District of Columbia Public Schools

R.I.S.E.: __R__igorous __I__nstruction __S__upports __E__quity

PROJECT NARRATIVE:
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ABSOLUTE PRIORITY 1: Human Capital Management Systems or Performance-based Compensation Systems. District of Columbia Public Schools (DCPS: Applicant / Fiscal Agent) proposes *RISE*: *Rigorous Instruction Supports Equity*, a *Teacher and School Leader Incentive Program* grant that uses educator effectiveness performance results to inform key school- and district-level human capital management decisions, including: preparation, recruitment, hiring, placement, retention, dismissal, compensation (including performance–based compensation), professional development and promotion, particularly as they affect educators working in High-Need Schools served by the project.

ABSOLUTE PRIORITY 2: High-Need Schools. *RISE* will serve 43 DCPS 1 Star (lowest performing) schools (see *Appendix* for full list of *RISE* schools). All 43 targeted schools meet the *TSL* definition of a High-Need school; all 43 targeted schools have a Free and Reduced Lunch rate of 100% and are impacted by significant equity issues, low performance and substantial achievement gaps among student subgroups.

Competitive Preference Priority 1 – Spurring Investment in Qualified Opportunity Zones.

(i) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; and

District of Columbia Public Schools, through implementation of *RISE*, will provide innovative, comprehensive HCMS and Educator Quality Support initiatives – through implementation of a *Teacher and School Leader Incentive Fund* grant project – at 16 DCPS schools located within Federal Qualified Opportunity Zones (QOZs – as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act [Pub. L. 115-97]). The 16 schools are located in a total of 12 Qualified Opportunity Zones and serve students and families living and learning in communities impacted by extreme poverty and a pervasive lack of social, economic and education opportunities. Furthermore, more than 20 additional schools participating in the *RISE* project are located within three city blocks of a Federal QOZ and serve attendance boundaries that overlap adjacent Qualified Opportunity Zones. *RISE* will serve schools located in the following Qualified Opportunity Zones:

RISE: Schools Located in Federal Qualified Opportunity Zones					
DCPS 1 Star Schools			**DCPS 2 Star Schools**		
School	**QOZ Tract #**	**Enrollment**	**School**	**QOZ Tract #**	**Enrollment**
Aiton	11001007804	244	Beers	11001007604	489
Moten	11001007407	323	Drew	11001007808	236
Smothers	11001007803	249	Houston	11001007806	277
Kramer	11001007601	208	Stanton	11001007604	473

Ron Brown	11001007806	261	Thomas	11001009602	355
Anacostia	11001007601	296	King	11001010400	295
Washington Metro	11001003400	136	Browne	11001008904	371
			Kelly Miller	11001007804	482
			Eastern	11001006804	744
Total Enrollment in QOZ Schools			**5,439 Students**		

(ii) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).

By improving / diversifying education programs in QOZs, DCPS, through implementation of *RISE*, will catalyze positive change in highest-needs, underserved, economically depressed communities. *RISE* will increase equity in PreK – 12 learning and expand student access to high quality educators and programs by implementing the following programs serving schools located in Federal Qualified Opportunity Zones:

RISE Strategies to Promote Improvement in Qualified Opportunity Zones		
Tier 1 Comprehensive HCMS	**Tier 2 Educator Quality Supports**	
• Evidence-based Human Capital Management	• Professional Growth Tracks	• New Teacher Network
• Talent Management	• Equity in Teaching and Learning	• Career Ladder
• Educator Effectiveness Model	• Principal Network	• Professional
• Performance-based Compensation	• Instructional Coaching	Development

Competitive Preference Priority 2—Applications from New Potential Grantees (0, 2, or 5 points).

District of Columbia Public Schools has not received a *Teacher and School Leader Incentive Program* grant. District of Columbia Public Schools was awarded a 2012 *Teacher Incentive Fund* grant.

(a) Need for Project (25 points)

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

Washington, DC and District of Columbia Public Schools (DCPS) struggle to overcome challenges that impact the quality of education programs serving high-need schools, low performing students and underserved communities. In response to the needs of Washington, DC schools, educators, students and families, DCPS proposes **RISE**: **Rigorous Instruction Supports Equity** to address challenges impacting teaching and learning outcomes and equity issues impacting student achievement and success. Multiple barriers impede the success of students and diminish district efforts to promote ongoing improvement of education, including: (1) At-Risk Communities; (2) Low-Performing Schools; (3) Inequity in Learning; (4)

District Capacity and (5) Gaps and Weaknesses. **(1) At-Risk Communities:** District of Columbia Public Schools serves students living and learning in both affluent / privileged communities and impoverished / vulnerable Wards impacted by significant risk factors that lead to negative social and academic outcomes:

Social Risk Indicators*	District of Columbia Ward 8	District of Columbia	Nation
Per Capita Income	$21,103	$55,328	$33,831
% Children Living in Poverty	48.5%	23.1%	18.0%
% High School Diploma or Higher	38.7%	92.1%	88.3%
% Bachelor's Degree or Higher	9.5%	60.4%	32.6%

Sources: U.S. Census and District of Columbia, 2019.

Poverty: Poverty and community risk indicators in targeted Washington, DC communities demonstrate widespread hardship for students and families. The District – the seat of power and wealth in our nation – is impacted by social gaps that divide local communities into "haves" and "have nots". Per Capita income in Ward 8 of Washington, DC ($21,103) is less than 20% of the Per Capita income in Ward 3 of the District of Columbia ($90,005). Combined with a long history of racial inequity and de facto segregation, the growing economic disparity that compartmentalizes segments of the Washington, DC community perpetuates cycles of unequal access to education opportunities between demographict/ racial subgroups (over the last 20 years, "White Flight" has reapportioned DCPS student enrollment to a majority Black, majority At-Risk district despite a richly diverse urban population). Furthermore, 16 proposed *RISE* schools fall within the boundaries of 12 federally-designated Qualified Opportunity Zones in Ward 7 and Ward 8 of Washington, DC – Qualified Opportunity Zone status demonstrates the widespread economic hardship and pervasive lack of opportunities limiting the success of targeted students and families and confirms the need for support for schools serving the most vulnerable of Washington, DC. *TSL* programming will provide resources to improve teaching and learning in highest-need schools and elevate expectations for all. **(2) Low-Performing Schools:** Analysis of academic performance data indicates that students attending Washington, DC schools consistently fail to meet standards in core academic subjects, fall short of national averages on standardized tests, attend schools that fail to meet performancet/ growth targets and are in federally-designated Targeted Support and Improvement status. **High-Need / Priority Schools:** District of Columbia Public Schools educates 53,222 students enrolled in 116 PreKt– 12 schools; *RISE* will serve 15,793 students enrolled in 43 High-Need schools per *TSL* standards (all 43 proposed schools have a Free and Reduced Lunch rate of 100%). District of Columbia Office of the State Superintendent of Education utilizes an accountability system that codes schools based on performance indicators and growth benchmarks (Star Rating System: 1 Star [lowest] to 5 Star [highest]). *RISE* will serve 43 schools – 16 one-star schools and 27 two-star schools – that educate

High-Need youth in underserved communities. Of the 43 proposed *RISE* schools, 11 schools are designated as Comprehensive Support and Improvement (CSI) per federal USDOE standards (the *RISE* Level School designation refers to a priority process to group schools receiving project services [see *Project Design*]):

Student Demographics and Academic Proficiency (2018-19 assessments)							
RISE Schools	Total Enrollment	At-Risk*	% ELL	% SP. Ed.	ELA	Math	Grad Rate
DCPS	53,222	47%	15%	18%	40%	33%	68%
RISE Level 1 Schools	6,046	100%	10%	23%	11%	5%	50%
RISE Level 2 Schools	3,722	100%	3%	18%	17%	13%	78%
RISE Level 3 Schools	6,025	100%	8%	19%	18%	15%	76%

Source: DCPS School Report Cards 2018-2019 (most recent public data).

- The average Black student enrollment in DCPS 1 Star schools is 87% – nearly 30% higher than districtwide enrollment average (60%) and an indicator of de facto segregation in DCPS schools.

- The average At-Risk (Economically Disadvantaged) enrollment in DCPS 1 Star and 2 Star schools is 100%t– more than double the districtwide enrollment average (47%).

- Total enrollment in DCPS 1 Star schools is 6,046 students – only 5% of those students achieve Math proficiency standards and only 11% achieve ELA / Reading proficiency standards.

(3) Inequity in Learning: District of Columbia Public Schools is impacted by longstanding, de facto segregation that perpetuates historical inequity in education outcomes. Nearly all 1 Star and 2 Star schools are located within traditionally Black / minority neighborhoods with enrollment patterns far outside districtwide socio-economic averages. The lowest performing schools in DCPS are also the most racially isolated schools in the District of Columbia – academic failure is widespread in majority Black, impoverished schools while higher performing schools demonstrate increased levels of both racial and economic diversity and offer students access to higher numbers of *Highly Effective* and *Effective* educators (DCPS 1 Star schools are taught by 12% fewer *Highly Effective* educators than average across all district schools). Disparity in performance and educator effectiveness across high and low performing schools demonstrates the need to increase equity in opportunity, increase equity in access to quality educators and quality programs.

District of Columbia Public Schools Racial Subgroup Enrollment Balance (October 2019)							
	Enrollment	% Asian	%Black	% Lantinx	% Native Hawaiian / Islander	% White	% Two or More Races
DCPS	**53,222**	**2%**	**60%**	**20%**	**0%**	**15%**	**2%**

Level 1 Schools	6,046	0%	87%	12%	0%	0%	1%
Level 2 Schools	3,722	0%	96%	3%	0%	0%	1%
Level 3 Schools	6,025	0%	83%	12%	0%	3%	2%

DCPS Educator Effectiveness Ratings						
School	# Educators	% Highly Effective	% Effective	% Developing	% Minimally Effective	% Ineffective
DCPS	**3958**	**43%**	**42%**	**11%**	**3%**	**1%**
Level 1 Schools	549	31%	45%	17%	4%	2%
Level 2 Schools	289	39%	45%	10%	4%	2%
Level 3 Schools	506	37%	42%	15%	4%	2%

RISE will help DCPS implement educator evaluation systems with increased fidelity to the evaluation tool and with increased rigor to better align educator ratings to student outcomes and elevate credibility of results.

Achievement Gaps: Poor academic performance in proposed *RISE* schools is exacerbated by significant achievement gaps that distinguish racial / socio-economic groups across DCPS schools. The chart below compares Black, White and At-Risk student performance on academic assessments. Large achievement gaps are critical shortcomings DCPS seeks to rectify through improved educator quality and expanded access to high-quality programs; **increasing equity in learning is a district priority and community imperative**.

Achievement Gaps: % Students Proficient (2018-19 assessments)									
District Scores	ELAt-Black	ELA – White	ELA – At-Risk	Matht-Black	Math – White	Math – At-Risk	Grad Ratet-Black	Grad Rate – White	Grad Rate – At-Risk
DCPS	**27%**	**88%**	**21%**	**18%**	**82%**	**15%**	**68%**	**93%**	**57%**
Level 1 Schools	11%	NA	10%	5%	NA	4%	56%	NA	47%
Level 2 Schools	17%	NA	15%	12%	NA	11%	78%	NA	74%
Level 3 Schools	17%	NA	15%	13%	NA	12%	76%	NA	69%

Source: DCPS School Report Cards 2018-19 (most recent data); NA= insufficient enrollment to report.

- Math proficiency achievement gap separating Black students enrolled in 1 Star Schools (5%) and DCPS districtwide White students (82%) is more than 75%.

- Graduation Rate achievement gap separating Black students enrolled in 1 Star schools (56%) and DCPS districtwide White students (93%) is 37%.

Resources are needed to improve educator effectiveness, promote equal access to high quality teaching and learning and raise student achievement in failing District of Columbia Public Schools.

(4) Learning Access Gaps: DCPS is impacted by achievement gaps distinguishing students of different races and students from different socio-economic backgrounds. Academic achievement gaps are mirrored in learning access gaps. Students attending DCPS 1 Star schools – schools served by *RISE* – are taught by faculty with significantly lower overall / average performance ratings than students of the same grade level taught in DCPS 5 Star schools. Gaps in learning access demonstrate a critical need to improve the quality of teaching and learning in highest-needs schools and increase equity in learning access for all students.

Educator Effectiveness: High Performing Schools vs. Low Performing Schools (2018-2019)						
DCPS School	**Star Rating**	**% Highly Effective**	**% Effective**	**% Declining**	**% Minimally Effective**	**% Ineffective**
DCPS Highest Performing Schools						
School Without Walls HS	5 Star	73%	27%	0%	0%	0%
Banneker HS	5 Star	76%	17%	7%	0%	0%
Maury ES	5 Star	77%	23%	0%	0%	0%
DCPS Lowest Performing Schools						
Smothers ES	1 Star	4%	72%	12%	8%	4%
Kramer MS	1 Star	5%	40%	30%	20%	5%
Coolidge HS	1 Star	21%	53%	21%	3%	3%

- Smothers ES (1 Star school) students are taught by a faculty comprised of 4% *Highly Effective* educators; Maury ES (5 Star school) students are taught by a faculty comprised of 77% *Highly Effective* educators – a learning access gap of 73%, which is similar to achievement gaps distinguishing Black students from White students on both ELAt/ Reading and Mathematics assessments (see Achievement Gaps above).

(5) Gaps and Weaknesses: In response to significant challenges and barriers impacting the success and future potential of students, District of Columbia Public Schools convened a Planning Team – comprised of district administrators, HCMS professionals, finance officers, curriculum specialists, principals, assistant principals, teachers, non-instructional professionals and union leaders – to assess district needs and propose solutions that fill gaps and strengthen weaknesses in programs. *RISE* – the result of collaborative planning, research, design and compromise – will help DCPS improve educator quality in **43 high-needs schools**, enhance learning opportunities for **15,793 low-performing students**, fill gaps in current education programs and strengthen teaching and learning weaknesses that impede student success.

District of Columbia Public Schools Gap	*RISE* Improvement Strategy
Need 1: DCPS lacks resources to consistently implement an effectiveness-based HCMS across all schools.	
Gap 1: District-wide implementation of effectiveness-based Human Capital Management and Performance-Based Compensation Systems is limited by resources.	*RISE* will improve and expand the DCPS Human Capital Management System and Performance-Based Compensation System (Tier 1) and enhance educator effectiveness in high-need schools (Tier 2) to promote equity across all schools.
Need 2: DCPS lacks sufficient capacity to objectively evaluate educator effectiveness across all schools.	
Gap 2: Use of *IMPACT System* to assess educator effectiveness is vulnerable to rater bias and lack of fidelity to tool.	*RISE* will provide educators training from Learning Forward to increase fidelity of tool; coaching and "shadow evaluations" will increase inter-rater reliability / reduce bias (Tier of Support #1).
Need 3: DCPS lacks a process to connect educators with supports that increase effectiveness.	
Gap 3: DCPS does not utilize a system of support that aligns professional development to individual strengths and weaknesses.	*RISE* will utilize Professional Growth Plans linked to effectiveness ratings to connect educators to extensive professional development designed to improve practice (Tier of Support #2).
Need 4: DCPS lacks strategies and resources to meet District of Columbia Public Schools equity plans.	
Gap 4: DCPS HCMS strategies do not adequately address equity gaps that impair equal student access to high quality learning.	*RISE* will provide professional development to administrators and HCMS personnel to equitably distribute *Highly Effective* and *Effective* educators across ALL schools; incentives will encourage teachers to serve Targeted Supportt/ Improvement schools.

DCPS faces significant challenges. Policies and systems do not support a school district prepared to overcome the challenges of educating high-need youth impacted by chronic failure, poverty, low education attainment and underprepared educators. *TSL* funding will provide resources to implement positive reforms that build local capacity to raise educator and student achievement.

==(ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes (as defined in 34 CFR 77.1(c)) using existing funding streams from other programs or policies supported by community, State, and Federal resources.==

District of Columbia Public Schools is committed to district-wide improvement that leads to positive social and academic outcomes for high-need students. During the past ten years, DCPS has implemented multiple complementary projects targeting improvement across district priorities: (1) LEAP project to improve educator quality and educator performance; (2) Equity Project to improve equitable access to high-quality learning for all students without regard to race, economic status, community location or other socio-economic factors; (3) 2012 *Teacher Incentive Fund* project to improve HCMS and Educator Quality and (4)

Performance-based compensation strategies to accelerate positive educator and student outcomes. After prolonged and continuing investment in improvement initiatives, DCPS seeks to expand reforms to further raise instructional practice and school leadership and greatly elevate equity in education for all students:

- **DCPS Human Capital Management System (Objectives 1, 2; Outcomes 1.1, 1.2, 2.1, 2.2):** In 2009, DCPS reinvented its educator evaluation process and adopted the *IMPACT System*, informed by the Danielson Model, to create a Human Capital Management System designed to increase equitable access to highly effective teachers across all schools for all students. Ongoing reform of the DCPS HCMS continued upon receiving a 2012 *Teacher Incentive Fund* grant from the U.S. Department of Education to launch and sustain systemic reforms and expand use of objective educator and student data to inform all aspects of human capital management. Early DCPS efforts reflect changing District of Columbia policy that mandates the implementation of research-validated educator evaluation tools – linked to strong student growth measures – to determine educator effectiveness. Alignment of the HCMS with DCPS policies ensures compliance with state efforts, but more importantly, provides a framework for district leaders to promote school improvement through enhanced educator quality.

- **DCPS Educator Evaluation (Objectives 2, 3, 4; Outcome 2.1, 2.2, 3.1, 3.2, 4.1, 4.2):** Beginning in 2009, DCPS – in compliance with District of Columbia education policy and regulations – adopted the *IMPACT System* based on the Danielson Educator Effectiveness Evaluation Model. After more than 10 years implementing the *IMPACT System* and after gaining valuable experience implementing objective educator effectiveness evaluation systems linked to student growth measures, DCPS, beginning in 2019, embarked upon a systemic revision and modernization of *IMPACT* to increase rigor, improve alignment of educator evaluation results with student achievement outcomes, increase student access to high-quality teaching and learning in compliance with the DCPS Equity Policy and ensure all educators are objectively evaluated across the four evaluation components: Instructional Practice; Student Achievement; Instructional Culture and Collaboration. Through implementation of *RISE*, DCPS will build on existing strategies and facilitate individualized educator improvement by linking Professional Growth Plans to credible, reliable educator evaluation system data gathered through improved *IMPACT* assessment tools.

- **DCPS Performance-Based Compensation (Objectives 1, 2; Outcomes 1.1, 1.2, 2.1, 2.2):** Through implementation of a 2012 *Teacher Incentive Fund* grant, DCPS launched **and sustained** – with support from administrators, teachers and union leadership – a performance-based compensation system that rewarded *Highly Effective* educators serving high-need schools. Using data gathered from educator evaluation tools, DCPS distributed stipends to educators that met a combination of instructional practice and student achievement indicators in lowest-performing schools. While this process provided the

district with a meaningful way to encourage improved educator performance, the availability of resources prevented DCPS from implementing a more robust PBCS driven by effectiveness ratings that provides performance-based compensation to *Effective* educators serving students in high-need schools. Expansion of the successful and fully sustained PBCS strategy, launched through a 2012 *TIF* grant, will increase equity for teachers by expanding access to performance-based compensation to *Effective* teachers while sustaining, as district match, incentives distributed to *Highly Effective* educators.

RISE will provide the necessary resources to expand meaningful, early efforts and help District of Columbia Public Schools meet District of Columbia mandates that link Human Capital Management Systems to educator effectiveness, educator support systems, performance-based compensation and Equity Plans.

==(iii) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.==

District of Columbia Public Schools serves students and families living and learning in struggling Washington, DC Wardst/ communities. While Washington, DC serves as the capitol of the nation and is the epicenter for government, policy, culture, history and education, city schools struggle to break free from longstanding cycles of limited economic, social and education opportunities. Inequity in opportunity is commonplace in Washington, DC, home to some of the most influential and powerful individuals, corporations and organizations in the world yet impacted locally by extreme poverty, low education attainment, income disparity and longstanding cycles of racial and socio-economic segregation. Inequity in opportunity impacting school communities increases the pressure on DCPS to provide hope and opportunity for students as they look to the future. To provide students and families with the high-quality education experiences they deserve and demand, DCPS has implemented and proposes district reform and renewal projects that promise to yield improved academic and social outcomes. Under the leadership of Dr. Lewis Ferebee, DCPS is implementing a comprehensive effort to improve teaching and learning in low performing, impoverished schools. Efforts to promote positive school reform, turnaround and achievement include:

- **LEAP:** At its core, LEAP (LEarning together to Advance our Practice) is about helping teachers become truly expert at teaching Common Core-aligned curriculum so that every student experiences rich, engaging, and challenging instruction. To do this, teachers engage in a weekly cycle of professional growth in content-specific professional learning communities (LEAP Teams) at DCPS schools. LEAP demonstrates DCPS commitment to quality teaching and continuous improvement. *RISE* will expand upon successful LEAP strategies by increasing capacity of professional development and LEAP Teams.

- **Equity Project:** DCPS works to define, understand and promote equity so that the district can eliminate opportunity gaps and systematically interrupt institutional bias. The DCPS Equity Framework makes

public and explicit that DCPS strives to create and prioritizes the creation of environments that eliminate gaps, interrupt institutional bias and remove barriers to academic and social success, particularly for students of color. *RISE* will elevate equity priorities by further investing in the improvement of teaching and learning in high-need schools impacted by pervasive, multi-generational poverty and racial inequity.

- **LIFT Career Ladder:** DCPS provides dedicated DCPS educators – educators with a minimum of six years serving Washington, DC students – with a Career Ladder strategy to elevate and reward successful educators with additional responsibilities and advancement in leadership roles. *RISE* will expand the LIFT Ladder with additional career advancement opportunities linked to micro-credentials and badging strategies that promote continuous educator improvement and continuous educator learning.

- **Performance-based Compensation:** DCPS has sustained an aggressive performance-based compensation system that rewards outstanding educators with significant retention incentives to continue the vital work of educating Washington, DC youth. *RISE* will expand the current system – which rewards *Highly Effective* educators per the *IMPACT System* education evaluation system – to incentivize retention of *Effective* educators serving in high-need DCPS schools.

- **2012** *Teacher Incentive Fund* **Project:** DCPS was awarded and successfully implemented a 2012 *Teacher Incentive Fund* grant from the United States Department of Education. DCPS successfully sustained the *TIF*-funded LEAP educator improvement initiative and the *TIF*-funded performance-based compensation system. *RISE* will further promote improvement in instructional practice and leadership through expanded support for the DCPS HCMS, PBCS and Educator Quality Support system.

- **Schools of Choice:** DCPS has created numerous theme-based schools-of-choice programs across the district that provide students and families with rigorous and innovative learning options in the arts, STEM, Computer Science, Dual Language and Engineering. DCPS will submit a 2020 *Magnet Schools Assistance Program* grant to the United States Department of Education to further invest in career-aligned, postsecondary-ready learning programs available to all DCPS students and families.

RISE – including a comprehensive HCMS linked to educator effectiveness data and Educator Quality Supports – is a key component of the comprehensive DCPS reform agenda. Implementation of aligned efforts will expand the reach of *TSL* funds and increase the efficiency of limited resources. Combined, multiple efforts promise to yield positive and lasting results that increase equity and achievement in high-need schools.

(iv) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Implementation of *RISE* will empower DCPS to launch, refine, improve and sustain a project designed to meet the needs of schools, educators, students and families impacted by significant challenges impeding

success. *RISE* will provide two Tiers of Service aligned to needs, gaps and weaknesses identified by the

Planning Team (see *Project Design* section for of services and project goal, objectives and outcomes):

RISE Project Design Framework		
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**	
• Evidence-based Human Capital Management • Talent Management • Educator Effectiveness Model • Performance-based Compensation	• Professional Growth Tracks • Equity in Teaching and Learning • Principal Network	• Instructional Coaching • New Teacher Network • Career Ladder • Professional Development
Need	***RISE* Strategies**	
Need 1: DCPS lacks resources to consistently implement an effectiveness-based HCMS across all schools.	• DCPS will conduct, in partnership with Battelle for Kids, a districtwide HCMS audit to identify strengths, weaknesses and gaps in systems capacity / functionality to transition to data-driven decision-making. • Harvard University Strategic Data Project training will prepare HCMS administrators to analyze and interpret data to impact all facets of human capital management. • Expanded *SalesForce* systems will increase capacity to integrate HCMS components.	
Need 2: DCPS lacks sufficient capacity to objectively evaluate educator effectiveness across all schools.	• District initiative to revise *IMPACT System* will increase rigor and streamline protocols to increase alignment between educator performance ratings and student achievement. • Professional development – coaching, shadow observations, educator evaluation process training – will support central administrators and school leaders responsible for conducting educator evaluations to increase fidelity to model and inter-rater reliability.	
Need 3: DCPS lacks a process to connect educators with supports that increase effectiveness.	• Professional Growth Plans will connect educator evaluation results to professional learning opportunities that address individual needs. • *RISE* will expand LEAP and LIFT projects implemented by DCPS to elevate performance and promote career advancement for principals, assistant principals and teachers. • Instructional Coaching, Principal Network, New Teacher Network and Career Ladder will provide supports designed to raise educator effectiveness.	

Need 4: DCPS lacks strategies and resources to meet District of Columbia Public Schools equity plans.	• DCPS will hire an Equity Instructional Coach deployed to *RISE* schools to address issues of inequity in teaching and learning and facilitate strategies that reduce equity barriers. • The Institute for Organizational Coherence will offer extensive professional development to school leaders and district administrators to create learning environments grounded in equity and align policiest/ initiatives through organizational coherence. • Retention PBCS bonusest/ High Priority Content Area signing bonuses will motivate *Highly Effective* and *Effective* educators to teach in and remain serving high-need schools.

(b) Quality of the Project Design (30 points)

(i) The extent to which proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).

District of Columbia Public Schools in Washington, DC serves 53,222 students enrolled in 116 district schools. The district includes 43 high-needs, 1 Star and 2 Star schools with Economically Disadvantaged rates of 100% of student enrollment at each school (districtwide Economically Disadvantaged rate: 50.4%). To address the needs of educators and students, improve academic outcomes and increase equity in access to highly effective educators and high-quality education programs, District of Columbia Public Schools proposes **RISE: *Rigorous Instruction Supports Equity***, a *Teacher and School Leader Incentive Fund* project. Implementation of *RISE* will include: (a) Rationale and Strong Theory; (b) Prioritization of Services and (c) Tiers of Support.

(a) Rationale and Strong Theory: *RISE* is the result of collaborative planning aligned to state reform initiatives, state equity plans and the district need to implement systems that support improved teaching and learning in all schools, particularly high-need schools. The *RISE* Planning Team completed extensive research and review of human capital management systems, performance-based compensation strategies, educator evaluation protocols and educator improvement plans. The Planning Team was deliberate in its selection of school improvement strategies supported by Evidence of Effectiveness studies that meet U.S. Department of Education *What Works Clearinghouse* standards. By utilizing programs supported by Evidence of Effectiveness, the Planning Team is confident that *RISE* will yield positive outcomes for educators and their students during the grant period and beyond (see *Appendix* - Literature Cited):

Program	*RISE*: Evidence of Effectiveness (see *Appendix* for Full Studies)
	Evidence of Support Studyt# 1: Teacher Induction
Citation	Schmidt, R., Young, V., Cassidy, L., Wang, H., & Laguarda, K. (2017). Impact of the New Teacher Center's New Teacher Induction model on teachers and students. Menlo Park, CA: SRI International.

*WWC*Rating	Meets *What Works Clearinghouse* design standards **Without Reservations**.
ESSA Rating	**Tier 2** – At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.2
Evidence	**Moderate Evidence of Support.**
Study Outcomes	• Results of the randomized control trial experimental study found that new teacher participation in induction support and new teacher mentoring / coaching increases student achievement in both ELA / Reading and Math.
Relevance to Project	• The *RISE* New Teacher Network provides three years of new educator supports including induction orientation, new teacher professional learning communities and new teacher mentoring / coaching to support instructional excellence.
**Evidence of Support Study# 2: National Board Certification**
Citation	Cowan, J., & Goldhaber, D. (2015). National Board certification and teacher effectiveness: Evidence from Washington. Technical Report 2015-1, Center for Education Data and Research, Seattle, WA.
*WWC*Rating	Meets *What Works Clearinghouse* design standards **With Reservations**.
ESSA Rating	**Tier 2** – At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.2
Evidence	**Moderate Evidence of Support.**
Study Outcomes	• A quasi-experimental design demonstrates National Board Certification leads to improved student achievement in elementary and middle school mathematics.
Relevance to Project	• *RISE* proposes a Career Ladder strategy that promotes National Board Certification attainment for educators that increases educator ability to pursue instructional leadership positions.
**Evidence of Support Study# 3: Transfer Incentives**
Citation	Glazerman, S., Protik, A., Teh, B., Bruch, J., & Max, J. (2013). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
*WWC*Rating	Meets *What Works Clearinghouse* design standards **Without Reservations**.
ESSA Rating	**Tier 1** – At Least One Significantly Positive Finding; Strong Evidence of Effectiveness
Process	Single study review protocol, Review Standards 3.0
Evidence	**Strong Evidence of Support.**

Citation Outcomes	• Results of randomized control experimental study demonstrates transfer incentives increase high-quality teaching in high-needs schools and improves achievement in Math and Reading.
Relevance to Project	• *RISE* includes transfer / signing bonuses to incentivize *Highly Effective* teachers to teach in high-needs schools.
Evidence of Support Study # 4: Professional Development and Coaching	
Citation	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children's Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
WWC Rating	• Meets *What Works Clearinghouse* Standards Without Reservations • At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of randomized control trial demonstrates evidence that providing teachers with coaching and professional development focused on pedagogical content knowledge can lead to positive changes in teachers' practice and students' achievement.
Relevance to Project	• *RISE* proposes extensive professional development and an Instructional Coaching Model for educators to improve competency and instructional practice.
Evidence of Support Study # 5: Professional Development	
Citation	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Development Models on Teacher Knowledge and Student Achievement in Elementary Science. *Journal of Research in Science Teaching 49(3)* 333- 362.
WWC Rating	Meets *What Works Clearinghouse* design standards **Without Reservations**.
ESSA Rating	**Tier 1** – At Least One Finding Shows Strong Evidence of Effectiveness
Process	Single study review protocol.
Evidence	**Strong Evidence of Support.**
Citation Outcomes	• Results of randomized control trial demonstrate that investments in professional development improve educator/student achievement on content knowledge assessments.
Relevance to Project	• *RISE* includes extensive professional development designed to improve educator instructional practice and increase student academic achievement.

Evidence of Support Study # 6: Principal Coaching	
Citation	Gates, S. M., Hamilton, L. S., Martorell, P., Burkhauser, S., Heaton, P., Pierson, A., … Gu, K. (2014). Santa Monica, CA: RAND Corporation.
WWC **Rating**	Meets *What Works Clearinghouse* design standards **With Reservations**.
ESSA **Rating**	**NA** – At Least One Significantly Positive Finding
Process	Single study review protocol; Review Standards 3.0
Evidence	**Moderate Evidence of Support.**
Citation Outcomes	• Results of quasi-experimental design study demonstrates principal development model providing coaching and mentoring support improves student achievement in Reading.
Relevance to Project	• *RISE* includes Principal Network supports that partner struggling and / or new principals and assistant principals with mentors and coaches to improve leadership practice.
Program	***RISE*: Research Base**
Human Capital Management System with PBCS	• **Evidence of Effectiveness:** Pay-for-performance bonuses generated slightly higher student reading achievement, and gains in math were similar in magnitude. Researchers confirmed that positive impact of pay-for-performance on student achievement was reflected in positive impacts on educator effectiveness, as measured by effectiveness ratings educators received from their districts (Chiang, et al, 2015).
Teacher Supports	• **Evidence of Effectiveness:** After controlling for initial ability (as measured by test scores) and other student characteristics, teacher effects are statistically important in explaining 9th-grade math test score achievement (Aaronson, Barrow & Sander, 2007).
Principal Supports	• **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	• **Evidence of Effectiveness:** Results of a randomized control study conclude teacher induction and new teacher support increases the test scores of average students by 4 percentile points in reading and 8 percentile points in math (Glazerman, et al, 2010).
Educator Retention	• **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).

Based on research of evidence-based effective practices related to the implementation of HCMS, PBCS, educator evaluation and educator improvement plans, the Planning Team developed a Logic Model

grounding the project in a strong theory of support and rationale. The validated logic model framework – developed by the Regional Educational Laboratory (REL) Northeast & Islands and WestEd and aligned to the FORECAST evaluation strategy (see *Program Design*)t– grounds *RISE* in strong theory:

RISE Logic Model				
To improve student achievement by increasing access to effective educators in high-needs schools.				
INPUTSt>	OBJECTIVES >	ACTIVITIES >	OUTPUTSt>	OUTCOMES
• District expertise implementing educator evaluations. • District success implementing TIF grant. • Non-Federal Match Resources. • Existing Partner Resources. • Existing DCPS Resources. • Coordinating programs. • Previous experience implementing PBCS.	• **Objective 1:** Reduce equity gaps through HCMS. • **Objective 2:** Assess educator effectiveness using validated tools. • **Objective 3:** Improve educator effectiveness through learningt/ support. • **Objective 4:** Increase student attainment of state academic standards.	• **Tier 1: Comprehensive Human Capital Management System** o Evidence-based Human Capital Management o Talent Management o Educator Effectiveness Model o Performance-based Compensation • **Tier 2: Educator Quality Supports** o Professional Growth Tracks o Equity in Teaching and Learning o Principal Network o Instructional Coaching o New Teacher Network o Career Ladder o Professional Development	• Effectiveness-based HCMS • Annual Educator Performance Ratings. • Annual Performance-based Compensation awards. • Professional Growth Plans for all educators. • Annual menu of professional development. • Annual Career Ladder eligible educators.	• Increase *Highly Effective / Effective* educators in high-need schools. • Equal access in HCMS. • Improved data management. • Objective alignment of educator ratings and student achievement. • Increased ELA and Math proficiency. • Reduced achievement gaps among students. • Improved equity in education access among students. • Improved graduation rates. • Sustainable / Replicable strategies.

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

(b) Prioritization of Services: _RISE_ will serve 43 DCPS schools – **average Economically Disadvantaged rate of _RISE_ schools is 100% and all _RISE_ schools meet the _TSL_ criteria of High-Need School**. DCPS will serve all 43 targeted schools to ensure consistency of efforts across high-need district schools, promote equitable access for students to high-quality educators and education programs and because _RISE_ schools have multi-year trends of increasing poverty and needs. To ensure services target highest needs students and schools, the Planning Team identified a **School Priority Level** strategy to identify schools most in need of improvement. Schools in Priority Level 1 will be served to the maximum extent possible; Schools in Priority Level 2 will receive moderate supports to the extent possible based on capacity of services beyond Priority Level 1 demand; Priority Level 3 schools will benefit from professional development and career ladder opportunities to the extent capacity allows upon meeting Priority Level 1 and Level 2 demand. Schools in all Priority Levels will benefit from HCMS systemic improvements. _RISE_ Priority Levels include:

School Priority	_RISE_ School Priority Level Classification
Priority Level 1:	• DCPS schools receiving "1 Star" performance label (16 Total Schools).
Priority Level 2:	• DCPS schools receiving "2 Star" performance label AND located in a Federal Qualified Opportunity Zone (9 Total Schools).
Priority Level 3:	• DCPS schools receiving "2 Star" performance label NOT located in a Federal Qualified Opportunity Zone (Total of 17 Schools).

DCPS 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 Priority Level strategy provides a clear rationale for ensuring _RISE_ benefits highest-need schools and closes equity gaps impacting Washington, DC students across all grades, PreKt– 12.

(c) Tiers of Support: After an extensive needs assessment, the _RISE_ Planning Team designed a comprehensive effort to initiate, strengthen and sustain strategies supporting improvement in high-need schools. Implementation of _RISE_ will help DCPS meet and exceed the following goal and objectives (see _Evaluation_ in _Project Design_ section below for measurable Performance Indicators):

GOAL: To improve student achievement by increasing access to effective educators in high-needs schools.	
Objective 1: Reduce equity gaps through effectiveness-based Human Capital Management System.	
Outcome 1.1: Improved educator quality ratings in _RISE_ Priority Level 1 schools.	**Outcome 1.2:** Diverse teachers and school leaders educating students in _RISE_ schools.
Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.	
Outcome 2.1: Effectiveness ratings for teachers.	**Outcome 2.2:** Effectiveness ratings for Principalst/ APs.

Objective 3: Improve educator effectiveness through individualized learning and supports.	
Outcome 3.1: Annual Professional Growth Plans for teachers and school leaders.	**Outcome 3.2:** Fewer teachers and school leaders rated *Minimally Effective / Ineffective*.

Objective 4: Increase student attainment of state academic performance standards.		
Outcome 4.1: Higher ELAt/ Reading Proficiency rates.	**Outcome 4.2:** Higher Math Proficiency rates.	**Outcome 4.3:** Higher Graduation Rates

Evaluation of the goal and objectives will include assessment of required GPRA performance indicators and project-specific measures. To meet school, educator and student needs and address the project goal and objectives, the Planning Team designed a project composed of two interconnected **TIERS OF SUPPORT**: Tier 1 - Comprehensive Human Capital Management System and Tier 2 - Educator Quality Supports. Implementation of *RISE* will begin with a comprehensive, external audit of the district Human Capital Management System and Educator Quality Support System to determine priority elements in need of improvement, alignment and / or infrastructure support (software / data / talent management platforms). Battelle for Kids will conduct the HCMS audit and Learning Forward will conduct the Educator Quality Supports audit. Results will catalyze improvement of systems as District of Columbia Public Schools addresses audit findings and strengthens *RISE* Tiers of Support. *RISE* builds upon the early success of DCPS efforts to improve teaching, learning and equity through successful implementation of a 2012 *Teacher Incentive Fund* grant project funded by the United States Department of Education.

TIER OF SUPPORT 1: Comprehensive Human Capital Management System. District of Columbia Public Schools has embarked on an initiative to reimagine its Human Resources Department into a data-driven Human Capital Management System linked to effectiveness data. *RISE* will support DCPS efforts to improve, strengthen, and update systems critical to efficient and equitable human capital management. HCMS improvements will include: (1) Effectiveness-Based Human Capital Management; (2) Talent Management; (3) Educator Effectiveness Model; and (4) Performance-Based Compensation.

- **Effectiveness-based Human Capital Management:** Annual evaluation of educator effectiveness using the *IMPACT System* (see below) will provide the data needed to make important human capital management decisions. District of Columbia Public Schools will use educator evaluation data to inform all aspects of its Human Capital Management System:

Component	*RISE* HCMS Improvement Strategy
Recruitment	• DCPS will strengthen the screening and selection process to assess the effectiveness of prospective teachers, principals and administrators by identifying candidates who understand

	and embrace the DCPS instructional vision. DCPS will collaborate with Howard and Bowei State Universities (well-respected *Historically Black Colleges and Universities– HBCUs*) to recruit new, high-quality teachers completing degrees to educate Washington, DC youth and diversify the teachers who work in high-poverty, racially diverse Washington, DC schools. DCPS will also partner with American University and George Washington University to recruit educators to fill teaching and school leadership vacancies in *RISE* schools.
Hiring	• DCPS will provide equal opportunity for employment without regard to actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. Prior to conferring formal employment offers to highly-qualified candidates, HCMS officers will disclose to candidates the components of the Educator Effectiveness Model. Upon hiring, new educators or educators new to DCPS will be assigned to the New Teacher Network and Professional Growth Track # 1 (see Tier 2) to facilitate extensive induction, on-boarding, multi-year coaching and mentoring.
Placement	• DCPS will seek equitable placement of *Effective / Highly Effective* teachers and principals in highest need schools aligned to the School Priority Level classification (see above). Every effort will be made to use data to match expertise with need. New teachers and current DCPS educators willing to teach in lowest-performing schools (*Targeted Support* and *Improvement* Schools) will qualify for compensation incentives that promote equitable access to highly effective educators for students in failing schools (see *PBCS* below).
Retention	• Multiple initiatives – New Teacher Network, Instructional Coaching, Principal Network, Career Ladder and Professional Development (see Tier 2) – will provide professional growth opportunities to increase educator quality and promote retention. *RISE* will offer *Highly Effective* teachers who complete a minimum of two consecutive years of service in federally-designated *Targeted Support* or *Improvement* schools *RISE* Retention Bonuses to increase equity in learning and improve student access to high-quality teachers in high-need schools.
Promotion	• *RISE* will connect promotion to an Educator Effectiveness Model that uses validated educator effectiveness rubrics and student growth measures. *RISE* will utilize a Career Ladder (Tier 2) to provide educators with opportunities to apply to fill advanced instructional / leadership roles based on completion of rigorous professional development and attainment of *Highly Effective* and *Effective* ratings linked to the Performance-Based Compensation System.

Dismissal	• DCPS will assist employees in any way possible as they pursue professional growth and will customize individual Professional Growth Plans to improve skills and raise achievement. Educator Quality Supports (see Tier 2) – comprised of *Professional Growth Tracks* and *Professional Growth Plans* – will promote educator improvement and facilitate courageous discussions that consider alternative roles for, or dismissal of, ineffective educators. Educators rated *Ineffective* for one year are subject to dismissal.
Compensation	• DCPS will adopt a Performance-based Compensation System for teachers, principals and assistant principals (see PBCS below). The *RISE* PBCS will expand upon existing efforts that reward *Highly Effective* educators districtwide (launched by a 2012 *Teacher Incentive Fund* grant and sustained by DCPS – Match) to reward *Effective* educators and implement Retention / Placement Incentives in high-needs schools.
Professional Development	• Effectiveness data will allow administrators to prioritize use of limited professional development funds to target district and school needs while facilitating individual educator improvement. Annual performance labels – *Highly Effective, Effective, Minimally Effective, Ineffective* – connect to one of four Professional Growth Tracks and determine components of Professional Growth Plans (see Tier 2). DCPS will implement expanded *SalesForce* platform services to track educator effectiveness ratings, categorize professional development, inform educators of learning opportunities and monitor completion of Professional Growth Plans.

- **Talent Management:** District of Columbia Public Schools will invest in a robust HCMS talent management system capable of tracking individual educator data and individual Professional Growth Plans. DCPS will fully engage the *SalesForce* data management platform to improve district capacity to monitor and track educator effectiveness data and professional development data. *SalesForce* data management system will allow grant managers, district administrators and school leaders to categorize professional development, align professional development to Professional Growth Tracks (see Tier 2), identify and recruit candidates for Career Ladder opportunities, streamline job announcement procedures to expand recruitment and hiring capacity and monitor educator participation in professional development linked to individual educator effectiveness ratings. Implementation of a robust talent management system will empower DCPS to fully invest in the development of highly-effective educators by ensuring educators are connected to the career opportunities, advancement strategies and professional learning that best meet individual professional learning needs and career goals.

- **Educator Effectiveness Model:** The DCPS *IMPACT* educator effectiveness evaluation system – influenced by the Danielson Model – assesses teacher, instructional support personnel, school leader and district leader effectiveness across performance domains linked to student growth measures. The *IMPACT* evaluation process will inform all components of the DCPS HCMS. The evaluation system assesses professional performance through observation of Essential Practices, measurement of two student achievement metrics, student survey input, school commitment indicators and professionalism measures. Observational data is connected to student Individual Value Added (IVA) and Teacher Assessed Student Achievement (TAS) data to generate educator effectiveness ratings. Educator evaluation experts from Learning Forward will increase capacity of school and district leaders to conduct objective educator evaluations, with fidelity to *IMPACT*, and thereby increase DCPS capacity to generate fair, reliable and credible results. Principal Coaches and external evaluators from Learning Forward will conduct random "shadow evaluations" across schools to provide an outside evaluation of educators for comparison to district-led results to monitor rater bias, if any, and increase capacity to ensure objectivity. Central administrators conducting principal and assistant principal evaluations and school leaders conducting teachert/ non-instructional staff evaluations will use the *iObservation* digital tool and mobile devices to facilitate instantaneous feedback for educators and connect observation data to HCMS digital management systems and Individual Performance Portfolios for all educators. Central administrators and school leaders will complete training to utilize the *iObservation* tool.

  - **Fidelity Monitoring** – DCPS will collaborate with Learning Forward to implement a fidelity monitoring protocol to assess implementation of the *IMPACT System* in participating schools. Learning Forward experts will conduct random, joint evaluations with central administrators and school leaders to provide external observation data and assess evaluator use of the *IMPACT System*. Fidelity monitoring will help reduce evaluator bias in observation results, increase inter-rater reliability and improve equity for educators whose career and compensation trajectories are directly impacted by the results of annual educator effectiveness evaluations and performance ratings.

  - **Student Learning Objectives** – Student achievement growth metrics promote educator accountability for individual and school-wide student achievement outcomes while reducing educator / union concerns that evaluator bias will impact effectiveness ratings and compensation. DCPS will use the following student growth indicators to impact annual performance scores. Student Learning Objectives adhere to District of Columbia Department of Education *IMPACT System* standards:

RISE **Student Achievement Evaluation Metrics**

Individual Value-Added Student Achievement	Teacher-Assessed Student Achievement
• PARCC* assessment scores – growth in raw score not proficiency attainment – aggregated for classroom metric	• Educator-selected student growth assessment other than DCPS PARCC standardized assessment – approved by school leaders as sufficiently rigorous and reliable

* PARCC is DCPS Common Core-aligned standardized academic assessment

- o **Educator Effectiveness Formulas** – Annual effectiveness ratings will be based on formula calculations that combine multiple factors – equal weight is given to Student Achievement and non-achievement-based metrics (observationst/ surveyst/ school commitment). Formula includes:

Component	Component Score		Percent of Score		Weighted Score
Essential Practices (EP)	0.0 - 4.0	x	30%	=	0 - 120
Individual Value-Added Student Achievement Data (IVA)	0.0 - 4.0	x	35%	=	0 - 140
Teacher-Assessed Student Achievement Data (TAS)	0.0 - 4.0	x	15%	=	0 - 60
Student Survey of Practice (SSP)	0.0 - 4.0	x	10%	=	0 - 40
Commitment to the School Community (CSC)	0.0 - 4.0	x	10%	=	0 - 40
Total *IMPACT* Score Range:					**0 - 400**
Core Professionalism (CP)	Meets Standard	N/A	NA		No Change

- o **Educator Effectiveness Labels** – Upon completion of annual effectiveness evaluation procedures and after annual student growth data is linked to observational results, each educator will receive an Effectiveness Performance Rating aligned to a numerical score:

IMPACT Educator Effectiveness Rating (Score)				
Ineffective (0.0 – 200)	**Minimally Effective** (200t– 249)	**Developing** (250t– 299)	**Effective** (300 – 349)	**Highly Effective** (350t– 400)

Educator performance ratings and scores will influence placement in Professional Growth Tracks and will help administrators and teachers develop Professional Growth Plans that promote improvement (see Tier 2). Educators who attain a *Highly Effective* and *Effective* rating will be eligible for annual performance-based compensation awards.

- **Performance-based Compensation:** DCPS will distribute performance-based compensation incentives and sustain beyond federal funding a PBCS that links salary advancement and promotion to annual educator evaluation results and willingness to serve lowest performing schools. Educators will be eligible to receive annual performance-based compensation based on effectiveness evaluation ratings, high-priority hiring and placement incentives and *Targeted Support / Improvement* school retention incentives.

RISE: Performance-Based Compensation Rewardst*		
Area	**Highly Effective**	**Effective**
Overall Educator Effectiveness Rating Award • 50% Educator Evaluations / Observations / Surveys • 50% Student Achievement Measures (IVA and TAS)	$25,000 per year (DCPS Match)	$5,000 per year
High-Priority Content Area Placement Incentive (Placement of ESL / Special Ed.t/ World Languagest/ Math educators in <u>Priority Level 1</u> <u>schools</u> – 50% upon hiring; 50% upon completion of first school year contingent on *Highly Effective or Effective* rating)	$2,500	$2,500
Maximum PBCS Awards	**Up to $27,500**	**Up to $7,500**

* Actual PBCS reward amounts subject to change based on number of eligible candidates.

TIER OF SUPPORT 2: Educator Quality Supports. DCPS will implement a HCMS, guided by use of the *IMPACT System*, that yields annual educator ratings, influences distribution of performance-based compensation and triggers development of Educator Quality Supports designed to increase the number of educators who attain *Highly Effective* and *Effective* performance ratings. <u>Implementation of *RISE* will begin</u> <u>with a comprehensive, external audit of the district Educator Quality Support System serving DCPS.</u> Learning Forward will complete a thorough audit of all professional learning and professional growth initiatives serving participating schools to determine strengths, weaknesses and gaps in professional development and educator supports. Audit results will guide the future selection of specific professional development and support strategies during the grant period and beyond. <u>Implementation of *RISE* will support</u> <u>the hiring of an Educator Quality Specialist (see *Management Plan*) to coordinate educator effectiveness</u> <u>improvement strategies that connect district and school leaders and instructional staff to professional learning</u> <u>aligned to the individual needs of DCPS educators.</u> Educator Quality Supports linked to district, school and individual achievement benchmarks will catalyze improvement across all performance levels and include: (1) Professional Growth Tracks; (2) Equity in Teaching and Learning; (3) Principal Network; (4) Instructional Coaching; (5) New Teacher Network; (6) Career Ladder and (7) Professional Development

- **Professional Growth Tracks:** The DCPS *IMPACT System* drives all aspects of the educator evaluation process and influences all components of the DCPS HCMS. A component of the *IMPACT System* is the Professional Growth Tracks strategy. Annually, all educators – newly-hired and experienced – will be assigned to a Professional Growth Track based on effectiveness data and ratings:

RISE: Professional Growth Tracks		
Track	**Audience**	**Professional Growth Strategies**
Track 1: Initial Professional Development	• All educators with less than 3 years DCPS experience	• Designed to support growth of new educators – both new educators and new to DCPS educators – during probationary period. • Strategies promote assimilation of educators into district culture and promote mastery of district instructional / administrative strategies.
Track 2: Ongoing Professional Growth	• Experienced Teachers - *Highly Effective, Effective*	• Designed to support educators demonstrating mastery of educator effectiveness domains. • Strategies promote development of leadership skills, advanced certifications and peer support to promote sharing effective practice.
Track 3: Professional Development – Concern	• Experienced Teacherst– *Developing, Minimally Effective*	• Designed to support 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 Development – Warning	• Experienced Teacherst– *Ineffective*	• Designed to support educators demonstrating less than satisfactory performance across multiple effectiveness domains. • Strategies develop skills aligned to effectiveness domainst/ strengthen multiple weaknesses identified during evaluations. • Strategies mitigate deficiencies to avoid potential dismissal actions.

Annual assignment of educators to Professional Growth Tracks will trigger Professional Growth Plans that connect educators to professional development and improvement strategies designed to promote attainment of *Highly Effective* and *Effective* ratings. DCPS seeks to raise achievement by connecting all students attending District of Columbia Public Schools with *Highly Effective* and *Effective* educators.

- **Equity in Teaching and Learning:** DCPS will collaborate with The Institute for Organizational Coherence to elevate the imperative of equity in all teaching and learning decisions, education administration decision-making and human capital management. Equity in teaching and learning is critical to the success of students, the success of DCPS schools and the success of the communities in

which students live and learn. Professional development and leadership training will ensure equity is a key factor in all DCPS programs and experts from The Institute for Organizational Coherence – led by Dr. Thomas Maridada, Harvard University Post-Doctoral Fellow and former public school district Superintendent – will prepare district administrators, school leaders, instructional leaders and teachers to increase leadership and instructional coherence across all district and school programs serving high-needs schools through the lens of equity. The Institute will also collaborate with DCPS to implement a coherence and fidelity initiative that aligns the goal and objectives of *RISE* to district priorities through capacity building efforts that increase expertise in program implementation.

- **New Teacher Network:** *RISE* will offer multi-year support for new teachers entering DCPS schools to prepare new educators to adapt to District of Columbia Public Schools policies and practices and elevate the quality of new teachers during the early phase of their careers.

  - **Induction Support:** DCPS will offer an Annual Induction Orientation – a blended learning experience of one day workshop and online modules – that prepares new teachers coming to Washington, DC schools from other districts or from university teacher preparation programs with training on the DCPS HCMS, educator evaluation systems / effectiveness tools, district policies, Common Core standards / expectations and instructional / assessment philosophies.

  - **New Teacher Professional Learning Communities:** DCPS will assign new teachers (Year 1, Year 2 and Year 3 teachers) to specialized Professional Learning Communities for first-year through third-year educators new to the profession to connect them with New Teacher Network Mentor Teachers through a collaborative PLC. New Teacher Network Mentors (Career Ladder position) will lead monthly PLCs and connect new educators with instructional / curricular resources and support vital to ensuring new teachers meet and exceed performance standards.

  - **New Teacher Mentoring:** Every first-year teacher entering *RISE* schools from a university teacher preparation program or alternative certification program will be assigned a New Teacher Mentor (DCPS teacher who has maintained a *Highly Effective* rating at least three consecutive years) from the same grade level or curricular subject. New teachers will meet with Mentors monthly throughout their first three years of teaching to learn from experienced educators and increase support for new teachers vulnerable to attrition from the profession. Mentor Teacher assignments will be maintained for the first three years of teaching. Mentors will complete the Learning Forward Coach Academy.

- **Instructional Coaching:** DCPS will expand its effective *LEAP* Instructional Coaching model for educators. Instructional Coaches (Career Ladder position) will complete the Learning Forward Instructional Coach Academy to ensure Instructional Coaches support DCPS educators with research-

based, validated coaching and mentoring strategies. The Instructional Coaching effort will support educators with embedded professional development that raises competencies in instructional practice, teaching with equity and social and emotional learning. *RISE* will engage a team ofInstructional Coaches that will be deployed to schools on an as-needed basis to supplement existing Coaching capacity at each school (all elementary schools support a Literacy and Math Coach; all secondary schools support a Literacy, Math, Science and Social Studies Coach – DCPS Match) with expertise in specialized pedagogies and competencies that can work with educators across grade levels and schools to address common instructional growth needs. Instructional Coaches will increase instructional support strategies in Special Education, English Language Learners, Social / Emotional Learning and Equity. A team of four coaches will provide specialized supports across *RISE* schools; Coaches will be assigned to schools using the School Priority Level strategy (see Tier 1) with focus on serving Priority Level 1 schools.

- **Principal Network:** The *RISE* Principal Network will improve educator effectiveness through individualized learning and support for assistant principals and principals. Principal Network professional learning and professional growth strategies will include:

  o Coaching: Leadership coaches will work with newer / struggling principals and assistant principals to provide the following supports: review and discuss school level data; assist in setting and reaching professional goals; engage in coaching conversations related to Culturally Responsive PBIS behavior management protocol; provide best practices to ensure objective teacher evaluation; assist in supporting data-driven decision-making and curriculum design; engage in shared professional learning; reflect on day-to-day leadership challenges; model effective school management practices and support implementation of the Danielson Model educator evaluation tool. Leadership Coaches will provide monthly coaching to participating principals / assistant principals. Coaches will be assigned to school leaders in their first year of school administration or to principals / assistant principals who receive *Minimally Effective* or *Ineffective* ratings. Principal Coaches will complete leadership training offered by long-term district partner Georgetown University.

  o Leadership Evaluation Development: DCPS will collaborate with the University of Washington Center for Educational Leadership to improve the ability of principals and evaluators to conduct high-quality instructional observations and provide targeted feedback to educators. CEL professional learning will nurture the growth of aspiring instructional leaders within DCPS by helping current and future school leaders develop a shared vision for high-quality instruction; utilize non-judgemental methods for observing and analyzing instruction; employ transformative skills in providing targeted feedback; promote development of collaborative professional learning communities focused on

student learning and grow a deeper culture of public practice. Annual cohorts of up to six current and Rising Leaders will enroll in the highly-respected, two-year leadership growth program.

o <u>SAMS Leadership Training:</u> SAMS is a professional development process using a unique set of tools to change principal focus from school management to instructional leadership – activities directly connected to improving teaching and learning. *RISE* will provide SAMS professional learning to ensure all DCPS principals and assistant principals from School Priority Level 1 high-needs schools complete the leadership development model. SAMS was developed by the Wallace Foundation and has an exceptional reputation for yielding outstanding leadership outcomes for school leaders serving high-needs schools (see http://wordpress.samsconnect.com/wp-content/uploads/2017/07/sam-redifining-the-prinicpals-role-journal-of-school-leadership-2017.pdf for Research Base).

o <u>Professional Learning:</u> *RISE* will offer extensive leadership professional development to support the growth and continuous leadership improvement of central district administrators, principals and assistant principals. The *SalesForce* platform will include a catalog of professional development options designed to elevate effectiveness and fill gaps in expertise / knowledge identified during the annual administrator effectiveness evaluation process (see chart below for menu of professional development – additional opportunities will be available during the three-year grant period). All DCPS administrators will complete annual professional development. Options will include but not be limited to: Digging Deeper into Assessments; Better Coaching Conversations; Danielson Model Side-by-Side Coaching; Strengths-based Leadership; SAMS; Feedback for Functional Behavioral Plans, Instructional Coaching and Self-Care for Administrators.

- **Career Ladder:** District of Columbia Public Schools will provide opportunities for professional growth and advancement linked to educator performance. A Career Ladder will offer multiple strategies to advance eligible District of Columbia Public Schools educators to higher level leadership and instructional positions. Educators who maintain *Highly Effective* ratings for a minimum of two consecutive years will be recruited to pursue career advancement positions in instructional or school leadership positions. Career Ladder opportunities will include:

o **Harvard University Strategic Data Project:** *RISE* will engage outstanding DCPS educators – central administrators, principals, assistant principals, HCMS administrators and / or teachers – in outstanding professional learning through the Harvard University Strategic Data Project. The Strategic Data Project Fellowship is a two-year program that strengthens the capacity of education agencies to use data to drive instructional improvement. The Fellowship prepares data strategists to advance critical analytic initiatives, uncover valuable insights, measure solutions, communicate

evidence to stakeholders and build a strong data culture in schools vital to advancing educational priorities impacting the success of educators and students. DCPS will recruit up to six candidates per year to complete the Harvard University Strategic Data Project Fellowship.

- **Rising Leaders Program:** *RISE* will launch an initiative to identify aspiring leaders from the ranks of *Highly Effective* DCPS educators motivated to pursue positions as principals or assistant principals in high-need schools. The Rising Leaders Program will prepare outstanding Interns (candidates with a minimum of three consecutive years of *Highly Effective* ratings and valid District of Columbia principal credential / enrolhnent in a principal credential program) to become future instructional leaders of DCPS schools. By creating a leadership pipeline of leaders prepared to serve high-needs schools, the Rising Leaders Program will help DCPS overcome recruitment, hiring and retention challenges by supporting the growth of internal education leaders already committed to the success of DCPS youth. The Rising Leaders Program will provide six highly-qualified candidates per year with a rigorous one-year experience that provides training across three leadership domains: academic leadership; faculty / staff leadership and operations / business management leadership. Rising Leaders will collaborate with *Highly Effective* principals across all education levels (elementary / middle / high) to gain experience filling leadership roles in the HCMS and gain experience implementing components of the *IMPACT System*. Successful Interns who complete the program will receive priority placement in future positions.

- **Micro-Credentials:** *RISE* will advance knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve educator effectiveness. *RISE* will clearly define through practice what micro-credentials are and provides multiple opportunities to engage educators in micro-credential courses of study that will demonstrate the benefit micro-credentials add to the educator preparation and development field. *RISE* will demonstrate that micro-credentials are powerful change agents allowing aspiring, novice and experienced educators to increase knowledge and competency through intensive study of targeted education topics that deconstruct barriers impeding student success and perpetuating cycles of inequality in K – 12 education access / opportunity. Educators who attain *Highly Effective* or *Effective* performance ratings will be eligible to complete micro-credentials. Upon successful completion of micro-credential courses of study, DCPS educators will then qualify to fill Career Ladder positions of elevated instructional leadership and school leadership responsibility and compensation (New Teacher Mentors, Instructional Coaches, Principal Network Coaches, *LEAP* PLC Leaders, Curriculum Design Specialists, PBIS Behavior Support Team members, etc.).

- **Badging:** *RISE* will introduce the emerging professional growth concept of Badging to DCPS schools. Similar to the micro-credential approach, Badging will serve as a Career Ladder strategy to promote the internal development of educator leaders. *Highly Effective* and *Effective* educators who maintain ratings a minimum of three consecutive years will be eligible to develop priority skills from existing DCPS specialists in instructional leadership and school leadership areas of focus (Coaching, Social and Emotional Learning, ELL / Special Education Instruction, Educator Evaluation, Literacy, Equity in Education, etc.). Badging will promote self-directed growth by allowing DCPS educators to choose from a menu of Badging options – aligned to Career Ladder positions and outlined in the *SalesForce* talent management system – that advance their careers as they move up the *RISE* Career Ladder. Badging will include coaching, mentoring, PLCs, e-learning and / or embedded professional learning to increase educator quality and expand DCPS capacity to address needs.

- **National Board Certification:** District of Columbia Public Schools teachers who maintain *Highly Effective* or *Effective* ratings for a minimum of three consecutive years will be eligible to apply for participation in the National Board Certification initiative. Annual cohort of educators who complete the rigorous program will then be eligible to pursue advanced Career Ladder positions within DCPS schools (New Teacher Mentors, Instructional Coaches, Principal Network Coaches, *LEAP* PLC Leaders, Curriculum Design Specialists, PBIS Behavior Support Team members, etc.).

- **Professional Development:** The DCPS *IMPACT System* generates objective effectiveness data used to inform all aspects of the HCMS (Tier 1) and will connect educators – through Professional Growth Tracks and monitored using the *SalesForce* platform (see Tier 1) – to diverse and evidence-based professional development that reflects individual needs. District of Columbia Public Schools proposes an innovative professional development delivery model – *LEAP*– that expands upon the outstanding work completed by DCPS during its 2012 *Teacher Incentive Fund* grant. The *RISE* Professional Development strategy will provide weekly professional learning in all schools during 90-minute *RISE* Seminars that address diverse content areas, leadership skills and instructional competencies. Weekly *RISE* Seminars will be taught by a rotating team of Coaches and Specialists with expertise in priority leadership / instructional strands. *RISE* Seminars will provide a cost-effective, sustainable approach to ongoing professional development that provides weekly opportunities for educators to address professional growth in a collaborative, Professional Learning Community environment that provides extensive and diverse options for professional learners. Implementation of *RISE* will supplement the district-driven weekly Seminar model (an expansion of the effective *LEAP* strategy) with external professional development provided by outstanding, respected leaders in the field of educator quality improvement:

RISE: Professional Development	
Program / Provider	**Purpose / Impact**
Battelle For Kids	• Training will support HCMS performance excellence, strategic staffing, talent managementt/ development, cultural proficiency, performance rewards and <u>attainment of Human Capital Leaders in Education Certification.</u>
Learning Forward	• Educators recruited to serve as Instructional Coaches will complete the Learning Forward Instructional Coaching Academy to increase ability to provide peer support using evidence-base coaching strategies.
University of Washington Center for Educational Leadership	• The University of Washington Center for Educational Leadership will provide leadership effectiveness training for principals and assistant principals, including: o <u>Instructional Leadership Academy</u> – Professional learning will prepare school leaders to create teaching and learning environments driven by student-centered instruction and create responsive teacher learning opportunities to raise educator quality. o <u>5 Dimensions of Teaching and Learning Program</u> – Training will prepare educators to engage in teaching and learning along five dimensions – purpose, student engagement, curriculum and pedagogy, assessment for student learning and classroom environment and culture – to raise student achievement. o <u>Leading for Teacher Professional Learning</u> – Educators will learn to identify professional learning opportunities linked to student growth priorities and develop practices that empower teachers to learn and improve together. o <u>Principal Coaching Academy</u> – DCPS Principalst/ Assistant Principals will complete the CEL Coaching Academy to help school leaders engage in impactful coaching that catalyzes improvements in leadership, instruction and student achievement.
Harvard University Strategic Data Project	• Two-year Fellowship will transform educators into data strategists and research professionals with skills to build schoolwide / districtwide cultures driven by use of data to inform strategic decisions impacting district, school and instructional practice.
Georgetown University	• Georgetown University School of Continuing Education will support the growth of DCPS educators through multiple professional learning options: o <u>WOKE: Creating a New Normal on Race</u> – Anchored in U.S. history and the racial realities of today, this 2-day intensive workshop engages educators in an experiential, personal exploration of race and its impact on our perspectives, attitudes and actions.

	o <u>Leading Performance: Engaging Teams</u> – School leaders will develop management skills to increase the effectiveness of conversations with peers at all levels of performance, competence, and commitment. Coaching will provide educators the ability to positively impact employee competency, engagement and retention. o <u>The Art of Facilitation: Transforming Performance</u> – Acquisition of Facilitation skills – the art of crafting gatherings and convenings – will transform the ways in which educators / peers communicate, collaborate and work in instructional teams.
The Institute for Organizational Coherence	• School and classroom embedded professional development will help school and instructional leaders create learning environments that promote equity in learning, equitable access to opportunities and coherence alignment that ensures all school programs promote district imperative to increase equity in outcomes.
National SAM Innovation Project	• Principals / Assistant Principals will complete the Wallace Foundation *SAM Project* – time management and prioritization strategy – to increase efficiency of school leaders so more time is spent engaged in instructional leadership versus managerial tasks.
National Board for Professional Teaching Standards	• Educators receiving *Highly Effective* and *Effective* performance ratings will pursue National Board certification to develop mastery of advanced competencies – National Board certification will promote advancement through Career Ladder opportunities.
Touchstone, Inc.	• *RISE* will provide training for school leaders / assistant principals to utilize the Early Childhood Education CLASS assessment tool to empower school administrators to improve classroom instructional practice through observation, feedback and support.
iObservation	• Blended professional learning will include in-person workshops and robust online courses to help district administrators and school leaders effectively use *iObservation* tools to support implementation of objective educator effectiveness evaluation systems.
Micro-Credentials	• *RISE* will connect DCPS educators with diverse and respected leaders in the field of education leadership and instructional practice to offer diverse micro-credential courses linked to Career Ladder positions available throughout targeted schools; micro-credential providers will include but not be limited to: Bowie State University, Georgetown University, Elon University and other leading providers.

<u>RISE and its Tiers of Support will provide District of Columbia Public Schools with a mechanism to make effectiveness-based HCMS decisions, improve instructional leadership, enhance classroom education, improve equitable access to quality teaching for all students and raise achievement in high-need schools.</u>

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.

District of Columbia Public Schools plans to contract with EduShift, Inc., a 20-year-old grants and program evaluation organization, to implement an objective evaluation of *RISE*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 100 federal and state government grants since 1990 – including previous *Teacher Incentive Fund* and *Teacher and School Leader* projects – and has been a field instructor with Indiana University and St. Francis College. She has substantial experience administering federal, state, corporate and foundation grants and has served as an evaluator for the United States, Indiana and Michigan Departments of Education, as well as dozens of school districts throughout the country. With a strong background in education, administration, accounting, auditing, research and program implementation, Guse, and her team of professionals, offers tremendous expertise that will ensure objective, ongoing evaluation of *RISE* across multiple GPRA measures, locally-developed project measures and two research questions. Evaluation of *RISE* will include: (1) Evaluation Methodology; (2) Process and Outcome Evaluation; (3) Evidence of Promise and (4) Objective Performance Measures.

(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 – Tools to Assess Achievement	Evaluators, project personnel and partners will implement assessment tools (educator effectiveness rubrics, state content exams, surveys) aligned to *RISE* 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 effects of specific program elements. Evaluation of *RISE* using the FORECAST model will allow evaluators to address two critical questions (see below for description of Treatment / Control Groups):

RISE: Research Questions
1. Do DCPS schools receiving TSL funds (Treatment Group) measure greater student achievement gains than DCPS 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 District of Columbia Public Schools *Targeted Support* and *Improvement* schools compared to Control Group schools?

(2) Process and Outcome Evaluation: EduShift, Inc will conduct a thorough evaluation of all project elements that measures both process and outcome indicators. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks and milestones in accordance with proposed timelines. Process measures will ensure that all program activities occur in a timely manner so that completion of the project will yield outcomes. The *RISE* Timeline, Logic Model (see *Project Design*) and FORECAST action model will serve as process tools allowing EduShift personnel to determine compliance with the scope and schedule of the proposed project. Process Evaluation will: (1) evaluate and document fidelity and variability in program implementation across sites and student subgroups in relation to Logic Model, Timeline and proposed scope of the project; (2) monitor dose of interventions across *RISE* sites and across intended recipients of interventions; (3) provide accountability data needed to inform stakeholders and partners of implementation progress and (4) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. **Outcome Evaluation:** Outcome evaluation assesses the impact of the *TSL* grant on *RISE* schools, educators and students. Evaluators will use eight Required GPRA Measures and project-specific indicators to evaluate the impact *RISE* strategies have on DCPS Human Capital Management Systems (including Performance-based Compensation Systems) and Educator Quality Support Systems. Outcome evaluation will focus on the measurement of performance indicators that correspond to the purpose of the program – including improving equity in education, increasing educator effectiveness and raising student achievement – and will measure the success of the program and its impact on DCPS students / families / schools / communities. Outcome evaluation will generate data that verifies the impact of implementation rather than focusing on the timely completion of proposed activities. Outcome evaluation will equip grant managers with the information needed to analyze results by project component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of effective practices and refinement of strategies to maximize results. **Treatment and Control Groups:** Evaluators will collect data for Treatment and Control groups to facilitate evaluation that meets *What Works Clearinghouse* standards:

TREATMENT GROUP	DCPS *Targeted Support* and *Improvement* – Designated *Targeted Support* and *Improvement* schools administered by DCPS as of October 1, 2020.
CONTROL GROUP	Maryland *Targeted Support* and *Improvement* – Random selection of six Maryland *Targeted Support* and *Improvement* schools across Maryland as of October 1, 2020 matched to grade level of Treatment Group schools.

(3) Evidence of Promise: Design Meets *What Works Clearinghouse* Standards – Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for *RISE* students enrolled in high-need DCPS schools. *RISE* is estimated to reach more than 15,000 students annually who will enroll in 43 district schools. ESI will use administrative records from schools within the district to create a sample of treatment schools (serving students enrolled in *Targeted Support / Improvement* schools) that are closely matched to Maryland control group schools on key characteristics – including ethnicity, gender, poverty, academic performance, enrollment, grade level configuration and funding allocations (control school and treatment school will be matched to ensure paired schools receive similar funding other than TSL funding). Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, racial group isolation and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet WWC standards with reservations. Once treatment (DCPS *Targeted Support / Improvement*) schools are matched to comparison (Maryland *Targeted Support / Improvement*) schools, evaluators will utilize randomized selection procedures to generate a Treatment Group of DCPS *Targeted Support / Improvement* school students and a Control Group of Maryland *Targeted Support / Improvement* school students enrolled in comparison schools. After completion of randomized selection, EduShift will use ANOVA (analysis of variance) to analyze 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 the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no 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 *RISE*, evaluators will use an effect size of 0.25 as the threshold to meet "Practice with Rigorous Scientific Evidence" standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *WWC* "substantively important" threshold. Cross-Contamination: Evaluation will assess cross-contamination of control / treatment groups and remediate contamination if necessary. Evaluators will complete statistical treatments of data to assess results, casual inference of outcomes, causal relationships between interventionst/ results and correlation of variables.

(4) Performance Measures: The goal, objectives, GPRA measures and indicators will be used to assess implementation progress and the impact / outcomes of services. Evaluation will review program activities and budget expenditures to assess progress in meeting the goal and objectives of *RISE*.

RISE: **Goal, Objectives, GPRA Measures, Project Indicators** **October 1, 2020 - September 30, 2023**	**Evaluation** **Source**
GOAL: To improve student achievement by increasing access to effective educators in high-need schools.	
GPRA A: The percentage of Educators in all schools who earned Performance-Based Compensation.	
GPRA B: The percentage of Educators in all High-Need Schools who earned Performance-Based Compensation.	
GPRA C: 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.	
GPRA D: 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 development; tenure; promotion; or all of the above.	
GPRA E: 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 development; tenure; promotion; or all of the above.	
GPRA F: Percentage of Performance-Based Comp paid to Educators with State, local, non-TSL Federal resources.	
GPRA G: The percentage of teachers and principals who receive the highest effectiveness rating.	
GPRA H: Percentage of teachers and principals in High-Need 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 Targeted Support and Improvement schools will attain *Highly Effective* or *Effective* rating by end of grant, 10/1/20 – 9/30/23.	Effectiveness Rubric
Indicator 1.2: Increase the racial diversity of educators teaching in targeted schools a minimum of 15% by end of grant period, 10/1/20 – 9/30/23.	Employment Data
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, 10/1/20t– 9/30/23.	Educator Ratings
Indicator 2.2: 100% of principalst/ assistant principals will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/20t– 9/30/23.	Educator Ratings
Objective 3: **Improve educator effectiveness through individualized learning and support.**	
Indicator 3.1: 100% of educators (instructional and leadership) will maintain annual Professional Growth Plans each year of the grant, 10/1/20t– 9/30/23.	Teacher Portfolios
Indicator 3.2: Reduce the number of educators who receive a *Minimally Effective* or *Ineffective* rating a minimum of 15% compared to previous year, 10/1/20t– 9/30/23.	Educator Ratings
Objective 4: **Increase student attainment of state academic performance standards.**	
Indicator 4.1: Increase the % of students who achieve ELA proficiency benchmarks a minimum of 10% by end of grant period, 10/1/20t– 9/30/23.	DCPS Test Data
Indicator 4.2: Increase the % of students who achieve Math proficiency benchmarks a minimum of 10% by end of grant period, 10/1/20t– 9/30/23	DCPS Test Data
Indicator 4.3: Increase graduation rate a minimum of 10% by end of grant period, 10/1/20 – 9/30/23.	DCPS Data

Evaluation of *RISE* will produce data to assess impact of the project and promote continuous improvement:

- **Data Collection:** EduShift and the Project Director will collect data to establish baseline indicators for each performance measure. Baseline data (collected at beginning of Year 1) will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Data collection using project-specific tools will facilitate outcome analysis and reporting of results. Data collection will involve grant staff, school faculties, students, families and partners to ensure data reflects a diversity of stakeholders.

- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Assessment Scores and Grades: Student and teacher assessment results will measure academic outcomes. School performance statistics (ELA/Reading and Mathematics state assessment results) will assess impact of *RISE* on graduation rates, academic achievement and classroom performance. (2) Educator Effectiveness Data: Annual results of DCPS educator effectiveness evaluation system will be

measured to determine educator improvement and eligibility for performance-based compensation. (3) Participant Surveys: Students, teachers, Project Director and partners will complete annual surveys to assess perceptions of project quality, personal growth, attitudes toward *TSL* grant impact and impact of program on education outcomes. (4) Site Visits: EduShift, Inc. will complete multiple site visits per year to solicit feedback and conduct observational analysis of progress. (5) Focus Groups: Evaluators will conduct annual focus groups (student, parent, teacher, partner) to collect data through structured interviews regarding project impact; (6) Formative Assessment Data: Evaluators will review student assessment data to monitor growth and provide administrators with performance data.

- **Data Analysis:** Statistical treatments of data will assess 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 / equity gaps. Evaluators will collect data for Treatment / Control groups to facilitate impact evaluation that meets *What Works Clearinghouse* standards:

- **Reporting:** EduShift, Inc. will collaborate with the Project Director to submit biannual performance reports to USDOE that present data for each measure, address strengths / weaknesses and include suggestions for improvement. Supplementary progress reporting of data to the Advisory Board will ensure partners and stakeholders receive meaningful feedback. Analysis of data will be ongoing to ensure a constant flow of feedback to facilitate improvement and sustainability of effective strategies. Evaluators will monitor all components of *RISE* through continuous assessment of process and outcome measures to examine the effectiveness of the program as it evolves. Grant managers will implement a coordinated Dissemination Plan (see *Management Plan* section) to facilitate replication of effective strategies in additional district schools and in learning environments across the region, state and nation.

(c) Quality of the Management Plan (20 points)

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

District of Columbia Public Schools will serve as fiscal agent of *RISE.* A structured grant management plan – (1) Equal Access; (2) Timely Implementation; (3) Budget Oversight; (4) Procedures; (5) Personnel; (6) Timeline; (7) Feedback and (8) Engaging Under-represented Groups – will ensure timely completion of grant activities and promote continuous improvement. **(1) Equal Access:** District of Columbia Public Schools will provide equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. All teachers, administrators, students, families and community stakeholders will be encouraged to participate in activities to maximize impact of project. *RISE* Tiers of Support (Human Capital Management Systems;

Educator Quality Supports) will be administered to guarantee equal treatment of and equal opportunity for all participants. District of Columbia Public Schools will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** DCPS will initiate *RISE* immediately upon funding and will manage all grant activities – to the maximum extent possible given the chance of unanticipated challenges – in accordance with the *RISE* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *RISE* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *RISE* to guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help DCPS and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Budget Oversight:** The Planning Team designed the budget to meet goals and objectives, ensure equal access and promote sustainability of 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 comprehensive programming. The Project Director and DCPS Finance Office will manage expenditures in accordance with District of Columbia 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 *RISE* and sustain systemic changes initiated during the grant. **(4) Procedures:** Service coordination guided by management procedures will help District of Columbia Public Schools achieve the goal and objectives on time and within budget:

1. **Initiate Grant** – DCPS will hire staff and brief project partners to launch *RISE*;

2. **Convene Advisory Board** – the Planning Team will transition into the *RISE* Advisory Board; Advisory Board will create a Budget Committee, Equity Committee and Sustainability Committee to provide critical implementation oversight during the grant period;

3. **Ensure Equal Access** – DCPS / partners will provide equal access / treatment for participants without regard to actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class for all services;

4. **Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;

5. **Implement Fiscal Management Protocol** – DCPS Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;

6. **Implement Action Model** – Project Director, Specialists, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *RISE* Timeline to ensure completion of all project elements;

7. **Implement Goodst/ Services Management Protocol** – DCPS will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;

8. **Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.

9. **Disseminate Results** – Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, School Board presentations and outreach to increase transparency and engage the community in education.

10. **Sustain Programs** – DCPS, grant administrators and Advisory Board members will initiate a sustainability plan – from award through end of grant– to sustain *RISE* beyond federal funding.

(5) Personnel: DCPS will hire a full-time Project Director (1.0 FTE) to manage daily implementation of the project. Maggie Thomas, DCPS Deputy Chief, Talent Development (see *Appendix* for Resume), will serve as Interim Project Director until a highly-qualified candidate is selected to fill the position. Project management will be a collaborative effort guided by the following key personnel equipped with the skills, knowledge and expertise to successfully implement *RISE*:

RISE Personnel	
Qualifications	**Primary Responsibilities / Duties**
Advisory Board: Planning Team will Transition to Ongoing Role	
• Comprised of DCPS Superintendent, school leaders, teachers, HCMS managers, union leaders	• Conduct quarterly oversight meetings to provide feedback to Project Director. • Ensure diversity of perspectives shape project to better meet identified needs. • Utilize evaluation data to strengthen weaknesses and promote improvement. • Conduct Budget / Equity / Sustainability Committee meetings and supports. • Coordinate sustainability efforts to ensure lasting impact of project.
Project Director: 1.0 FTE – To Be Hired	
• Master Of Education. • Administrator Certification. • 10+ years in K – 12 education. • Previous grant management experience.	• Manage daily implementation of *RISE* and two Tiers of Support. • Coordinate Advisory Board and oversee committee meetings. • Supervise grant staff and coordinate partnerships. • Oversee HCMS systemic improvements. • Oversee educator quality supports and manage recruitment of participants.

	• Coordinate Dissemination Plan and sustainability / replication efforts.
Educator Quality Coordinator: 1.0 FTE – To Be Hired	
• Master Of Education. • Administrator Certification. • 10+ years in K – 12 education. • Experience coordinating professional growth programs.	• Assess professional growth needs. • Align professional development to educator evaluation systems. • Manage principal and teacher coaching initiatives. • Manage Principal Network and New Teacher Network. • Collaborate with educators to maintain Professional Growth Plans.
Career Ladder Coordinator: 1.0 FTE – To Be Hired	
• Master Of Education. • Administrator Certification. • 10+ years in K – 12 education. • Experience managing school-based HCMS.	• Manage Rising Leaders Program – recruit and support participants. • Coordinate micro-credential courses of study with partners. • Design / implement Badging program to prepare future instructional leaders. • Recruit and support annual Harvard Fellows. • Align Career Ladder to *SalesForce* Talent Management platform.
Principal Coaches: 6.0 Contractors [2 Elementary, 2 Middle, 2 High] – To Be Hired	
• Master of Education. • Min Principal Certification • 10+ years Admin Experience	• Provide daily school-embedded coaching to principals, assistant principals. • Provide job-embedded training to Rising Leaders in managementt/ leadership. • Model successful use of Teachert/ Principal Effectiveness Rubrics.
Rising Leaders Interns: 6.0 FTEs – To Be Hired	
• Master of Education • School Principal Certificate • Desire to fill Admin Position	• Participate in daily school-embedded coachingt/ training by DCPS principals. • Complete extensive professional development and leadership training. • Job-shadow *Highly Effective* principals to gain leadership competencies.
Instructional Coaches: 3.0 FTEs (1 Special Ed.; 1 ELL; 1 Social / Emotional Learning Coach) – To Be Hired	
• Master in Education degree • 5+ years Classroom Experience • Mastery in Core Subject / Specialty	• Collaborate with curriculum leaders to align school instructional practices. • Support teachers rated *Minimally Effective* / *Ineffective* to improve outcomes. • Coordinate and lead school-wide *RISE Teacher Forums*.
New Teacher Mentors: 6.0 Mentors (Stipend Position) – To Be Selected	
• Master in Education degree • 3+ years Classroom Experience • 3 years *Highly Effective/Effective*	• Partner with first-year & low-performing teachers to mentort/ model lessons. • Collaborate with DCPS LEAP Coaches to integrate performance expectations. • Participate in school-wide *RISE Teacher Forums* and share resources / tools.

(6) Timeline: Coordination of Tiers of Support by grant managers will ensure delivery of high-quality

services in accordance with an extensive Timeline and Logic Model. Grant managers, Advisory Board and evaluators will monitor progress, ensure fidelity with project design and assess milestones.

RISE IMPLEMENTATION TIMELINE (10/1/20 – 9/30/23)
KEY: Advisory Board (AB); Project Director (PD); Career Ladder Coordinator (CL); Educator Quality Coordinator (EC); Instructional Coaches (IC); Principal Coaches (PC); New Teacher Mentors (NM); Rising Leader Interns (LI); Evaluation Team (ET); Human Capital Management System (HCMS); Educator Evaluation (EE); Performance-Based Comp (PBC); Teachers (T); Principals (P); District Administrators (DA)
ONGOING: Quarterly Advisory Board Meetings, Quarterly Advisory Board Committee Meetings; Implement Tiers of Support; Professional Development; Effectiveness Evaluations, Monthly Evaluation Conference Calls; Data Collection and Analysis; Dissemination of Results; Sustainability of Effective Project Components

Year One	
Quarter 1 (Oct - Dec) & Quarter 2 (Jan - Mar)	**Quarter 3 (Apr - June) & Quarter 4 (July - Sept)**
• Hire Project Director (S) & Initiate *RISE* (PD)	• Complete Educator Effectiveness Evals (DA,P,T)
• Convene Advisory Board; review grant narrative (PD,AB)	• Conduct New Teacher, Principal *Forums* (PC,IC,NM)
• Launch Budgett/ Equityt/ Sustainability Committees (AB)	• Finish Year 1 activitiest/ evaluate data (PD,EC,CL,ET)
• Conduct HCMS audit (DA,PD,HCMS)	• Distribute Performance-Based Comp (DA,PD,HCMS)
• Initiate Professional Growth Plans (PD,DA,EC,CL,P,T)	• Recruit Coaches/Mentor Teachers, Interns (EC,CL)
• Plan Micro-Credential and Badging options (PD,CL,P,T)	• Offer Micro-Credentials / Badging study (EC,CL,T,P)
• Schedule Professional Development, PLCs (PD,EC,CL)	• Submit Y1 APR to Fed Program Officer (ET,PD)
• Launch / sustain leadership/instructional coaching (PC,IC)	• Plan and organize Year 2 programs (All)
• Develop evaluation tools / collect baseline data (ET)	• Inform stakeholders of Year 1 results (PD)
• Recruit Career Ladder participants (PD,EC,CL,P,T)	• Launch Career Ladder initiatives (PD,EC,CL,P,T)

Year 1: Primary Benchmarkst/ Milestones Aligned to Objectives	
• Tier 1: Use HCMS Audit results to fill gaps in programs and increase objectivityt/ credibility of systems.	
• Tier 2: Use Educator Quality Audit results to improve educator support systems and professional learning strategies.	

Year Two	
• Launch new year of HCMS and EE (PD,DA,EC,CL,P,T)	• Finish Year 2 activitiest/ evaluate data (PD,T,ET)
• Conduct observations and feedback (DA,P,PC,IC)	• Complete annual educator evaluations (PD,DA,P,T)
• Sustain Professional Growth Plans (EC,P,T)	• Distribute Performance-Based Comp (HCMS)
• Continue leadership/instructional coaching (PC,IC)	• Recruit Career Ladder participants (EC,CL,DA,P,T)
• Schedule/offer Professional Development (PD,EC,EC,P)	• Submit Y2 APR to Fed Program Officer (ET,PD)

• Offer Principal, New Teacher *Forums* (MT,PC,EC)	• Plan and organize Year 3 programs (All)
• Offer Micro-Credentialst/ Badging study (EC,CL,T,P)	• Continue Sustainability discussions (AB, PD,DA,P, T)
• Continue Career Ladder initiatives (PD,EC,CL,P,T)	• Inform stakeholders of Year 2 results (PD)

Year 2: Primary Benchmarks / Milestones Aligned to Objectives
• Tier 1: DCPS will fully utilize Talent Management system to align educator and student data to HCMS decisions.
• Tier 2: Professional Growth Plans will link educators to professional learning and supports aligned to individual needs.

Year Three

• Launch new year of HCMS and EE (PD,DA,EC,CL,P,T)	• Finish Year 3 activities / evaluate data (PD,T,ET)
• Conduct observations and feedback (PD,DA,P,PC,IC)	• Complete annual educator evaluations (PD,DA,P,T)
• Sustain Professional Growth Plans (EC,P,T)	• Distribute Performance-Based Comp (HCMS)
• Continue leadership/instructional coaching (PC,IC)	• Recruit Career Ladder participants (EC,CL,DA,P,T)
• Schedule/offer Professional Development (PD,ED,CL,P)	• Submit Y3 Final APR to Program Officer (ET,PD)
• Offer Principal, New Teacher *Forums* (MT,PC)	• Plan and organize sustainability programs (All)
• Offer Micro-Credentials / Badging study (EC,CL,T,P)	• Promote replication / scale up efforts (AB,PD,DA)
• Continue Career Ladder initiatives (PD,EC,CL,P,T)	• Inform stakeholders of project results (AB,PD)

Year 3: Primary Benchmarks / Milestones Aligned to Objectives
• Tier 1: HCMS systems will measure a redistribution of diverse educators in high-need schools.
• Tier 2: Professional Growth Plans will measure improvement and career advancement among educators.

(7) Feedback: *RISE* 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	*RISE* Feedback Mechanisms
Advisory Board	• Convene quarterly meetings / committee meetings to monitor implementation / expenditures; • Review evaluation data to assess magnitude of results and significance of outcomes; • Review / update *RISE* Timeline and Logic Model to facilitate project completion.
Project Director	• Coordinate and attend quarterly Advisory Board meetings to guide progress; • Participate in monthly Evaluator progress monitoring conference calls; • Conduct quarterly data review to monitor results compared to goalt/ objectives / outcomes; • Share evaluation results with Advisory Board and stakeholders and solicit input.
Evaluation Team	• Oversee qualitative and quantitative data collection efforts from participants; • Conduct quarterly data review to monitor results compared to goal /tobjectivest/ outcomes;

	• Conduct monthly progress monitoring conference calls with Project Director; • Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.
Educators	• Serve as members of *RISE* Advisory Board and attend quarterly meetings; • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visitst/ focus groups to provide operational feedback.
Partners / Coaches	• Serve as members of *RISE* Advisory Board and attend quarterly meetings; • Complete annual surveys to provide operational / project quality feedback; • Participate in Evaluator site visitst/ focus groups to provide operational feedback.

(8) Engaging Under-Represented Groups: District of Columbia Public Schools serves an incredibly diverse metropolitan region and has tremendous access to a diverse pool of potential stakeholders. DCPS will engage as many stakeholders as possible in the implementation and decision-making process impacting *RISE* and participating schools to broaden support for reform efforts and increase engagement in education. DCPS will recruit stakeholders from traditionally-underrepresented groups to serve on Advisory Boards, planning teams and committees – persons of color; persons from non-English speaking households; persons of poverty – to learn firsthand about the ever-changing needs of under-represented communities and groups. DCPS seeks to hire and retain a diverse workforce and is uniquely positioned to amplify initiatives through new teacher recruitment that connect DCPS with partner *Historically Black Colleges and Universities* (*HBCUs*) serving the greater Washington, DC – Baltimore, MD metropolitan area (Howard University, Bowie State University, Coppin State University). Targeted recruitment at partner *HBCUs* and area institutions of higher education with diverse student enrollment and respected educator preparatory colleges / programs will ensure DCPS students learn from the best trained faculty and learn in schools whose educators reflect the rich diversity of Washington, DC communities and DCPS schools. Meaningful engagement of members from traditionally under-represented groups served by DCPS schools will ensure grant management and grant implementation aligns to the priorities and needs of communities impacted by *RISE* reform efforts.

(d) Adequacy of Resources (25 points)

(i) The likelihood that the proposed project will result in system change or improvement.

District of Columbia Public Schools will implement a comprehensive *TSL* project to increase the quality of teaching and learning in high-needs schools and increase equitable access to education for students enrolled in high-needs schools. *RISE* will launch and sustain two Tiers of Support – Tier 1: Comprehensive HCMS and Tier 2: Educator Quality Supports – to promote positive and lasting systems changes that improves outcomes for schools, educators and students. Strategies to promote systems changet/ improvement include:

RISE: Short-Term Systemic Improvement	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• HCMS Audit will identify strengths and weaknesses in current efforts and prioritize improvement strategies. • Expanded *SalesForce* platform will improve linkages between educator effectiveness data and HCMS decision-making. • Revised / expanded PBCS will increase educator motivation to improve practice.	• Educator Quality Supports Audit will identify strengths and weaknesses in current efforts. • Principal Network will increase supports for school leaders. • Instructional Coaching will connect educators in need of improvement with specialists to elevate practice. • Professional development will increase districtt/ school leadership and classroom competencies. • Career Ladder will provide growth opportunities.
RISE: Mid-Term Systemic Improvement	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• Strengthened human capital management systems will increase equity in employment opportunities. • Performance-based compensation will facilitate redistribution of educators across district schools. • Decreased bias and increased fidelity to educator evaluation systems will increase credibility of effectiveness data and educator ratings.	• Professional Growth Plans will increase transparency in educator improvement expectations. • Instructional Coaching will improve teacher quality. • Principal Coaching will improve fidelity to educator evaluation system models. • Career Ladder will increase number of educators with the skills to fill school / instructional leadership roles.
RISE: Long-Term Systemic Improvement	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• Improved HCMS systems will increase equity in human capital management in district schools. • Data-driven HCMS will increase equity in learning by ensuring students have access to effective educators. • Sustainable PBCS will increase educator accountability for student performance outcomes. • Consistent data management strategies will increase objectivity in educator evaluation systems.	• Professional Growth Plans will increase transparency in educator improvement expectations. • Improved instructional practices will increase student academic outcomes. • Strong leadership will elevate expectations in high-needs schools and increase supports for underserved students. • Increased equity will close achievement gaps distinguishing racialt/ socio-economic student groups.

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.

Implementation of *RISE* will provide District of Columbia Public Schools with the resources to improve human capital management systems and strengthen educator quality supports. *RISE* will build district, school and educator capacity to meet the needs of Washington, DC students enrolled in 43 high-needs schools and promote systemic change that is sustainable beyond grant funding. Efforts to implement sustainable reforms and improvements that build capacity to meet needs include:

RISE: Building Capacity to meet Needs	
Need 1: DCPS lacks resources to consistently implement effectiveness-based HCMS across all schools.	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• DCPS will implement multiple, robust talent management and software systems to streamline operations of its HCMS and increase transparency and efficiency in decision-making.	• DCPS will connect its HCMS with Educator Quality systems through *SalesForce* platform to ensure professional growth is connected to HCMS supports that impact employmentt/ compensation decisions.
Need 2: DCPS lacks expertise to objectively evaluate educator effectiveness across all schools.	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• DCPS central administrators and school leaders responsible for conducting educator evaluations will complete training from Learning Forward to ensure objective implementation of Danielson Model educator evaluation protocols and promote inter-rater reliability.	• Increased objectivity, rigor and fidelity to the Danielson Model *IMPACT System* approved by District of Columbia Office of the State Superintendent of Education will increase alignment between educator growth needs and educator effectiveness ratings.
Need 3: DCPS lacks a process to connect educators with supports that increase effectiveness.	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• *SalesForce* talent management / HCMS platform will track educator performance ratings and the results of educator evaluations to provide data to shape district-wide professional development priorities.	• Professional Growth Plans and Educator Portfolios maintained through *SalesForce* will help educators identify professional learning that addresses individual needs to increase overall effectiveness of educators.
Need 4: DCPS lacks equity in education for all educators, students and schools.	
Tier 1: Comprehensive HCMS	**Tier 2: Educator Quality Supports**
• Implementation of a performance-based compensation system that incentivizes placement and retention of *Highly Effective* educators in highest-needs (Level 1) schools will increase likelihood of students enrolled in highest-needs	• Extensive professional development and Career Ladder strategies will nurture the growth of educators and increase the overall quality of leadership and instructional practice in all schools, with emphasis on

schools are taught by highest-performing educators; thereby increasing equitable access to high-quality teaching and learning programs.	raising quality in highest-needs schools to increase equitable access to quality programs for students enrolled in highest-needs schools.

Dissemination Plan: District of Columbia will implement a Dissemination Plan to share *RISE* products, lessons learned, best practices, implementation guides, outcomes, research and effective strategies. Dissemination of results will maximize the impact of federal investment in the *RISE* by promoting scalability of effective practices to additional DCPS schools and replication of strategies in districts, schools and learning environments beyond the boundaries of District of Columbia Public Schools.   The *RISE* Dissemination Plan will include strategies that increase likelihood of replication:

- DCPS will launch a *RISE* website to share project services / products / strategies / outcomes.

- Evaluation results will be shared on the *RISE* website, presented at conferences and / or highlighted through education publications to inform the field of advances in knowledge, innovation, practice.

- Grant managers will participate in media reporting efforts to inform the field of *RISE* innovations.

- DCPS will publish strategy papers / position papers on the *RISE* website to encourage replication.

- DCPS will share progress, events and research via district and project-specific social media tools.

- Marketing materials designed to recruit internal participants and candidates will be posted on the *RISE* website to promote replication oftrecruitment strategies and disseminate project elements.

- Membership in multiple school / administrator / educator professional organizations and networks will connect DCPS to regional PKt– 12 schools to facilitate sharing of strategies and outcomes.

- DCPS will host *RISE* Replication workshops during Year 3 of the grant and invite broad regional stakeholders to attend to gain familiarity with the initiative / assess suitability of replication.

- DCPS will inform public of *RISE* successes, challenges, and best practices to broaden impact of project.

DCPS Matching Resources: DCPS will meet the required 50% non-federal match requirement. Matching resources will expand the impact of federal *TSL* funds. Match resources will fund a core team of LEAP Coaches at each school to elevate instructional quality and provide retention incentives for *Highly Effective* educators in *RISE* schools. The demonstrated ability of DCPS to sustain educator quality supports and performance-based compensation without federal funds confirms the level of commitment the district has for this vital initiative. Through capacity building efforts aligned to needs, dissemination of effective strategies and the leveraging of non-federal matching resources, DCPS will ensure lasting impact of *RISE*, meet the needs of schools, educators and students, promote sustainability and increase positive outcomes by scaling effective practices and catalyzing replication of services to expand reach of federal investment in the project.

(iii) Extent to which applicant demonstrates that it has resources to operate project beyond length of grant, including multi-year financial/ operating model and plan; commitment of partners; evidence of broad support from stakeholders critical to long-term success; or more evidence.

DCPS will efficiently manage *TSL* funds to maximize impact of limited grant resources. Upon completion of the grant, DCPS will sustain the project to ensure federal investment in programs benefits students, families, schools and communities for many years. Strategies include: (a) Multi-Year Plan; (b) Partner Commitment; (c) Stakeholder Support and (d) Sustainable Practices. **(a) Multi-Year Operating/ Financial Plan:** DCPS will assume responsibility for operational costs of *RISE* programs when funding ends in 2023. For DCPS, it is the **start-up** costs that prevent the district from developing and operating the programs described in the *Project Design*. DCPS will pursue sustainable practices during the grant period and evaluate components to identify practices worthy of replication in additional district schools and prioritize practices to sustain beyond the grant period. The DCPS multi-year operating and financial plan includes:

RISE Multi-Year Plan of Operation (see *Management Plan* for *RISE* Timeline)
• **_RISE_ Year 1 (2020-21) –** Conduct external HCMS / Educator Quality Supports Audit; Launch Tier 1 program elements; Launch Tier 2 program elements; initiate ongoing evaluation of *RISE*; Convene Advisory Board and Advisory Board Sustainability Committee, Budget Committee and Equity Committee.
• **_RISE_ Year 2 (2021-22) –** Adjust practices/ improve systems based on audit findings; Continue / refine Tier 1 program elements; Continue / refine Tier 2 program elements; continue ongoing evaluation of *RISE*; Convene Advisory Board and Advisory Board Sustainability, Budget and Equity Committees.
• **_RISE_ Year 3 (2022-23) –** Continue / refine Tier 1 program elements; Continue / refine Tier 2 program elements; continue ongoing evaluation of *RISE*; Implement Dissemination Plan to promote replication of effective practices; Convene Advisory Board; Convene Advisory Board Sustainability Committee – prioritize *RISE* elements to sustain beyond grant; Convene Advisory Board Budget Committee – identify non-federal funding sources to fund *RISE* programs and institutionalize performance-based compensation systems; Convene Advisory Board Equity Committee; Seek additional grant funds to expand support.
• **_Post-RISE_ Plan (2023-beyond) –** Continue HCMS strategies; Continue distribution of performance-based compensation to *Highly Effective* and *Effective* educators; Continue Retention Incentives for educators serving high-needs schools; Sustain professional development options/ *LEAP* professional development model to elevate educator effectiveness aligned to Professional Growth Plans; Sustain Career Ladder at sustainable capacity; Seek additional grant funds to support continuation, replication and improvement.
RISE Multi-Year Financial Planning Procedure

DCPS and the Advisory Board will gather stakeholder feedback, via a *K-12 Insight Survey*, regarding all components of the HCMS and Educator Support System to develop a multi-year financial projection to sustain *RISE*. Data regarding project and component impact is critical when projecting costs; DCPS will not be able to collect and analyze data until the project is launched across all schools. After collecting stakeholder and evaluation data, DCPS will develop a data-informed Multi-Year Financial Plan aligned to four principles:

- **Objective source and structure of the foundational data.** Through use of the DCPS budget structure, planners will determine the level of granularity needed to support sustainability decision-making.

- **Assessment of variables that will drive future revenues and expenses.**   DCPS leaders will assess changing conditions impacting district funding to identify variables and their impact on future financial outcomes.

- **Creation of accessible outputs clear to diverse stakeholders.** DCPS leaders / Finance Officers will support projections with tabular and graphical data to improve stakeholder understanding of future funding projections.

- **Simulate and track changes.** DCPS leaders and Finance Officers will catalogue scenarios and record changes to projected variables to generate multiple Financial Plan Projections adjusted for variation in assumptions.

DCPS will use *RISE* data to project a well-constructed and documented forecast to support sustainability planning, scalability of project elements to additional DCPS schools and replicability of the project in learning environments beyond the boundaries of DCPS. Objective and consistent data collection from diverse stakeholders will ensure the *RISE* Multi-Year Financial Plan is both reasonable and attainable.

(b) Partner Commitment: *RISE* will be a collaborative effort linking district, school and partner resources to achieve the goal and objectives of the project. Key project personnel, partners and resources will contribute to the success and sustainability of *RISE* as outlined in the following chart:

RISE: Diverse Partner Contributions / Support	
Partner	**Implementation Role / Contribution**
Georgetown University	• Georgetown University will continue long-term support of teachers and administrators serving DCPS schools by sustaining reduced-cost access to its renowned Executive Master' Degree in Leadership program and providing access to online learning workshops / micro-credentials. • Georgetown University professors will continue to provide leadership coaching, principal support and leadership coach training to elevate quality of school leadership.
The Institute for Organizational Coherence	• Experts from the Institute for Organizational Coherence will provide initial equity and coherence training – leaders in the field will continue to work with DCPS educators via on-site support and e-learning workshops to reinforce content, promote sustained efforts to

	improve equity outcomes and serve as thought partners with district and school leaders as they seek solutions to challenging equity and coherence alignment challenges.
Harvard University Strategic Data Project	• Fellows who complete the Harvard University Strategic Data Project program are connected to a robust Professional Learning Community of peers that provides support, shares best practices, promotes innovation and elevates the practice of data analysis and data management; frequent PLC events convene outstanding data specialists connected through common training and professional growth experiences to sustain learning and improvement – Harvard University provides partner districts with access to diverse, rich, extensive resources that will lead to unanticipated opportunities that extend positive outcomes.
Learning Forward	• Practitioners from Learning Forward will conduct the initial Educator Quality Supports Audit – sustained partnership with DCPS will help district and school leaders conduct internal quality checks and identify opportunities for growth to catalyze a system of continuous improvement and evolution in programs that reflect changing needs.
Institutions of Higher Education	• DCPS will continue / strengthen partnerships with Institutions of Higher Education to ensure a steady stream of high-quality applicants prepared to fill vacancies in schools – partnerships with *HBCUs* (Howard, Bowie State, Coppin State Universities) will contribute greatly to efforts to recruit and retain traditionally under-represented groups in PreKt– 12 education.
EduShift, Inc.	• EduShift will conduct a thorough and objective evaluation of *RISE*; during the project and beyond, EduShift is committed to providing technical support to facilitate internal assessment of programs and technical assistance in the review of evaluation data to promote systems change, capacity building and internal knowledge / competency needed to interpret data.

(c) Stakeholder Support: During Year 3 of *RISE*, DCPS will implement a *K – 12 Insight Survey* to gather feedback from all *RISE* stakeholder groups. Grant managers will engage stakeholders in independent assessment of project quality to identify meaningful components across diverse stakeholder perspectives. Data will be aggregated to generate districtwide results and disaggregated by stakeholders (teachers, non-classroom instructional professionals, assistant principals, principals, central district administrators, etc.) to compare feedback across groups. Results will be shared with district administrators and will be used in the identification of sustainable services and practices suitable for replication in other settings. The *K – 12 Insight Survey* will provide an externally administered assessment to generate data independent of program staff; survey results will help inform sustainability planning, Advisory Board Sustainability Committee efforts and influence long-term Financial Plans designed to institutionalize impactful *RISE* strategies that are worthy of continuation based on feedback.

(d) Sustainable Practices: *RISE* was designed to facilitate sustainability and replicability. While many project elements have substantial startup costs, most components have minimal continuation expenses that will be met by well-planned district and school budgets. Sustainable practices will ensure *RISE* initiatives meet future needs of schools, educators and students. Sustainability strategies include:

	RISE Sustainability Strategies
HCMS Supports	• Upon completion of grant, a HCMS will become institutionalized in DCPS, eliminating need for Project Director, Career Ladder Coordinator and Educator Quality Coordinator. • DCPS will gain the capacity to implement a fully-reconfigured, data-driven HCMS, districtwide, beyond the grant period, that will fully inform human capital decisions. • Investment in technology hardware and software is a start-up expense of *RISE*; ongoing costs for software and maintenance will be absorbed by the DCPS HCMS 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.
Educator Quality Supports	• DCPS will realign Title I, II, III and IV funds to support evaluation data-driven professional development to sustain grant-funded strategies and Professional Growth Plans. • Planning Team selected strategies with manageable long-term costs –primary expenses for *Learning Forward, Georgetown University, Battelle for Kids, Harvard University, et al* are initial professional development costs with minimal long-term sustainability costs. • Travel expenses beyond grant period are negligible – most travel costs associated with start-up professional development; continuing education for maintaining skills is available through on-line platforms at little cost to schools or educators.
Partnerships	• The Advisory Board will work to ensure that schools are linked to community partners whose resources enhance depth and capacity of support options.

District of Columbia Public Schools will engage outstanding instructional and leadership models, partners, pedagogy experts, professional learning providers and vendor resources to improve teacher effectiveness, enhance learning in *RISE* schools and promote achievement of objectives. Efforts during the grant period will position schools to leverage expertise, facilities and stakeholder support to sustain and replicate *RISE*.