it difficult to sustain staff, implement education reforms and maintain positive, inclusive school climates (Priority / Focus School Turnover Rate – 13.67%; Average FWCS Turnover Rate – 17% [based on 3-year averages]).

Greater numbers of beginning teachers in high-need schools. Disproportionately greater numbers of new educators (0 - 3 years experience) serve high-need schools. Lack of teaching experience can negatively impact instructional effectiveness (Priority / Focus School New Teacher Rate – 42.6%; High Performing School New Teacher Rate – 9.6%; see *Appendix* for new teachers by building).

Unequal distribution of poverty in high-need schools. Lack of resources negatively impacts the ability of a school to furnish classrooms with technology, labs, research-validated curricula, assessment tools (Priority / Focus School Poverty Rate – 78%; Average FWCS Poverty Rate – 65%).

Unequal distribution of cultures and ELL students in high-need schools. Language barriers and miscommunication resulting from cultural differences impacts a high-need student's ability to learn.

Implementation of *PEER* will help FWCS close equity gaps, increase access and improve student achievement, especially in lowest performing “D” and “F” Priority and Focus Schools.

(3) Strategies aligned to State Plan to Ensure Equitable Access to Excellent Educators. The Indiana *Excellent Educators for All Initiative* highlights state gaps, aligned to education research, as identified by the Indiana Department of Education Division of Educator Effectiveness:

- The retention rate of *Highly Effective* and *Effective* teachers in high-need schools is lower than the rate in low-needs schools. **This challenge is Indiana's biggest equity gap.**
- First year teachers (no experience) are leaving at the highest rate in state's high-need schools.
- Students in the lowest poverty and minority quartiles were taught consistently by excellent educators at rates 7 to 14% higher than those in the highest poverty and minority quartiles.
- 81% of Grade 3-8 students in the lowest poverty quartile passed ELA and Math assessments while only 56% of Grade 3-8 students in the highest poverty quartile passed both.
- Graduation rate in lowest poverty quartile - 94%; Graduation rate in highest poverty quartile - 82%.

FWCS has aligned *PEER* to reflect strategies in the Indiana *Excellent Educators for All Initiative*:

Indiana Strategy	FWCS Strategy
IDOE will release resources for compensation factors/ teacher leadership/retention via new Equity website	<i>PEER</i> will utilize IDOE resources made available on Equity website and will monitor their effectiveness
Implement a stakeholder group for inexperienced teachers to develop a state culture and climate survey	<i>PEER</i> will employ strategies to assist new teachers including deploying experienced coaches to build skills
IDOE will work with the Teacher Leadership Group to develop communication and programs to uplift Indiana teaching profession	<i>PEER</i> will collaborate with school Quality Improvement Teams to improve communication and uplift FWCS educators
IDOE will encourage teachers to become National Board Certified Teachers by releasing resources to the field	<i>PEER</i> will encourage teachers to become National Board Certified Teachers; through 2012 TIF grant, 20 FWCS teachers pursued NBCT accreditation
IDOE will increase the number of districts that submit an application for the Teacher of the Year Program	<i>PEER</i> will contribute to evaluation data and supports used to choose FWCS Teacher of the Year candidate

FWCS will act deliberately to recruit and incentivize *Highly Effective* educators to serve in high-need schools, increasing access for students, creating a college-going culture and reducing opportunity gaps.

COMPETITIVE PRIORITY 2: Attracting, Supporting, Retaining Diverse, Effective Workforce.

a) **Commitment to creating / maintaining diverse workforce.** FWCS is committed to inspire excellence in teaching and learning by creating and maintaining a workforce of increasing diversity where students are able to learn from adult role models who look like them and share common experiences, as well as *Highly Effective* educators who may not look like them, but bring the diversity of many backgrounds and experiences - valued in a community where over 75 different languages are spoken. While there is much work to do, FWCS understands the value in learning from each other and is proud of its community role in teaching future generations of all ages and ethnicities to become respectful/productive citizens (see *Management Plan/GEPA 427* for Equal Access assurance statement).

(2) **Plan for attracting, supporting, retaining diverse Educators.** Meaningful diversity in the educator workforce revolves around three action steps: Attracting Diverse Educators. FWCS will recruit well-trained educators from top teaching colleges, including regionally-located Ball State University and Indiana-Purdue Fort Wayne, to ensure new teachers come to FWCS with the best academic preparation available. In addition, FWCS HCMS professionals will expand their search for effective minority candidates to *Historically Black Colleges and Universities* across the country. The district will consider alternative certification programs and partnerships with colleges and universities to help identify and cultivate their own candidates into customized recruiting programs that will determine over time the combination of strategies that will best provide educators who are effective in raising student achievement. FWCS central office, school leadership and HCMS administrators will complete professional learning offered by HCMS experts (Julie Koppich & Associates and Battelle for Kids), see *Project Design Level 2*) to increase district implementation of HCMS strategies proven to increase recruitment, hiring and retention of highly qualified minority educators. Supporting Diverse Educators. Annually, all educators – from newly-hired to decades of experience – will be assigned to a Growth Track based on effectiveness data and ratings. All educators will have equal access to supports based on priorities identified in Individual Growth Plans (see *Project Design Level 2*). Diverse educators will be given opportunities to grow their talents by participating in PLCs and Quality Improvement Teams,

striving for Master / Mentor Teacher / Coach status, earning National Board Certification and participating in Aspiring Leaders internships. A Career Lattice will launch *PEER* University - a micro-credentialing assessment process to identify high performing educators with the skills to succeed in leadership roles. Implementation of *PEER* will create an Equity Awareness Team responsible for periodic survey and assessment of educator perceptions related to professional equity in FWCS schools and identification of professional learning, policies and strategies that address equity gaps. Retaining Diverse Educators. The FWCS HCMS will reward excellence and support continuous educator improvement. *Highly Effective* and *Effective* teachers will be recognized for their efforts through performance-based compensation and multiple advancement opportunities – rewards will increase the retention of high quality educators in high-need schools. *Highly Effective* teachers willing to teach in Priority and Focus schools for three or more consecutive years will receive Retention Bonuses to reward outstanding educators for serving highest need students. Individual Growth Plans will offer personalized guidance to educators in every phase of their careers, cultivating the talents of those who demonstrate the skills and the temperament to serve in the district’s most challenging schools.

(A) EVIDENCE OF SUPPORT. (1) Comprehensive effort to improve teaching / learning. FWCS has spent nearly fifteen years under the leadership of Dr. Wendy Robinson – a member of the inaugural class of Broad Center Fellows and Education Week’s *2016 Leader To Learn From* – progressing toward meaningful implementation of a Human Capital Management System sustained by a comprehensive, performance-based Educator *System of Support*TM that rewards excellence in teaching and academic leadership and leads to improved student achievement. To understand the critical need for *TSL* grant funds, it is important to review the abbreviated history of district initiatives that culminated in the development of *PEER* as the next necessary step in the impactful FWCS reform agenda:

2003: Dr. Wendy Robinson named Superintendent. **2004:** Leadership training - Superintendent's Cabinet / School Board (University of Virginia, Darden School of Business – sponsored by Wallace Foundation); Development of FWCS Professional Learning Communities (Richard DuFour). **2005:** *Educating a Diverse Population* Board Training (Cultural Proficiency Model); *Attracting and Retaining Highly Qualified Teachers* Board Presentation; Leadership training for Board and Superintendent's Cabinet (U of V. Darden School). **2006:** Balanced Scorecard training for FWCS staff at Executive Leadership Program. **2007:** Board

establishes district Vision, Mission, Core Values and Goals. FWCS establishes Area Administration structure by grade level groups (Elementary / Middle / High School). **2008:** FWCS conducts Accountability System presentation; *Leadership Second Only to Instruction* (Triple P, Pyramid for Success™); *We Are Your Schools'* presentation to Community; Balanced Scorecard presentation to Board, framework established and mission, vision and core values approved by board / presented to public. **2009:** *Balanced Scorecard and the School Improvement Plan* - from boardroom to classroom; Administrators and Teachers participate in *HOPE* (Harnessing Optimism and Potential through Education) Foundation training. **2010:** Established 11 *Leading Educational Achievement with Distinction (LEAD)* schools, replaced principals and staff after unprecedented input / guidance from the Fort Wayne Education Association (union) and community; Presented FWCS *Pyramid for Success™* at school board meeting; Administrators and Teachers Participated in *Courageous Leadership Academy*. **2011:** *LEAD* school outcomes presented to school board / IDOE / community; FWCS invited to participate in *RISE* state pilot; Indiana Senate Bill 1 - Teacher Evaluations and Performance becomes law; Fort Wayne *RISE* Pilot / training of evaluators, teachers; Implement *System of Support™*; Assessments using Teacher Effectiveness Rubric finalized; **2012:** Completion of Year 1 *RISE* Pilot; Use of *Teacher System of Support™*; development of *Principal System of Support™*; Received Cohort 4 TIF grant award. **2013:** Full implementation of *Teacher and Principal Systems of Support™* evaluation protocols resulting in Performance-Based Compensation; Developed HCMS around Recruiting; Created Training Modules for evaluation rubrics; Launched *Crucial Conversations* cohort; Launched National Board Certification Training for *Highly Effective* teachers. **2014:** Improved *Targeted Learning Supports* for ineffective teachers; Refined precision of ratings in consultation with Learning Forward; Received Harvard *Strategic Data Initiative* Fellow. **2015:** Expanded Inter-rater Reliability Cohort and improved fidelity of observation protocols; Continued NBCT support for *Highly Effective* educators / Targeted Support Plans for *Ineffective* educators. **2016:** Ongoing collaboration with FWEA and Technical Assistance provider Julie Koppich to expand PBCS to include Career Lattices for leaders who take on more responsibilities and educators who serve highest-need schools. **2017:** Continue to refine / improve HCMS and PBCS, including software and hardware expansion for efficiency, data collection and dissemination. Apply for *Teacher and School Leader Incentive Program* grant funds to scale up efforts for equitable access and achievement.

Fort Wayne Community Schools is committed to a multi-year, deliberate and ongoing effort to revitalize education in high-need schools by creating learning environments that value and promote achievement. Implementation of *PEER* will reinforce these strategies districtwide.

(2) **Collaboration of appropriate partners.** Over the past five years, experienced partners have helped FWCS improve their HCMS and refine the process toward a more equitable PBCS. The following chart outlines the role partners have played in newly-launching, and then supporting, a successful *TIF* grant, compared to the specific needs for partner expertise moving forward in the *TSL* grant called *PEER*.

Partners	Role in TIF Grant / Proposed Partnership in <i>PEER TSL</i> Grant
IN Dept of Education	TIF: collaborated to design an evaluation-driven PBCS based on effectiveness TSL: provide <i>Indiana Career and College Readiness Standards</i> training
Ball State University	TIF: created <i>Just in Time</i> modules for <i>Needs Improvement & Ineffective</i> teachers TSL: teacher induction supports & <i>PEER</i> University micro-credentialing support
Learning Forward	TIF: designed professional learning aligned to FWCS <i>Vision for Learning</i> TSL: create model of learning - best practices in intervention, cultural proficiency
Julie Koppich & Associates	TIF: worked with FWCS / FWEA to design reasonable, fair and equitable PBCS TSL: continue to work with FWCS / FWEA on Career Lattices, HCMS, PBCS
K12 Insight	TIF: designed / implemented annual survey of teachers / principals across district TSL: refine questions and continue to analyze K-12 survey results across district
Hope Foundation -	TIF: trained FWCS staff in <i>Crucial Conversations</i> protocols in multiple PLCs TSL: focus more in-depth CC training on those who evaluate educators
The School Improvement Network	TIF: created videos, vetted by PhD-level experts, to improve teaching skills TSL: create videos including culturally-relevant teaching for collaborative professional learning and peer-to-peer learning; micro-credentials available
Nat'l Board for Prof Teaching	TIF: <i>Highly Effective</i> teachers pursued Certification to develop teaching mastery TSL: will continue to support <i>Highly Effective</i> teachers to become Board Certified
Battelle for Kids	TIF: played no role in TIF, Cohort 4 TSL: will provide training to HCMS staff on strategic staffing, talent mgmt, culture
Am Assoc for School Admin	TIF: played no role in TIF, Cohort 4 TSL: annual conference - focus on HCMS operation/equitable recruiting strategies
Empirical Education, Inc.	TIF: played no role in TIF, Cohort 4 TSL: teacher access to instructional videos of great teaching, by subject / topic

PEER partners will provide critical expertise and resources as FWCS expands the capacity built with 2012 TIF funds to improve equitable access in its HCMS, PBCS and *Systems of Support*.

(3) Build on / integrate with related efforts to improve outcomes. For the past five years, FWCS has participated in Cohort 4 of the *Teacher Incentive Fund (TIF)* grant. During this period, FWCS fully implemented its PBCS for ALL employees across the district and completed the following milestones:

TIF Year 1	<ul style="list-style-type: none"> • Launched <i>Administrators Academy & Quality Improvement Team PLCs</i>--Summer • Renegotiated regular teacher contract to accept teacher stipend and differentiated pay • Paid stipend to teachers rated <i>Highly Effective</i> (██████) / <i>Effective</i> (██████) • Put framework of Human Capital Management System in place • Launched <i>Targeted Support Plans</i> for teachers rated <i>Needs Improvement</i> and <i>Ineffective</i>
TIF Year 2	<ul style="list-style-type: none"> • Fully implemented both its Teacher and Principal Evaluation Systems • Fully used the Teacher <i>System of Support</i> to provide individualized assistance/supports • Developed a human capital management framework around recruiting • Created implementation manual/video training modules for Teacher Effectiveness Rubric • Launched Crucial Conversations Cohort
TIF Year 3	<ul style="list-style-type: none"> • Learning Forward worked FWCS to move toward calibration for the district • Supported cohort of National Board of Certified Teachers • Negotiated 2-year contract to include rewards based on teacher rating/student growth • Signed a commitment with Fort Wayne Education Association to continue, during contract period, to design a system to recognize teacher professional growth
TIF Year 4	<ul style="list-style-type: none"> • Collaboration with FWEA continued on monthly basis to finalize HCMS/PBCS process • FWCS continued to refine and improve the teacher and principal evaluation system • Professional learning activities continued to focus on the Inter-Rater Reliability Committee, district administrators, principals and building-level coaches • U.S. Department of ED recognized FWCS professional learning as a Best Practice
TIF Year 5	<ul style="list-style-type: none"> • Focused on improved precision around classroom and building evaluations, teacher and principal rubrics and the reliability of observations • Purchased talent management system software to design more effective HCMS • Continued discussions with FWEA to pay teachers differently-a Career Lattice approach • Educational Collaborators conducted an educational technology audit for program gaps

Complementary Funding Streams. FWCS is proud of its reputation as an excellent fiscal manager and has utilized the following funds to support HCMS, PBCS and educator professional learning:

Funding Source	Professional Learning / HCMS / PBCS Activities
Title 1	Performance-based stipends were paid for non-educators in Title 1 schools.
Title 2	Funds pay for professional learning in the district, conferences outside the district and performance stipends for central office staff.
U.S. Dept of ED	FWCS received a Turnaround School Leaders grant in 2015. The grant is paying for the FWCS Aspiring Leaders internship program and coaching for Principal Supervisors by New York City Leadership Academy.
IN Dept of ED	Performance-based stipends were paid from the Indiana Teacher Performance grant, the Non-English Speaking grant and the High Ability grant fund.
FWCS General Funds	Performance-based stipends and fringe were paid for non-educators in school buildings (clerical staff, custodians, paraprofessionals) and central office staff.

In all, the FWCS HCMS and PBCS efforts are supported by dollars from twelve local funds, two state grants and eight federal grant sources. Budgets are tighter than ever and the district, while frugal, needs federal assistance to move multiple components forward and scale up *TIF* efforts to the next level.

(B) NEED FOR PROJECT. (1) Addressing needs of students at risk of educational failure.

Fort Wayne Community Schools (FWCS) educates more than 29,000 students living and learning in Fort Wayne, Indiana – the second largest city in the state. The district has served Fort Wayne children and their families since 1857 and continues to be the heart of the greater Fort Wayne community. FWCS is the largest school district in Indiana (50 schools) and the third largest employer in the Fort Wayne metropolitan area (4,088 current employees). Like other large urban districts, FWCS is impacted by multiple school and community risk factors that promote low academic achievement and attainment.

The following chart outlines Census data for FWCS struggling neighborhoods:

	%	% Child	Per Capita	%	% High School	% Bachelor
Fort Wayne	17.1%	30.2%	\$22,670	7.8%	82.0%	16.2%
Indiana	15.3%	21.7%	\$22,806	5.4%	87.0%	22.7%
United States	15.3%	21.6%	\$26,059	4.6%	85.6%	28.2%

Source: U.S. Census 2010; U.S. Bureau of Labor and Statistics, Nov. 2016.

District Snapshot. FWCS includes: 2 Early Learning Centers (PreK-K); 30 Elementary Schools (K-5); 1 Intermediate School (1-8); 10 Middle Schools (6-8); 5 High Schools (9-12); and 1 Alternative School

Fort Wayne Community Schools, LEA & Fiscal Agent

(49 total buildings). 43 of 49 schools (88%) are considered high-need urban schools with a minimum free/reduced lunch count of 50% of enrollment. Five of the six remaining schools are between 43 and 50% and were above 50%, prior to their 2015 inclusion in the Community Eligibility Provision (CEP) offered by the U.S. Department of Agriculture to the National School Lunch Program. In *TIF* Cohort 4, 48 of 49 schools were above 50% – **poverty rates have not decreased since 2012**. For this reason, FWCS will include all 49 schools in *PEER* (see *Appendix* for FWCS Verification of F/R Lunch data).

Academic Performance. Currently, FWCS has three (3) Priority Schools (bottom 5% in state) and four (4) Focus Schools (bottom 10% in state).

The chart below summarizes poor performance, as measured by state-standardized test scores at the elementary, middle and high school grade levels:

Fort Wayne Community Schools	% Students BELOW BASIC 2015-2016			
Districtwide Grade Level Scores	ELA	Math	Science	Social Studies
Elementary School Score – Grade 3	40.1%	49.8%	N/A	N/A
Elementary School Score – Grade 5	46.6%	43.1%	(Gr 4) 49.1%	50.8%
Middle School Score – Grade 8	49.0%	60.4%	(Gr 6) 45.7%	44.3%
High School Score – Grade 10	51.4%	79.7%	55.9%	N/A

Source: *Indiana School Report Cards, ISTEP Exam, 2015-2016*.

Poor academic performance in proposed schools is exacerbated by significant achievement gaps that distinguish racial and socio-economic subgroups (Competitive Priority 1). The chart below compares black and white student performance on state exams. Large achievement gaps are a critical academic issue FWCS seeks to rectify through equitable student access to effective educators / improved schools.

FWCS	% Students Below Basic			
District Grade Level Scores	ELA - Black	ELA - White	Math - Black	Math - White
Elementary School – Grade 5	64.2%	38.7%	64.4%	32.2%
Middle School – Grade 8	67.2%	38.5%	77.9%	49.4%
High School – Grade 10	67.6%	38.8%	91.2%	71.8%

Source: *Indiana School Report Cards, 2015-2016*.

- **Black students are failing 5th grade math at a ratio of 2:1 over White students--32.2 point gap.**

Student Demographics. Key student demographic data shown in the chart below confirm diverse student needs and highlight the challenges Fort Wayne Community Schools face serving at-risk learners:

District	Enrollment	% F / R	% Minority	% English Language	% Special
Fort Wayne	29,268	65%	55%	8%	22%

- FWCS students speak more than 75 languages and represent multiple locations on the globe.
- FWCS special education students total more than 22% of districtwide student enrollment.
- Districtwide, four of five (80%) high school students fail to meet state math standards.

FWCS schools have rebounded from a prolonged cycle of academic underperformance that, in 2008, led to thirteen schools being designated as federal *Persistently Lowest Achieving Schools Tiers I, II or III*. The district has worked tirelessly to improve and today, FWCS has closed the gap by nearly half. Teacher/Student Demographics. Two charts in the *Appendix* show the ethnic composition of FWCS teachers and students in our 49 schools. The data includes all teachers active during the 2016-17 school year. The percentage of White teachers at the school level ranges from a low of 69% at Scott to a high of 100% - found at six schools with all-white teaching staffs. The majority of schools employ staff that are 90% or more white. Although a few schools employ Black teachers at a rate of 10% or more, they are the exception rather than the rule; at most buildings, fewer than 10% of instructors are black. In contrast, black students in FWCS classrooms range from a low of 6% at Shambaugh to a high of 51% at Irwin. Minority students range from a low of 25% at Shambaugh to a high of 95% at Abbett. FWCS celebrates its diversity and seeks solutions that will meet the needs of educators and students.

(2) **Identified gaps, nature / magnitude.** In response to significant challenges and barriers impacting the success and future potential of students, FWCS convened a planning Task Force – comprised of administrators, human resource professionals, finance officers, curriculum specialists, school principals, teachers, non-instructional staff and union leaders – to assess district needs and propose solutions that fill gaps and strengthen weaknesses in FWCS programs. *PEER* – the result of collaborative planning, research, design and compromise – will help FWCS improve quality in high-need schools, enhance learning opportunities for low-performing students, fill gaps in current education programs, and address issues of equity in both teaching and learning, thereby strengthening weaknesses that impede success.

FWCS Needs / Gaps	PEER Improvement Strategies
Need 1: FWCS needs financial resources to refine, test and fully implement its vision for HCMS and PBCS.	
Gap 1: Full implementation of an effectiveness-based HCMS and PBCS is impacted by limited district resources.	PEER will improve and expand HCMS & PBCS (Level1) and enhance educator effectiveness in high-need schools (Level 2) to promote equity and achievement across all FWCS schools.
Need 2: FWCS needs to focus its HCMS on recruiting strategies to reduce equity and achievement gaps.	
Gap 2: There is a lack of <i>Highly Effective</i> educators, as well as a lack of minority educators in high-need schools.	PEER will create a process to place <i>Highly Effective</i> teachers in high-need schools; recruit candidates from HBCUs; develop a <i>Grow Your Own</i> program, Career Lattices and PEER University.
Need 3: FWCS needs to improve process that connects educators with supports that increase effectiveness.	
Gap 3: FWCS does not fully utilize <i>System of Support</i> that aligns professional learning to individual educator effectiveness ratings.	PEER will support <i>Individual Learning Plans</i> linked to effectiveness ratings to connect educators to professional learning designed to improve practice (Level of Support #2).
Need 4: FWCS needs technology upgrades to support HCMS infrastructure and a learning management system.	
Gap 4: Technology that supports FWCS HR infrastructure and teacher access to student data needs update and expansion.	PEER will improve a worn technology infrastructure by funding HCMS upgrades and a learning management system that will fully support an effectiveness-based HCMS and PBCS.

TSL funding will provide critical resources to continue our impressive TIF Cohort 4 work and improve positive district reforms that build capacity to raise educator effectiveness and student achievement.

(C) QUALITY OF PROJECT DESIGN. (1) Project demonstrates rationale. PEER is the result of collaborative planning aligned to: state reform initiatives, state equity plans and the district's need to implement systems that support improved teaching/learning in all schools, particularly high-need. The PEER planning Task Force completed extensive research and review of HCMSs, PBCSs, educator evaluation protocols and supportive improvement plans and was deliberate in comparing its TIF Cohort 4 results to school improvement strategies supported by Evidence of Effectiveness studies that meet U.S. Department of Education (ED) *What Works Clearinghouse* standards. During its May 2016, TIF Site Visit, USDOE recognized the FWCS Professional Learning System as a Best Practice. By aligning its work to programs supported by research, the Task Force is confident that PEER will yield positive academic outcomes for students during the grant period and beyond. Components supported by, and aligned to evidence of effectiveness, include the following: (see Appendix for Literature Cited):

Program	REAL: Evidence of Effectiveness
Human Capital Management System with PBCS	<ul style="list-style-type: none"> • Evidence of Effectiveness: Pay-for-performance bonuses generated slightly higher student reading achievement, and gains in math were similar in magnitude but not statistically significant. Researchers confirmed that positive impact of pay-for-performance on student achievement was reflected in positive impacts on educator effectiveness, as measured by the effectiveness ratings that educators received from their districts (Chiang, et al, 2015).
Teacher Supports	<ul style="list-style-type: none"> • Evidence of Effectiveness: After controlling for initial ability (as measured by test scores) and other student characteristics, teacher effects are statistically important in explaining ninth-grade math test score achievement (Aaronson, Barrow & Sander, 2007).
Principal Supports	<ul style="list-style-type: none"> • Evidence of Effectiveness: Leadership is second to teaching (among school-related factors) in its impact on student learning and the impact of leadership is greatest in schools where student learning needs are most acute (Leithwood, et al, 2004).
Educator Induction	<ul style="list-style-type: none"> • Evidence of Effectiveness: Results of a randomized control study conclude teacher induction and new teacher support increases student reading scores by 11 percent of a standard deviation and increases math scores by 20 percent of a standard deviation, equal to moving an average student up 4 percentile points in reading and 8 percentile points in math (Glazerman, et al, 2010).
Educator Retention	<ul style="list-style-type: none"> • Evidence of Effectiveness: Analytical, random study of a Boston Teacher Residency retention incentive program in high-need schools indicates attrition stabilizes after three years of service and incentive recipients more likely to remain in school five or more years (Silva, et al, 2014).
Danielson Framework for Teaching	<ul style="list-style-type: none"> • State Model: IN ED <i>RISE Model / FWCS System of Support</i> based on Danielson Framework. • Evidence of Effectiveness: A randomized control study in Chicago Public Schools demonstrated that Danielson based teacher evaluation model led to statistically significant improvements in student reading achievement (Steinberg and Sartain, 2015).

Based on research of effective practices related to the implementation of HCMS, PBCS, educator evaluation and educator improvement, the Task Force developed a Logic Model grounding *PEER* in a strong theory of support. The validated logic model framework– developed by the Regional Educational Laboratory Northeast & Islands, in collaboration with WestEd and aligned to FORECAST evaluation strategy (see *Program Design*) – outlines project elements (see *Appendix* for full Logic Model):

PEER ABBREVIATED LOGIC MODEL (see Appendix for full Model)				
GOAL: Improve student achievement by increasing access to <i>Highly Effective</i> educators in high-need schools.				
INPUTS >>	OBJECTIVES >>	ACTIVITIES >>	OUTPUTS >>	OUTCOMES >>
<ul style="list-style-type: none"> • <i>TSLIF</i> Funding • Existing Partner Resources • Existing FWCS Resources • Coordinating programs 	<ul style="list-style-type: none"> • Objective 1: Reduce equity gaps w/ HCMS • Objective 2: Assess educator effectiveness • Objective 3: Improve educator effectiveness through learning • Objective 4: Increase student attainment of academic standards 	<ul style="list-style-type: none"> • Level 1: Comprehensive Human Capital Management System, including Performance Based Compensation System • Level 2: FWCS <i>System of Supports</i> 	<ul style="list-style-type: none"> • Effectiveness-based HCMS • Annual Educator Performance Ratings • Individual Learning Plans • <i>PEER</i> University 	<ul style="list-style-type: none"> • Increase # of <i>Highly Effective</i> educators in high-need schools. • Equal access in HCMS / schools. • Increase ELA & Math proficiency. • Maintain / improve graduation rates.

Grant managers, Advisory Board (see *Management Plan*) and evaluators will utilize the Logic Model to ensure alignment of activities with goal / objectives / timeline, ensuring equitable delivery of services.

Prioritization of Services: The majority of FWCS schools meet and exceed the 50% Free and Reduced Lunch Rate used by the U.S. Department of Education to determine High-Need School status. To ensure that *PEER* serves students and schools with the greatest need, the planning Task Force identified a **Tiers of Priority** strategy in accordance with the following rationale:

Tier 1: Top Priority	Schools receiving “F” and “D” letter grade labels indicating classification in lowest performing 10% of schools in state.
Tier 2: Next Priority	Schools receiving “C” letter grade labels indicating impact by declining student performance or failure to meet state benchmarks in key subgroup component scores.
Tier 3: Last Priority	Schools receiving “B” and “A” letter grade labels indicating classification of schools meeting or exceeding state academic performance benchmarks / standards.

FWCS designed a project based on Evidence of Effectiveness and peer-reviewed research. A Logic Model grounds the project in strong theory and deliberate prioritization of services using a Tiers of Priority strategy provides a clear rationale for ensuring *PEER* benefits schools in greatest need.

(2) **Appropriate design, will successfully address needs.** Planners designed a comprehensive effort to continue, strengthen and sustain *TIF* Cohort 4 strategies supporting academic improvement in high-need schools. Implementation of *PEER* will help FWCS meet and exceed the following goal and objectives:

GOAL: Improve student achievement by increasing access to *Highly Effective* educators in high-need schools.

Objective 1: Reduce equity gaps through effectiveness-based Human Capital Management System.

Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.

Objective 3: Improve educator effectiveness through individualized learning and supports.

Objective 4: Increase student attainment of state academic performance standards.

Evaluation of the goal and objectives will include eight required GPRA performance indicators and multiple, project-specific measures. The *PEER* project design reflects two interconnected **LEVELS OF SUPPORT**: 1) Comprehensive Human Capital Management System that includes a Performance-Based Compensation System; and 2) FWCS *Comprehensive Professional Learning System of Support*.

LEVEL 1: Comprehensive HCMS with PBCS. FWCS continues its deliberate journey to revitalize education in the district, and in particular, high-need schools, by creating learning environments that value equity, diversity and achievement. *PEER* will expand ongoing efforts to reform the HCMS and will provide district and school administrators with the tools to support improvement in high-need schools. Supports include: (1) Effective HCMS; (2) Effective Educators; (3) Performance-based Compensation; and (4) Data System that Links Educators with Student Achievement Data. (1) **Effective HCMS.** Annual evaluation of educator effectiveness using the *Indiana Teacher Effectiveness Rubric* and the *Indiana Principal Effectiveness Rubric* (see *Appendix*) will provide the data needed to make important human capital management decisions. FWCS will use educator evaluation data to inform all aspects of its HCMS, including - Recruitment: FWCS will continue to strengthen its screening and selection process to assess the effectiveness of prospective teachers, principals and administrators by identifying candidates who understand and embrace the FWCS instructional vision. Because recruiting quality candidates is a challenge in a county with many competing school systems, the district is mindful of the efficacy of alternative certification programs, partnerships with colleges and universities, and “grow your own” recruiting / internship programs to determine over time which combination of strategies best provide teachers and principals that are effective in raising student

achievement. FWCS will reach out to *Historically Black Colleges and Universities* to recruit minority educators to teach and lead in FWCS schools (see *Competitive Priority # 1*). FWCS recently hired a Recruitment Specialist, using general fund dollars, to address equity issues in recruiting. This position will be invaluable to *PEER* and will provide matching dollars to TSL efforts. Hiring: FWCS pledges to provide equal opportunity for employment without regard to age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected classes. Prior to conferring formal employment offers to highly-qualified candidates, human resource officers will disclose to candidates the components of the *FWCS System of Support*. Upon hiring, new educators or educators new to FWCS will be assigned to a New Teacher Growth Track to facilitate extensive on-boarding that includes training in *Indiana College & Career Ready Standards*. Placement: FWCS will seek equitable placement of *Highly Effective* teachers and principals in high-need schools. Every effort will be made to use data to match expertise with need. New teachers and current FWCS educators willing to teach in low-performing schools (state-designated Priority and Focus Schools) will be offered opportunities to qualify for compensation incentives that promote equitable access to *Highly Effective* educators for students in failing schools (see *Performance-Based Compensation* below). Retention: The FWCS HCMS will reward excellence and support continuous educator improvement. *Highly Effective* and *Effective* teachers will be rewarded for their efforts through performance-based compensation and advancement opportunities – rewards will increase retention of high quality educators in high-need schools. *Highly Effective* teachers willing to teach in Priority and Focus schools for three or more consecutive years will receive Priority / Focus School Retention Bonuses (to be negotiated with FWEA) to reward outstanding educators for serving high-need students. Promotion: FWCS continues to design a system that promotes teachers and principals based on proven ability to raise student achievement. *PEER* will connect promotion and salary advancement to an Educator Effectiveness Model that includes use of validated Rubrics and specified student growth measures. Promotion and salary advancement will be linked to performance-based compensation strategies that reward *Highly Effective* and *Effective* educators. Dismissal: FWCS is committed to support employees in any way possible as they pursue professional growth, offering a *System of Support* that will improve skills and raise student achievement. The FWCS *System of Support* (see LEVEL 2) – comprised of *Professional Growth Plans* and

Individualized Learning Plans – will promote educator improvement and facilitate courageous conversations that consider alternative roles for, or dismissal of, ineffective educators. Per Indiana Law, educators rated *Ineffective* for three consecutive years (regardless of Tenure status) are subject to dismissal from positions. Tenure: Indiana, like many states, has made major changes to its tenure laws in recent years. FWCS believes awarding tenure should be based on educator ability to demonstrate *Highly Effective* or *Effective* performance and success in raising student achievement. As educator tenure is considered, FWCS will (1) assess principal performance levels and gains in student performance during principal leadership in schools; and (2) assess teacher performance levels and gains in student performance in classrooms. Compensation: FWCS has adopted a PBCS for teachers and principals (described below). Professional Learning: Effectiveness data is allowing administrators to prioritize use of limited funds to target districtwide and schoolwide needs while facilitating individual educator improvement. Annual performance labels – *Highly Effective*, *Effective*, *Needs Improvement*, *Ineffective* – connect to one of four Professional Growth Tracks and determine components of Targeted Support Systems (LEVEL 2). (2) **Effective Educators**. The educator evaluation protocol for both teachers and principals follows the FWCS *System of Support* framework, providing a multi-step process for completing annual evaluations. Evaluations for both teachers and principals are composed of three parts: 60% Observation; 25% Student Growth and 15% School Improvement Plan components. The *Teacher System of Support* was originally developed by FWCS in collaboration with the Indiana Department of Education to guide principals as they conducted teacher evaluations in Fort Wayne schools. After testing the protocol and refining its procedures, FWCS adapted it to create a *Principal System of Support*. Both *Systems* have been implemented and refined over the past five years of TIF Cohort 4. The FWCS Educator *System of Support* outlines a year-long evaluation process that includes multiple observation strategies of varying degrees of intensity. OBSERVATION: Teachers – Using the innovative *eWalk* software package and mobile tablet devices (iPads), principals conduct daily, monthly & quarterly classroom observations that range from five-minute “Daily Snapshots” to quarterly “Half-Day Instructional Observations.” Principals use the *Indiana Teacher Effectiveness Rubric* (integrated into *eWalk* software system) to measure teacher performance across multiple domains, provide instant feedback via wireless transfer of observational reports and analyze results during monthly teacher

conferences. Conferences allow principals and teachers to discuss strengths and weaknesses across performance metrics and ensure classroom teachers receive the coaching and professional supports needed to achieve *Highly Effective / Effective* performance levels. All principals and APs have received training to implement *eWalk* evaluations, with improving fidelity and accuracy, to the *Teacher Rubric*.

Summary: Indiana Teacher Effectiveness Rubric			
Domain 1: Purposeful Planning	Domain 2: Effective Instruction	Domain 3: Teacher Leadership	Domain 4: Core Professionalism
1.1 Utilize Data 1.2 Set Goals 1.3 Develop Standards Based Plans 1.4 Engage Families in Learning	2.1 Develop Student Mastery 2.2 Communicate Knowledge 2.3 Check for Understanding 2.4 Rigorous Instruction & Work 2.5 Maximize Instructional Time 2.6 Create Culture of Respect 2.7 Set High Expectations	3.1 Contribute to School Culture 3.2 Collaborate w/ Peers 3.3 Seek Knowledge 3.4 Advocate for Success 3.5 Engage Families in Learning	4.1 Attendance & Arrival 4.2 Policies 4.3 Respect 4.4 Engage Families in Learning
Indiana Teacher Effectiveness Levels			
Highly Effective*	Effective*	Needs Improvement	Ineffective

* *Highly Effective* and *Effective* levels eligible for Performance-Based Compensation

OBSERVATION: Principals – Using the innovative *eWalk* software package and mobile tablet devices (iPads), Area Directors (Elementary and Secondary) conduct weekly, monthly and quarterly school observations that range from hour-long “School Snapshots” to quarterly “Full-Day Operational Observations”. ADs use the *Indiana Principal Effectiveness Rubric* (integrated into *eWalk*) to measure principal and AP performance across numerous parameters, provide instant feedback via wireless transfer of observational reports and analyze results during monthly school leadership conferences with building administrative teams. Conferences allow ADs and principals to discuss strengths and weaknesses across performance metrics, monitor schoolwide performance statistics in comparison to annual growth benchmarks / district-wide objectives and ensure principals / assistant principals receive the coaching and supports needed to achieve *Highly Effective / Effective* performance levels. ADs have completed training to implement evaluations with fidelity, accuracy, alignment to the *Principal Rubric*.

Summary: Indiana Principal Effectiveness Rubric			
Domain 1: Teacher Effectiveness			
1.1: Human Capital Manager	1.2: Instructional Leadership	1.3: Student Learning Indicators	
Domain 2: Leadership Actions			
2.1: Personal Behavior	2.2: Building Relationships	2.3: Culture of Achievement	
Indiana Principal Effectiveness Levels			
Highly Effective	Effective	Needs Improvement	Ineffective

Observation results will equip school and district leaders with the data needed to rate educators across four performance levels: 1) *Highly Effective*; 2) *Effective*; 3) *Needs Improvement*; or 4) *Ineffective*.

Observation currently comprises 60% of annual educator evaluation scores.

PEER Educator Effectiveness Performance Levels	
Highly Effective	<ul style="list-style-type: none"> • Consistently exceeds instructional practice expectations • Consistently exceeds student performance expectations • Demonstrates excellence across assessment parameters per evaluator observations • Students, in aggregate, exceed state academic growth benchmarks
Effective	<ul style="list-style-type: none"> • Consistently meets instructional practice expectations • Consistently meets student performance expectations • Demonstrates effectiveness across assessment parameters per evaluator observations • Students, in aggregate, achieve state academic growth benchmarks
Needs Improvement	<ul style="list-style-type: none"> • Requires improvement to meet instructional practice expectations • Requires improvement to meet student performance expectations • Demonstrates inadequacies across assessment parameters per evaluator observations • Students, in aggregate, achieve below acceptable state academic growth benchmarks
Ineffective	<ul style="list-style-type: none"> • Fails to meet instructional practice expectations • Fails to meet student performance expectations • Demonstrates failures across assessment parameters per evaluator observations • Students, in aggregate, achieve unacceptable state academic growth benchmarks

STUDENT GROWTH. The inclusion of student achievement data as 25% of the evaluation, promotes teacher accountability for individual student outcomes and principal accountability for schoolwide results, while reducing educator concern around evaluator bias. After considering multiple mechanisms during Year 1 of TIF for integrating student achievement into educator evaluation systems, FWCS

selected the following, federally-approved approach: for teachers in grades 4-8, growth data was used from the ISTEP+ assessment, the state annual test. K-12 teachers also have a literacy growth score as part of the 25%, since reading impacts all subjects. For teachers in grades K-3, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) growth scores were applied. For teachers in grades 4-12, Scholastic Reading Inventory (SRI) growth scores were applied. Assigning student growth to non-state tested teachers in a fair and equitable manner has been challenging throughout the implementation of the TIF grant. FWCS will utilize Technical Assistance to evaluate whether an across-the-board literacy measure is the best way to assess individual educator contributions to student growth.

SCHOOL IMPROVEMENT PLAN COMPONENTS. For the remaining 15% of an educator evaluation score, each school's Quality Improvement Team (QIT) chooses three items to be quantified and measured for their particular school, for example: attendance rates, graduation rates, schoolwide student performance, etc. Educator participation in choosing evaluation components has resulted in increased buy-in and investment in the process, as measured by participation in and answers on a year-end survey.

(3) Performance-based Compensation. FWCS will continue to improve and sustain a PBCS that links salary advancement and promotion to annual educator evaluation results and willingness to serve high-need schools. In PEER, FWCS and FWEA will negotiate terms for educators to receive bonus compensation based on effectiveness ratings and Priority/Focus school 3-year service, as detailed below:

PEER: Performance-Based Compensation Rewards *	
Highly Effective Teachers	Effective Teachers
Performance Reward: █████ per year.	Performance Reward: █████ per yr.
Priority/Focus School 3-Year Retention Bonus: █████ per three yrs.	N/A
Highly Effective Principals	Effective Principals
Performance Reward: █████ per year.	Performance Reward: █████ per yr.
Priority / Focus School Incentive Bonus: █████ per three years.	N/A

* Actual PBCS reward amounts and terms subject to change based on negotiations with FWEA.

(4) Data System that Links Educators with Student Achievement Data. Implementation of PEER will allow FWCS to utilize two new data management strategies: (1) a learning management system; and (2) a student assessment system. **(1) Learning Management System (LMS):** FWCS will obtain

bids for an LMS - a software platform educators will use to manage and organize educational courses online. Teachers will be able to upload course files as well as communicate with students via chat features and forums. The district is looking for an LMS that will work in concert with our student information system to deliver multiple e-learning solutions, courses and training to learners. **(2) Student Assessment System (SAS):** FWCS will obtain bids for an SAS - an assessment system designed to help teachers improve instruction in the classroom by making it easy to design lessons, implement standards and assess if standards are learned. The system will allow teachers to analyze performance data, adjust instruction and implement interventions. Both systems will be purchased in Year 1 of the grant and fully operational in Year 2. FWCS personnel will be trained in the use of the learning management and assessment system software and educators will share lessons learned in QIT meetings and PLCs.

LEVEL 2: FWCS Comprehensive Professional Learning System of Support. FWCS will implement an HCMS that yields annual educator effectiveness ratings, influences distribution of performance-based compensation and triggers the development of a *System of Support* to increase the number of educators who attain *Highly Effective* and *Effective* ratings. Supports, linked to districtwide, schoolwide and individual achievement benchmarks will catalyze improvement and include: (1) Growth Tracks; (2) Learning Supports; (3) New Teacher Induction; (4) Career Lattices and (5) Aspiring Leaders Internship.

(1) Educator Growth Tracks: The FWCS *Teacher* and *Principal Systems of Support* drive all aspects of the educator evaluation process and therefore influence all components of the re-imagined HCMS. A common component of both *Systems* is Educator Growth Tracks. Annually, all educators – newly-hired and experienced – will be assigned to a Growth Track based on effectiveness data and ratings:

PEER: Educator Growth Tracks		
Track	Audience	Professional Growth Strategies
Track 1: Initial Professional Learning	<ul style="list-style-type: none"> All educators with less than 3 years FWCS experience 	<ul style="list-style-type: none"> Designed to support growth of new educators – both new educators and new to FWCS educators – during probationary period. Strategies promote assimilation of educators into district culture and promote mastery of district instructional / administrative strategies.
Track 2: Ongoing	<ul style="list-style-type: none"> Tenured Teachers – <i>Highly</i> 	<ul style="list-style-type: none"> Designed to support tenured educators demonstrating mastery of educator effectiveness domains.

Professional Growth	<i>Effective, Effective</i>	<ul style="list-style-type: none"> Strategies promote development of leadership skills, advanced certifications and peer support to promote sharing effective practices.
Track 3: Professional Learning – Concern	<ul style="list-style-type: none"> Tenured Teachers – <i>Needs Improvement</i> 	<ul style="list-style-type: none"> Designed to support tenured educators demonstrating single-issue concern or single-issue deficiency in effectiveness domains. Strategies promote development of skills aligned to effectiveness domains and strengthen weaknesses identified during evaluations.
Track 4: Professional Learning – Warning	<ul style="list-style-type: none"> Tenured Teachers – <i>Ineffective</i> 	<ul style="list-style-type: none"> Designed to support tenured educators demonstrating less than satisfactory performance across multiple effectiveness domains. Strategies develop skills aligned to effectiveness domains / strengthen multiple weaknesses identified during evaluations. Strategies mitigate deficiencies to avoid potential dismissal actions.

Annual assignment to Educator Growth Tracks will trigger Individual Learning Plans (ILPs) that connect educators to support, professional learning opportunities and quality improvement strategies that promote educator attainment of *Highly Effective* and *Effective* performance ratings.

(2) Professional Learning Supports: FWCS *Teacher* and *Principal Systems of Support* generate objective effectiveness data used to inform all aspects of the HCMS (LEVEL 1) and connect educators – through Growth Tracks and ILPs – to professional learning reflecting individual needs:

Provider	Content / Format
Central Administration and HCMS Professionals	
Learning Forward	<ul style="list-style-type: none"> Continue to collaborate with central office staff to direct the course of learning in the district. Develop capacity in the district to <i>Grow Our Own</i> effective Professional Learning Teams.
Julie Koppich & Associates	<ul style="list-style-type: none"> Continue to work with FWCS/FWEA to develop and expand HCMS and PBCS to include Career Lattices and other ways to reward educators who improve student achievement.
Battelle for Kids	<ul style="list-style-type: none"> Technical assistance to HCMS team on topics related to performance excellence, strategic staffing, talent management and development, culture and rewards.
American Assoc School Personnel Administrators	<ul style="list-style-type: none"> The FWCS Superintendent, central administrators and HCMS personnel will attend annual conference focused on the operation of data-driven HCMS; conference highlights innovative strategies aimed at recruiting, supporting and maintaining a diverse educator workforce.
K12 Insight	<ul style="list-style-type: none"> Continue to design and tabulate annual educator surveys to measure support, offer input.

Master Teachers / Mentor Teachers / Coaches	
Learning Forward	<ul style="list-style-type: none"> • Provide <i>PEER</i> school QITs with cultural competency strategies to close achievement gaps. • Work with Coaches to improve leadership/increase effectiveness in high-need schools.
Hope Foundation	<ul style="list-style-type: none"> • New teacher training in Crucial Conversations delivered in Academy for Effective Instruction
PEER University Grow Your OWN w/Ball State / local university partners	<ul style="list-style-type: none"> • The district will create a mechanism for training and credentialing expertise in educators by offering a continuous learning cycle, with micro-credentials and train-the-trainer models. • <u>As part of <i>PEER</i> University</u>, <i>Highly Effective</i> instructional leaders will provide embedded mentoring/modeling of best practices to support <i>Needs Improvement</i> and <i>Ineffective</i> teachers. • <u>As part of <i>PEER</i> University</u>, <i>Highly Effective</i> MTs will support peers by engaging in team teaching, joint lesson planning, modeling of effective instructional/classroom management. • <u>As part of <i>PEER</i> University</u>, <i>Highly Effective</i> Coaches will provide assistance to first year and lower-performing teachers, as well as model best practices in effective teaching and learning.
Teachers	
Indiana Department of Education	<ul style="list-style-type: none"> • Annual <i>Indiana Career and College Readiness Standards</i> training will increase knowledge of student benchmarks and instructional content aligned to college / career ready curriculum. • Annual training will prepare teachers to clearly assess data to set student growth goals linked to grade level expectations/college readiness and aligned to the School Improvement Plan.
Learning Forward	<ul style="list-style-type: none"> • LF will collaborate with teachers to create a model of learning around best practices of intervention, cultural proficiency and classroom instruction to better serve all children.
Empirical Education, Inc.	<ul style="list-style-type: none"> • Teachers will have access to instructional videos of great teaching, collected and catalogued by subject / topic, as part of the Measures of Effective Teaching (MET) project.
The School Improvement Network	<ul style="list-style-type: none"> • Edivate on-demand professional learning resource creates personalized learning experiences for educators targeting specific content needs aligned to state / college ready standards. • Online modules support customization to reflect Individual Learning Plans and micro-credentialing to monitor and reward achievement of specific competencies.
Battelle for Kids	<ul style="list-style-type: none"> • Teachers will complete training to improve effectiveness – formative instructional practices, value-added data driven instruction, standards-aligned assessment – using innovative, on-demand, self-paced <i>BFK Connect</i> professional learning hub modules and strands.
National Board for Professional Teaching	<ul style="list-style-type: none"> • Educators receiving <i>Highly Effective</i> and <i>Effective</i> performance ratings will pursue National Board certification to develop mastery of advanced instructional competencies. • National Board certification will promote advancement through Career Lattice opportunities

Standards	and Master / Mentor Teacher / Coach positions.
Principals / Area Directors	
Indiana Department of Education	<ul style="list-style-type: none"> • Student Learning Objectives training will help administrators determine appropriate student growth measures linked to rubrics to generate educator effectiveness ratings. • Curriculum experts will collaborate with principals to align school instructional practices and curricular content with college and career-ready standards.
Learning Forward	<ul style="list-style-type: none"> • Principals/APs will complete year-long leadership training linking an intensive Summer Institute with follow up workshops and leadership coaching. • Experts will continue to work with principals/ADs to conduct objective educator evaluations using rubrics, with fidelity, to ensure fair, reliable and credible evaluation results.
Hope Foundation	<ul style="list-style-type: none"> • Focus in-depth training of principals on having Crucial Conversations with their teachers.
Battelle for Kids	<ul style="list-style-type: none"> • Principals will complete training to improve school systems – Human Capital Management Systems, Educator Evaluation Systems and Student Data Management Systems – leading to attainment of Professional Human Capital Leader in Education credential.
Empirical Education, Inc.	<ul style="list-style-type: none"> • Train, calibrate and certify observers using the company's Observation Engine - teaching videos, using observational protocols, designed to evaluate teacher effectiveness.

(3) New Teacher Induction: *PEER* will offer annual Induction Support for new teachers entering FWCS schools. A 2-day workshop preceding each school year will prepare new teachers coming to FWCS from other districts or university teacher preparation/alternative programs with training on HCMS, evaluation systems, district policies and instructional/assessment philosophies. **New Teacher Mentoring:** Supporting new teachers to the district or the profession is a critical element to teacher success in FWCS. Julianne Houser and Barbara Boggs, Master Teachers with a combined 40+ years of experience, design curriculum to meet the needs of teachers (see *Appendix* for resumes). Their *Academy for Effective Instruction* meets monthly to provide just in time professional learning to help teachers improve instruction, classroom management and student achievement. Teachers are provided support for the first three years in the district in order to cement their learning and meet their specific needs. Professional learning protocols are used that can be replicated in classrooms immediately following the learning. The *Academy* relies on a continuous cycle of improvement model to gauge learning and address specific areas of improvement. **New Teacher PLC:** FWCS will launch and sustain a

specialized Professional Learning Community for first-year through third-year educators to connect new teachers with Master and Mentor Teachers through a collaborative PLC. Monthly PLCs, utilizing face time and virtual eLearning, will connect new educators with instructional and curricular resources and support vital to ensuring new teachers meet and exceed professional performance standards.

(4) Career Lattices: FWCS – through implementation of *PEER University* – will provide opportunities for professional growth and advancement linked to educator performance. Career Lattices will utilize, in partnership with Ball State University, regional colleges with teacher preparation programs and Battelle for Kids, a micro-credentialing assessment process to identify highest performing educators with the skills to succeed in leadership roles. Educators who attain *Highly Effective* ratings for a minimum of three consecutive years will be recruited to serve as *PEER* Master and Mentor Teachers. BSU/partner university professors, in collaboration with FWCS administrators, will utilize micro-credentialing assessments to evaluate candidate teachers in specialized skills / proficiency domains. FWCS teachers and administrators who have completed the *Learning Forward Leadership Academy* and / or the *Crucial Conversations* train-the-trainer courses will create a curriculum for colleagues to expand impact of both strategies. FWCS will continuously expand the *PEER University* curriculum and use this model as an embedded professional learning strategy for district educators and a replicable and sustainable component of *PEER*. Results of micro-credentialing assessments will help FWCS identify and recruit educators most likely to excel as peer Mentors and grade level / curricular subject Master Teachers to advance into instructional leadership roles. Master and Mentor Teachers will receive stipends for service in advanced instructional support.

(5) Aspiring Leaders Internship (ALI): *PEER* will sustain an initiative currently supported by a USDOE *Turnaround School Leader* grant. This initiative will identify aspiring leaders from among the ranks of *Highly Effective* FWCS educators motivated to pursue positions as principals or assistant principals in high-need schools. The ALI will help FWCS overcome recruitment, hiring and retention challenges by supporting the growth of internal education leaders already committed to the success of FWCS youth. The 18-month job-embedded, experiential learning internship will develop key leadership and management skills, including: academic leadership; school climate leadership; personnel leadership and operations / business management leadership. Interns will gain experience in human capital

Fort Wayne Community Schools, LEA & Fiscal Agent

management, educator evaluation, finance, technology, transportation and student data management. Successful Interns will receive priority placement in future positions.

PEER and its multiple levels of targeted supports provides FWCS with a mechanism to make effectiveness-based HCMS decisions, improve instructional leadership, enhance classroom education, improve equitable access to quality teaching for students and raise achievement in high-needs schools.

(3) Activities evaluated, monitored and reported to public. Fort Wayne Community Schools (applicant and fiscal agent) will contract with EduShift, Inc., a 17-year-old research/evaluation organization, to conduct process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and evaluation feedback, promoting continuous quality improvement throughout the duration of *PEER*. Project Leader and Senior Analyst, Carol Guse, is a seasoned project administrator and evaluator. She has served as principal investigator in over 250 large federal and state government grants since 1990 and has substantial experience administering complex federal, state, corporate and foundation grants. Guse served as an evaluator for the U.S. Department of Education, Michigan and Indiana Departments of Education, as well as dozens of school districts throughout the country. With a strong background in education, grants administration, accounting, auditing, research, implementation and evaluation, Guse, and her team of grant professionals offer tremendous experience and expertise to *PEER*. Evaluation will include: (1) Methodology; (2) Measuring Performance; (3) Feedback and Assessment of Outcomes and (4) Quasi-Experimental Study.

(1) Evaluation Methodology: Evaluators will utilize the research-based *FORECAST* model (*FORmative Evaluation, Consultation, And System Techniques*) to guide an objective evaluation structure. Four tiers of assessment provide a validated evaluation planning framework:

MODEL – Action Model of Project	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
MARKER – Indicators of Progress	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
MEASURE –	Evaluators, project personnel and partners will implement assessment tools

Tools to Assess Achievement	(principal effectiveness rubrics, state content exams, surveys) aligned to <i>PEER</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

The *FORECAST* model will provide evaluators, the Project Director and Advisory Board with feedback regarding the unique effects of program elements. Objective evaluation of *PEER* will allow evaluators to address two critical questions (see below for description of Treatment and Control Groups):

1. Do FWCS schools receiving TSL funds (Treatment Group) measure greater student achievement gains than non-FWCS schools that do not receive TSL funding (Control Group)?
2. Does TSL funding improve equity in education by improving student access to *Highly Effective* educators in FWCS Priority and Focus schools compared to non-FWCS control group schools?

(2) **Monitoring / Measuring Performance.** Evaluation – guided by a validated, research-based assessment protocol – will measure the following *PEER* goal, objectives, eight GPRA performance indicators and project-specific indicators to determine project impact and magnitude of results:

<i>PEER</i>: Goal, Objectives, GPRA Measures, Project Indicators	Evaluation Source
October 1, 2017 - September 30, 2022	
<u>GOAL:</u> To improve student achievement by increasing access to effective educators in high-need schools.	
<u>GPRA A:</u> % of Educators in all schools who earned Performance-Based Compensation.	
<u>GPRA B:</u> % of Educators in all High-Need Schools who earned Performance-Based Compensation.	
<u>GPRA C:</u> The gap between the retention rate of Educators receiving Performance-Based Compensation and the average retention rate of Educators in each High-Need School whose Educators participate in the project.	
<u>GPRA D:</u> The number of school districts participating in a TSL grant that use Educator Evaluation and Support Systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional learning; tenure; promotion; or all of the above.	
<u>GPRA E:</u> The number of High-Need Schools within districts participating in a TSL grant that use Educator Evaluation and Support Systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional learning; tenure; promotion; or all of the above.	
<u>GPRA F:</u> % of Performance-Based Compensation paid to Educators with State, local, or non-TSL Federal resources.	

GPRA G: % of teachers and principals who receive the highest effectiveness rating.	
GPRA H: % of teachers and principals in High-Needs Schools who receive the highest effectiveness rating.	
Objective 1: Reduce equity gaps through effectiveness-based Human Capital Management Systems.	
Indicator 1.1: A minimum of 80% of educators in Priority and Focus schools will attain <i>Highly Effective</i> or <i>Effective</i> rating by end of grant, 10/1/17 – 9/30/22.	Effectiveness Rubric
Indicator 1.2: A minimum of 80% of students – without regard to race, poverty, gender or school of enrollment – will be taught by a <i>Highly Effective</i> or <i>Effective</i> teacher by end of grant, 10/1/17 – 9/30/22.	Effectiveness Rubric
Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.	
Indicator 2.1: 100% of instructional staff will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/17 – 9/30/22.	Educator Ratings
Indicator 2.2: 100% of principals / assistant principals will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/17 – 9/30/22.	Educator Ratings
Objective 3: Improve educator effectiveness through individualized learning and support.	
Indicator 3.1: 100% of educators (instructional and leadership) will maintain annual Individual Growth Plans each year of the grant, 10/1/17 – 9/30/22.	Teacher Portfolios
Indicator 3.2: Reduce the number of educators who receive a <i>Minimally Effective</i> or <i>Ineffective</i> rating a minimum of 15% compared to previous year, 10/1/17 – 9/30/22.	Educator Ratings
Objective 4: Increase student attainment of state academic performance standards.	
Indicator 4.1: Increase the % of students who achieve ELA state proficiency benchmarks a minimum of 15% by end of grant period, 10/1/17 – 9/30/22.	State Test Data
Indicator 4.2: Increase the % of students who achieve Math state proficiency benchmarks a minimum of 15% by end of grant period, 10/1/17 – 9/30/22.	State Test Data
Indicator 4.3: Increase graduation rate a minimum of 15% by end of grant period, 10/1/17 – 9/30/22.	State Data

(3) Performance Feedback / Assessment of Outcomes: Upon funding, FWCS, evaluators and project personnel will collect baseline data for all measures to set annual benchmarks for each year of project. Evaluators will solicit feedback from all stakeholder groups to ensure participants provide valuable data needed to thoroughly assess outcomes and inform decision-making procedures. Feedback and assessment will include: **Process (Formative) Evaluation:** Process evaluation is an internal necessity for staff and planners to determine if the project is being implemented as intended. Process evaluation monitors ongoing implementation in comparison to the funded scope and sequence of the project to

monitor fidelity and promote timely, thorough completion of project services. Process Evaluation fills important program assessment steps, including: 1) evaluate and document fidelity and variability in program implementation across sites in relation to Logic Model, Timeline and proposed scope of the project; 2) test validity of implementation model for relationships between interventions and outcomes; 3) monitor dose of interventions across *PEER* sites and across intended recipients of interventions; 4) provide accountability data needed to inform stakeholders and partners of implementation progress and 5) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. The Timeline, Logic Model and evaluation FORECAST action model will serve as process tools allowing evaluators to determine compliance with the scope and schedule of the proposed project. **Outcome (Summative) Evaluation:** The purpose of outcome evaluation is to assess effectiveness of the project and outcomes of implementation on the targeted population. Outcome evaluation will measure indicators that correspond to Levels of Support to determine the magnitude of results and project effectiveness in meeting needs. Outcome evaluation will generate data assessing impact of *PEER* and will equip project managers with information needed to analyze results by project component and by subgroups / schools to determine if interventions promote success; analysis will support replication and sustainability of promising practices. Process and Outcome evaluation methods promoting continuous project improvement include:

Data Collection: Evaluators will collect data to establish baseline for each measure. Annual data will be collected, analyzed, compared, reported using data collection/evaluation tools aligned to services.

Evaluation Tools: Evaluators will utilize multiple instruments to collect qualitative and quantitative data, including: (1) Educator Effectiveness Rubric: annual district-wide evaluation of educators (see *Project Design*) to monitor performance and assign quality ratings; (2) Student Assessment Scores: annual state administered Reading and Math results, compared to 2016-17 baseline; (3) Site Visits / Focus Groups: multiple evaluation team site visits per year to solicit feedback from stakeholders through focus groups and observational analysis of progress. (4) Teacher / Administrator Surveys: to assess perceptions of project quality, instructional/leadership skills, student impact, personal growth.

Data Analysis: Evaluators will complete multiple statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement gap data. Evaluators will collect data for Treatment and Control groups to facilitate quasi-experimental evaluation that meets *WWC* standards:

TREATMENT GROUP	<u>FWCS Priority and Focus</u> – Indiana state designated Priority and Focus schools administered by FWCS as of October 1, 2017.
CONTROL GROUP	<u>Indiana Priority and Focus</u> – Random selection of six Indiana Priority and Focus schools across Indiana as of October 1, 2017 matched to grade level of Treatment Group schools.

Reporting: Project Director will submit required Annual Performance Reports to funding agency and share evaluator feedback / results with Advisory Board, school stakeholders and the public via FWCS website to ensure transparency with partners and interested stakeholders.

(4) Quasi-Experimental Study: Evaluators will use a quasi-experimental study with equating (*What Works Clearinghouse* definition) to evaluate *PEER*. Equating will be accomplished through matching and statistical adjustment. Matching - Treatment schools will be closely matched to control schools on as many characteristics as possible, including school performance designations (Priority / Focus school status), ethnic composition, gender, poverty, academic performance, enrollment, grade level configuration and funding allocations (control schools and treatment schools will be matched to ensure paired schools receive similar funding). Once comparison schools are matched to treatment schools, evaluators will use ANOVA (analysis of variance) to analyze *PEER* results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to a diligent matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with the *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the

means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *PEER*, evaluators will use an effect size of 0.25 as the threshold to meet the evidence type, “Practice with Rigorous Scientific Evidence.” Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *What Works Clearinghouse* “substantively important” effect threshold. Cross-Contamination: Evaluation will assess cross-contamination of control and treatment groups and remediate if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions / results (if any) and correlation of variables. Attrition: *PEER* is designed to minimize the impact of attrition on the study. Multiple design elements control for possible attrition, including: (1) Performance-based compensation incentives for service in high-needs schools requires a minimum of three years residency in high-needs schools to maintain eligibility for incentive pay; (2) Few Indiana school districts have funds to offer opportunities to supplement base salary through PBCS - this will incentivize high quality educators to remain in FWCS.

(D) QUALITY OF MANAGEMENT PLAN. FWCS will serve as fiscal agent of *PEER*. A structured grant management plan – (1) Timely Implementation; (2) Budget Oversight; (3) Procedures; (4) Personnel; (5) Timeline; (6) Feedback and (7) Dissemination of Results – will ensure timely completion of grant activities and promote continuous improvement. **(1) Timely Implementation:** FWCS will initiate *PEER* immediately upon funding and will manage all grant activities. Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model to guide ongoing evaluation, sharing with stakeholders to ensure transparency of evaluation and reporting and providing managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help FWCS plan and schedule key activities to promote achievement of implementation benchmarks. **(2) Budget Oversight:** The Planning Task Force designed the budget to meet program objectives, ensure equal access and promote sustainability of *TSL* strategies. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for targeted, comprehensive programming.

The Project Director and FWCS Finance Office will manage expenditures in accordance with Indiana and U.S. Department of Education regulations and will prioritize allocations to ensure completion of project. The PD and Advisory Board will identify complementary district/partner programming and funds that expand the reach of *PEER* and sustain systemic changes initiated during grant period. **(3)**

Procedures: Well-defined procedures will help FWCS implement *PEER* on time and within budget:

Initiate Grant – FWCS will hire staff and host briefing with schools to launch *PEER*;

Ensure Equal Access – FWCS will provide equal access without regard to race, color, origin, gender, religion, veteran status, sexual orientation, gender identity, age, disability or other protected status.

Implement Records Management Protocol – Project Director will maintain records to document implementation, evaluation and fiscal milestones, grant award through completion;

Implement Fiscal Management Protocol – FWCS Finance Office will establish a system of accounting, cost management, reporting and auditing to promote efficient expenditure of funds;

Implement Action Model – Project Director / Evaluation Team will develop FORECAST action model of *PEER*, aligned to Timeline and Logic Model, to ensure completion of project;

Implement Procurement Plan – FWCS will procure goods / services in compliance with regulations;

Implement Evaluation Plan – Ongoing evaluation will measure outcomes, collect feedback to promote improvement / provide leaders with guidance as Levels of Support are implemented.

Disseminate Results – Grant personnel will present outcomes, data and progress to stakeholders and the public through reports, School Board presentations and outreach to increase transparency.

Sustain Programs – FWCS, grant administrators, Advisory Board will initiate a sustainability plan to ensure continuation of effective strategies beyond the end of federal grant funding.

(4) Personnel: Project management will be a collaborative effort guided by the following key personnel equipped with the skills, knowledge and expertise to successfully implement *PEER*:

Qualifications	Responsibilities
Advisory Board - Planning Task Force will Transition to Ongoing Role	
<ul style="list-style-type: none"> • Superintendent, instructional leaders, area administrators, teachers, human resource 	<ul style="list-style-type: none"> • Quarterly oversight meetings to provide feedback to Project Director. • Diversity of perspectives will shape project to better meet identified needs. • Utilize evaluation data to strengthen weaknesses / promote improvement.

managers, union leaders	<ul style="list-style-type: none"> • Coordinate sustainability efforts to ensure lasting impact of project.
Co-Project Director - Charles Cammack (0.2 FTE) – (see Appendix for Resume / CV)	
<ul style="list-style-type: none"> • Master of Arts, U. of Wisconsin • Chief Operations Officer, FWCS • 30 years experience in multiple Human Resources capacities • Strong communication skills 	<ul style="list-style-type: none"> • Oversee and monitor progress of <i>PEER</i> - HCMS/PBCS/Supports • Monitor the installation of HCMS technology - LMS and SAS. • Conduct ongoing negotiations with FWEA to strengthen <i>PEER</i> PBCS • Coordinate technical support with Julie Koppich & Associates • Participate in quarterly monitoring calls to offer and share feedback.
Co-Project Director - Laura Cain (0.5 FTE) – (see Appendix for Resume / CV)	
<ul style="list-style-type: none"> • Doctor of Education, Ball State. • Assistant to Superintendent, Strategic Initiatives • 28 years experience K – 12 education as teacher / director 	<ul style="list-style-type: none"> • Primary grant administrator; oversee delivery of services/grant management. • Chair the <i>PEER</i> Advisory Board or designate. • Responsible for Professional Learning in the district. • Will grow <i>PEER</i> University and secure credentialing. • Facilitate linkages between FWCS, partners and collaborating schools.
Professional Learning System of Support Coordinator (1.0 FTE) – (To Be Hired)	
<ul style="list-style-type: none"> • Master Degree or Higher • Admin. Experience preferred • 5+ yrs <i>Highly Effective</i> teacher 	<ul style="list-style-type: none"> • Design and lead <i>PEER University</i> and its micro-credentialing efforts. • Design PL opportunities; coordinate delivery with multiple departments. • Use talent management system to measure and monitor professional learning.
New Teacher Coaches (2.0 FTE - Provided as MATCH)	
<ul style="list-style-type: none"> • Minimum Master Degree in ED. • Combined 40+ yrs experience • <i>Highly Effective</i> Master Teacher 	<ul style="list-style-type: none"> • Provide coaching/mentoring to new teachers in <i>Academy for Effective Learning</i> • Model best practices to support teachers as they develop competencies that improve achievement; develop PLCs that encourage educator growth
Administrative Assistant for Co-Project Directors - Tori Kotwitz (0.75 FTE)	
<ul style="list-style-type: none"> • Bachelor in Business Admin University of Missouri • Data trainer; HR experience 	<ul style="list-style-type: none"> • Manage <i>PEER</i> office; provide support to Project Director. • Coordinate purchasing, travel and logistics for grant; facilitate communication between grant personnel, <i>PEER</i> partners and external evaluation team.
Administrative Assistant for PL System of Support Coordinator - To Be Hired (1.0 FTE)	
<ul style="list-style-type: none"> • Bachelor Degree Preferred • Strong organizational skills • K-12 experience preferred 	<ul style="list-style-type: none"> • Assist PL <i>System of Support</i> Coordinator to implement <i>PEER University</i>. • Design process to track micro-credentialing; coordinate w/multiple departments • Track payroll and stipends for those delivering and receiving PL supports.
Fiscal Manager - Alicia Stapleton (1.0 FTE)	

<ul style="list-style-type: none"> • Deputy Treasurer, FWCS • 28 years accounting / financial experience in budgeting, revenue forecasting, oversight. 	<ul style="list-style-type: none"> • Prepare budgets, pay <i>PEER</i> invoices. • Draw down grant funds on a regular basis. • Gather financial data, track in-kind match. • Provide budgets for evaluators; prepare single act audit.
--	---

(5) Responsibilities / Timelines / Milestones: The *PEER* Task Force developed a detailed timeline with defined responsibilities and milestones to guide implementation of *PEER*. The Project Director and Evaluation Team will use the timeline to monitor progress and facilitate process evaluation (see *Evaluation* section) during the 5-year grant period.

PEER IMPLEMENTATION TIMELINE (10/1/17 – 9/30/22)	
KEY: Advisory Board (AB); Co-Project Directors (PD); Master Teachers (MT); Mentor Teachers (MNT); New Teacher Coaches (TC); Leader Interns (LI); Evaluation Team (ET); Human Capital Mgmt System (HCMS); Educator Evaluation (EE); Performance-Based Comp (PBC); Teachers (T); Principals (P); Area Directors (AD)	
ONGOING: Quarterly Advisory Board Meetings, Implement Levels of Support; Professional Learning; Annual Effectiveness Evaluations, Monthly Evaluation Conference Calls; Data Collection and Analysis; Dissemination of Results; Annual Performance Reports; Sustainability of Effective Project Components	
Year One	
Quarter 1 (Oct - Dec) & Quarter 2 (Jan - Mar)	Quarter 3 (Apr - June) & Quarter 4 (July - Sept)
<ul style="list-style-type: none"> • Hire Project Director (S) & Initiate <i>PEER</i> (PD) • Convene Advisory Board; review grant narrative (PD) • Launch <i>PEER</i> Levels- HCMS, Effectiveness Evaluation Systems, Educator Quality Supports (PD,AD,P,T) • Initiate Targeted Support Systems (PD,AD,P,T) • Utilize Battelle/Edivate modules (PD,AD,P,T) • Schedule Professional Devel, PLCs, Academy (PD) • Develop evaluation tools / collect baseline data (ET) 	<ul style="list-style-type: none"> • Final Educator Effectiveness Evals (AD,P,T) • Conduct Teacher, Leader <i>PLCs</i> (MT, PC) • Finish Year 1 activities / evaluate data (PD,T,ET) • Distribute Performance-Based Comp (HCMS) • Recruit Master/Mentor Teachers, Interns (HCMS) • Submit Y1 APR to Fed Program Officer (ET,PD) • Plan and organize Year 2 programs (All) • Inform stakeholders of Year 1 results (PD)
Year 1: Primary Benchmarks / Milestones	
<ul style="list-style-type: none"> • Level 1: Comprehensive effectiveness-based Human Capital Management System – Continuing Implementation • Level 1: Educator (Teacher/Principal) Performance Based Compensation System – Full Implementation • Level 1: Educator (Teacher/Principal) Effectiveness Evaluations – Full Implementation • Level 2: Educator (Teacher/Principal) Quality Support System w/Individualized PL – Full Implementation 	

<ul style="list-style-type: none"> • Level 2: New Teacher Induction – Initial Implementation • Level 2: <i>PEER University</i> – Planning / Design / Recruiting / Testing / Monitoring Phase I 	
Year Two	
<ul style="list-style-type: none"> • Launch new year of HCMS and EE (PD,AD,P,T) • Conduct observations and feedback (AD,P,TNTP) • Initiate Targeted Support Systems (T) • Master/Mentor Teacher/Leader Intern Support (AD,P) • Schedule/Provide Professional Devel (PD,AD,P) • Offer Principal, Teacher <i>Forums</i> (MT,PC) • Utilize Battelle/Edivate modules (T,P) 	<ul style="list-style-type: none"> • Finish Year 2 activities / evaluate data (PD,T,ET) • Distribute Performance-Based Comp (HCMS) • Recruit Master/Mentor Teachers, Interns (HCMS) • Submit Y2 APR to Fed Program Officer (ET,PD) • Plan and organize Year 3 programs (All) • Begin Sustainability discussions (AB, PD,AD,P, T) • Inform stakeholders of Year 2 results (PD)
Year 2: Primary Benchmarks / Milestones	
<ul style="list-style-type: none"> • Level 1: Comprehensive effectiveness-based HCMS – Improved, Ongoing Implementation • Level 1: Educator (Teacher/Principal) Performance Based Compensation System – Ongoing Implementation • Level 1: Educator (Teacher/Principal) Effectiveness Evaluations – Improved, Ongoing Implementation • Level 2: Educator (Teacher/Principal) Support System w/Individualized PD – Improved, Ongoing Implementation • Level 2: <i>PEER University</i> – Initial Implementation 	
Years Three - Five	
<ul style="list-style-type: none"> • Stakeholder meeting to make course corrections (All) • Continue <i>PEER</i> activities (All) • Assess Targeted Support Systems, adjust (AD,P,T) • Update training opportunities (PD,AD,P,T) • Continue coaching, mentoring, internships (PC,MT,LI) • Conduct site visits, surveys, focus groups (PD,ET) • Disaggregate data/identify needs (AB,PD,AD,P,T,ET) 	<ul style="list-style-type: none"> • Continue & measure Levels of Support / partner activities / adjust as needed (PD,AD,P,T,ET) • Conduct post-surveys / collect data (ET, PD) • Assess final data (ET); Finish activities (PD,P,T) • Submit Final <i>PEER</i> Performance Report (ET) • Launch project sustainability (AB) • Inform stakeholders of full program results (PD)
Years 3 - 5: Primary Benchmarks / Milestones	
<ul style="list-style-type: none"> • Level 1: Comprehensive effectiveness-based HCMS – Full Implementation • Level 1: Educator (Teacher/Principal) Performance Based Compensation System – Full Implementation • Level 1: Educator (Teacher/Principal) Effectiveness Evaluations – Full Implementation • Level 2: Educator (Teacher/Principal) Support System w/Individualized PD – Full Implementation • Level 2: Leaders Internship for Aspiring Principals – Full Implementation • Level 2: <i>PEER University</i> – Full Implementation 	

(6) Feedback: *PEER* is designed to engage multiple partners and solicit feedback from stakeholders to ensure diverse perspectives influence project quality and sufficient data is available to facilitate objective process and outcome evaluation (see *Project Design* section):

Participants	<i>PEER</i> Feedback Mechanisms
Advisory Board (Quarterly Meetings)	<ul style="list-style-type: none"> • Convene quarterly meetings to monitor implementation and expenditures; • Review evaluation data to assess magnitude of results / significance of outcomes; • Review / update <i>PEER</i> Timeline and Logic Model to facilitate project completion.
Co-Project Directors (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> • Coordinate and attend quarterly Advisory Board meetings to guide progress; • Participate in monthly Evaluator progress monitoring conference calls; • Conduct quarterly enrollment / participation / achievement data review to monitor results compared to proposed goal, objectives and outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
Evaluation Team EduShift, Inc. (10 hours per week)	<ul style="list-style-type: none"> • Oversee qualitative and quantitative data collection efforts from participants; • Conduct quarterly data review to monitor results compared to goal, objectives, outcomes; • Conduct monthly progress monitoring conference calls with Project Director; • Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.
Educators (annual surveys / focus groups)	<ul style="list-style-type: none"> • Serve as members of <i>PEER</i> Advisory Board and attend quarterly meetings • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.
Partners / Coaches (surveys / focus groups)	<ul style="list-style-type: none"> • Serve as members of <i>PEER</i> Advisory Board and attend quarterly meetings • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visits / focus groups to provide operational feedback.

(8) Dissemination to Support Replication: EduShift will provide annual reports (formative and summative) to FWCS to facilitate sharing of results to diverse stakeholders and encourage replication of effective strategies. Products will be shared on Open Educational Resources media / portals to support replication across diverse locations and project personnel will present findings, best practices and lessons learned at conferences to disseminate information critical to expansion of the effort to new sites.

(E) ADEQUACY OF RESOURCES. (1) Support after funding ends, commitment of appropriate entities. FWCS leadership - from the Board of Education to the Central Office to Area Directors to Principals and Assistant Principals to Teachers - is committed to implementing the HCMS, as described

in this *PEER* application. Superintendent Wendy Robinson has worked tirelessly for more than a decade to implement a vision of instructional improvement for all children. In 2016, her leadership in transforming the way education happens in high-need schools, earned her Education Week's *Leaders to Learn From* honors. Focused leadership, shared over years of intentional work with committed partners, has resulted in FWCS graduation rates near or above 90% for six consecutive years! The commitment of FWCS and school administrators to scale up individual school success to the rest of the district is contagious. The ongoing reform effort, including all educators and leading to this submission of *PEER*, was and continues to be a collaborative effort that moved forward deliberately with substantial input and involvement of educators across all FWCS grade levels and professional roles. **FWCS is committed to providing substantial Matching Funds (see Appendix for Match Assurance) to expand impact of the grant and promote sustainability of project through realignment of FWCS expenditures.** Educator involvement in reform initiatives leading up to and including *PEER* includes: 1) Collaborative Planning; and 2) Successful Completion of Needs Assessment.

- **Collaborative Planning:** *PEER* was designed by a *Planning Task Force* comprised of district administrators, human resource professionals, finance officers, curriculum specialists, school principals, teachers, non-instructional professionals and union leaders. Collaborative assessment of needs and collaborative design of reform strategies focusing on validated practices promoted widespread educator buy-in and support of HCMS, educator evaluation, performance-based compensation and professional learning initiatives. Collaborative planning and design of *PEER* increases the likelihood that educators will adopt and integrate into daily practice the proposed strategies of the project and also ensures that diverse perspectives were considered during the design and application process. Influence of diverse perspectives enhanced the planning process by challenging the *Task Force* to consider problems and potential solutions from multiple angles, find common ground, promote equity, compromise and look for innovative approaches to human capital management issues. The *Teacher and Principal Systems of Support* with embedded Effectiveness Rubrics adopted by FWCS after extensive collaboration among district stakeholders have been praised by teachers and administrators for their clarity, equity and fairness (see *Appendix* for Letter from FWEA representing FWCS teachers and the most recent annual K12 Insight survey results

summary). All parties know what is expected of them because they contributed toward the final product; enthusiasm for the process has energized FWCS and transformed previously routine evaluation procedures into a meaningful, personalized, data-driven support system that promotes success and growth for every single FWCS employee. In addition to the K12 Insight survey of classroom teachers, non-instructional support staff and principals/APs, FWCS annually surveys principals, teachers, parents and students to gage stakeholder opinions regarding school improvement. Results are shared at quarterly community sessions held in FWCS schools.

- **Needs Assessment:** FWCS convened a *Task Force* to assess needs – through diverse stakeholder interviews; analysis of district / school / student data; review of state-mandated protocols; research of effective performance-based compensation strategies; alignment of FWCS policies to research; collaborative assessment of tools / models / professional learning strategies – and propose solutions that fill gaps and strengthen weaknesses in programs. During the needs assessment, four primary needs were identified: 1) Financial resources to refine, test and fully implement its vision for HCMS and PBCS; 2) Focus HCMS on recruiting strategies to reduce equity and achievement gaps; 3) Improve the process that connects educators with supports that increase effectiveness; and 4) Technology upgrades to support HCMS infrastructure and a learning management system. *PEER* – the result of collaborative planning, research, design and compromise – will help FWCS improve educator quality, equity and diversity in high-need schools, enhance learning opportunities for low-performing students, fill gaps in education programs and strengthen teaching and learning.

(2) Incorporation of project purposes, activities, benefits into ongoing program. *PEER* was designed to facilitate sustainability. While many project elements have substantial initial costs, most components have manageable continuation expenses that will be met by well-planned district and school budgets. Sustainable practices will ensure schools meet the needs of educators and students:

<i>PEER Sustainability Strategies</i>	
LEVEL 1: Comprehensive HCMS with PBCS	<ul style="list-style-type: none"> • Upon completion of grant, a comprehensive HCMS will become institutionalized in FWCS, eliminating need for Co-PDs, DA, AA and FM positions. • FWCS will gain the capacity to implement a fully-reconfigured, data-driven HCMS, districtwide, beyond the grant period, that will fully inform human capital decisions.

	<ul style="list-style-type: none"> • Investment in technology hardware is a start up expense of <i>PEER</i>; ongoing costs for software and maintenance will be absorbed by the FWCS Technology Department. • Investment in technology-based evaluation strategies reduces long-term expense of disposable materials through use of digital evaluation, teaching and learning tools. • The district will work with union partners to revamp the traditional salary schedule and reallocate dollars to fund a compensation system that rewards effectiveness.
<p>LEVEL 2: FWCS <i>Comprehensive Professional Learning System of Support</i></p>	<ul style="list-style-type: none"> • FWCS will realign Title I, Title II and Title IV funds to support evaluation data-driven professional learning to sustain grant-funded strategies and Individual Learning Plans • Planning Task Force selected curricular models with manageable long-term costs –primary expenses for <i>LF, Battelle for Kids, Peer University et al</i> are grant period costs. • Travel expenses beyond grant period are negligible – most travel costs associated with start-up professional learning; continuing education for maintaining skills is available through on-line platforms at little cost to schools or educators.
<p>Partnerships</p>	<ul style="list-style-type: none"> • The Advisory Board will work to ensure that schools are linked to community partners whose resources enhance depth and capacity of support options.

FWCS will engage outstanding partners, professional learning providers and vendor resources to improve educator effectiveness, enhance teaching and learning in all FWCS schools and achieve the *PEER* goal, objectives and project measures. Efforts during the grant period will position schools to leverage expertise, facilities and stakeholder support to sustain initiatives upon completion of the grant-funded project. FWCS has a long history of success sustaining grant projects beyond initial start-up and will continue that tradition with *PEER*.