

The Center for Strategic Leadership and Organizational Coherence
(a nonprofit organization as defined in 2 CFR 200.70 / fiscal agent)
and KIPP PARTNERS –

Arkansas KIPP

Colorado KIPP

Oklahoma KIPP

Tennessee KIPP

PROPOSE –
CSL - KIPP

A Teacher and School Leader Incentive Program Grant

PROJECT NARRATIVE

**ABSOLUTE PRIORITY 1: HUMAN CAPITAL MANAGEMENT SYSTEMS (HCMS)
OR PBCS AND CAREER ADVANCEMENT OPPORTUNITIES 1**

ABSOLUTE PRIORITY 2: HIGH-NEED SCHOOLS 1

**COMPETITIVE PRIORITY 1: PROMOTING EQUITY IN STUDENT ACCESS TO
EDUCATIONAL RESOURCES AND OPPORTUNITIES..... 1-3**

**COMPETITIVE PREFERENCE PRIORITY 2: SUPPORTING A DIVERSE
EDUCATOR WORKFORCE AND PROFESSIONAL GROWTH TO STRENGTHEN
STUDENT LEARNING..... 3 - 6**

A. NEED FOR PROJECT 7 – 14

B. QUALITY OF THE PROJECT DESIGN..... 14 - 45

C. QUALITY OF THE MANAGEMENT PLAN 45 - 51

D. ADEQUACY OF RESOURCES 51 - 57

ABSOLUTE PRIORITY 1: Human Capital Management Systems (HCMS) or Performance Based Compensation Systems (PBCS); and Career Advancement Opportunities. The Center for Strategic Leadership and Organizational Coherence ([CSL] – 501(c)(3) Nonprofit Applicant as defined in 2 CFR 200.70 and fiscal agent) in partnership with KIPP Delta Public Schools in Arkansas; KIPP Colorado Public Schools; KIPP Oklahoma Public Schools; KIPP Tennessee Public Schools; Historically Black Colleges & Universities (HBCUs) Tennessee State University (producer of the highest level of the nation’s Black educators) and University of Arkansas Pine Bluff; and the National Board for Professional Teaching Standards, proposes a TSL grant called **CSL – KIPP**. These four U.S. geographical regions, serving 25 public charter schools, seek an investment of federal resources from the U.S. Department of Education’s *Teacher and School Leaders Incentive Program Grant* to advance educational transformation work in high-poverty, low-performing schools, 20% of which are along the Mississippi Delta in rural Arkansas. Our project design framework includes two tiers:

CSL - KIPP Project Design Framework	
Tier 1: Comprehensive HCMS	Tier 2: Educator Quality Supports
Evidence-based Human Capital Management Talent Management Educator Effectiveness Model High Quality Evaluation Plan Performance-Based Compensation	Professional Growth Tracks Professional Development School Leader Network Instructional Coaching New Teacher Network Career Ladders

CSL-KIPP proposes a re-imagined HCMS that includes compensatory recognition of excellent performance and well-defined career ladder advancement opportunities (see *Project Design* section for details).

ABSOLUTE PRIORITY 2: High-Need Schools. *CSL - KIPP* will serve 25 schools in 4 KIPP regions: AR, CO, OK and TN. All schools meet the TSL definition of a High-Need School. All 25 schools have Free and Reduced Lunch rates exceeding 50% (see school chart and NCES verification in *Appendix E*) and are impacted by significant equity issues (high numbers of minority students) and low performance (average ELA / Math and Science proficiency scores average 19.7%, in addition to poverty (average 86%: range 62% - 100%).

COMPETITIVE PREFERENCE PRIORITY 1—Promoting Equity in Student Access to Educational Resources and Opportunities. *CSL – KIPP* prioritizes the consistent implementation of strategies designed to ensure equal access to and equity in opportunity for all students, families and educators. Ensuring equity in education is critical to sustainability and to serving the best interests of students and families. *CSL - KIPP* will take all steps necessary to eliminate barriers that impede student, parent, educator or partner access to or participation in services based on actual or perceived gender, race, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class (see GEPA 427 for more details). KIPP students and their families speak many different languages and represent a multitude of ethnicities in our

four regions. *CSL - KIPP* strategies ensuring equal access to all grant-funded and KIPP-funded programs, equity in learning and equity in opportunity include:

Strategy	<i>CSL – KIPP</i> Equitable Access Approach
Advisory Board Equity Committee	<ul style="list-style-type: none"> • Equity Committee – comprised of KIPP administrators, school leaders, educators and community advisors – will publish equity statement to ensure uniform enforcement of equal access expectations and will develop process to deal with grievances, if any arise. • Committee will meet bi-annually to review procedures, address equity grievances and identify opportunities to increase educator / student / family awareness of equity in education issues. • Committee will conduct surveys to assess educator, student, and parent perceptions of equity in learning, identify equity gaps if they exist and propose strategies to close gaps.
Participant Recruitment	<ul style="list-style-type: none"> • Recruitment for participation in project services will provide equal access regardless of actual or perceived gender, race, ethnicity, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class. • Targeted recruitment will seek to identify a highly-qualified pool of applicants and applicants of color to participate in professional development and Career Ladder opportunities. • All students will have access to effective and highly effective teachers and school leaders who are participating in <i>CSL – KIPP</i> in an effort to continuously improve their teaching and leading skills.
Project Marketing	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> will disseminate project materials in English, Spanish and other languages as needed to eliminate language comprehension as a barrier to participation and promote inclusivity. • Targeted marketing will increase project awareness with emphasis on recruiting and retaining participants from diverse racial backgrounds – participation will be equitable and inclusive, regardless of actual or perceived gender, race, ethnicity, national origin, color, disability, religion, sexual orientation, gender identity, veteran status, age or other protected class.
Closing Gender Equity Gaps	<ul style="list-style-type: none"> • Grant managers will ensure programming reflects equity in learning, engaging all genders in all activities, with particular attention given to inclusiveness for LGBTQI+ students. • Partnerships will expose students to positive female role models in leadership roles to reduce perceived barriers to the success of women in traditionally male-dominated study and careers. • <i>CSL - KIPP</i> will encourage female educators, to the extent possible, to lead programs to demonstrate that women can and do lead in fields in which they are traditionally-underrepresented.
Closing Racial Equity Gaps	<ul style="list-style-type: none"> • Grant managers will ensure programming reflects equity in learning, engaging all races in all activities. • Partnerships will expose students to educators of color in leadership roles to reduce perceived barriers to the success of individuals of color in education and academic careers. • <i>CSL - KIPP</i> will encourage educators of color, to the extent possible, to lead programs to demonstrate that individuals from diverse racial backgrounds can and do lead in fields in which they are traditionally underrepresented.
Closing Special Education and English Language Learner Equity Gaps	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> will include opportunities for educators with Special Education and / or ELL licensure to expand expertise to strengthen supports for students with special learning needs. • Professional learning through <i>CSL - KIPP</i> will include strategies focused on serving the mental health needs of students with learning challenges. • Specialized equipment will be available to ensure full participation of students with physical, social, emotional and learning challenges in programs implemented by <i>CSL - KIPP</i>. • Learning materials will be available in multiple languages and media to increase access for participants

	impacted by language and accessibility barriers.
Closing Socio-economic Equity Gaps	<ul style="list-style-type: none"> • Priority Level strategy will ensure that <i>CSL – KIPP</i> educators are placed in schools with the highest need – school socio-economic demographics will be utilized as a determining factor in the identification of high need Priority Level 1 schools. Our 25 schools average 86% Free / Reduced Lunch percentages with eleven (11) of the 25 schools (44%) over 90% and five (5) of the 25 (20%) at 100%.

COMPETITIVE PREFERENCE PRIORITY 2—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning. *CSL - KIPP* will engage as many stakeholders as possible in the implementation and decision-making process impacting participating schools to broaden support for reform efforts and increase engagement in education. Schools will recruit stakeholders from traditionally-underrepresented groups to serve on Advisory Committees, planning teams and sub-committees – persons of color; persons from non-English speaking households; persons with disabilities; persons of poverty – to learn firsthand about the ever-changing needs of under-represented communities and groups. KIPP schools seek to hire and retain a diverse workforce and are uniquely positioned to amplify initiatives through new teacher recruitment that connects HCMS personnel with partner Historically Black Colleges and Universities (HBCUs), including Tennessee State University and the University of Arkansas Pine Bluff. Targeted recruitment at partner institutions of higher education with diverse student enrollment and respected educator preparatory colleges / programs will ensure *CSL - KIPP* school students learn from the best trained faculty and learn in schools whose educators reflect the rich diversity of regional communities and schools. Meaningful engagement of members from traditionally under-represented groups served by participating schools will ensure grant management and grant implementation aligns to the priorities and needs of communities impacted by *CSL - KIPP* reform efforts.

EQUITY AUDITS: CSL is partnering with The Catalyst Institute for Transformative Learning (Catalyst) to conduct consortium-wide Equity Audits of teaching and learning programs. Results of the Equity Audit will illuminate systemic biases, if they exist, that impact equity in professional opportunities and equity in student opportunities. Based on Equity Audit findings, administrators and partner equity experts will design a plan to eliminate biases influencing representation of groups impacted by systemic inequities in student programs and educator programs. Equity Audit results and subsequent recommendations will provide the consortium with an equity map leading toward improved outcomes for educators, students and the community. A key objective of the *CSL - KIPP* Equity Audit will be to identify barriers that reduce representation across diverse groups in faculty, administrators and staff (particularly representation of Black and Latino men) and devise a plan to overcome barriers that reduce educator diversity in KIPP consortium schools. Equity Audit findings will provide the data needed to develop recruitment, marketing and support plans that increase educator diversity, promote retention of diverse educators in KIPP schools and improve representation of traditionally-under-represented groups in faculty, administration and staff in our 25 schools.

CAREER LADDERS: *CSL - KIPP* will include a Career Ladder strategy that provides educators opportunities to attain advanced certification and complete professional learning that prepares them to fill instructional leadership, school leadership and district leadership positions. Career Ladder professional learning will nurture the professional growth of educators with a focus on equity in learning. An equity focus throughout professional learning will help prepare educators to respond to systemic biases that manifest themselves in achievement gaps and education attainment gaps throughout *CSL - KIPP* consortium schools and school communities. The *CSL - KIPP* Advisory Committee and Professional Learning Teams will actively recruit diverse membership to ensure a diversity of perspectives influence the implementation of *CSL - KIPP* during federal funding and beyond the grant period as successful components of the project are sustained.

INCLUSIVITY: *CSL* and Catalyst will offer multiple professional development opportunities focused on increasing inclusivity and reducing bias in instruction, workplace and school policies / procedures. Professional Learning choices (see Layer 2) will include multiple options related to two Critical Themes that address bias in instructional practice and school learning environments: School Climate and Equity and Social and Emotional Learning. A menu of Microcredential courses (see Layer 2) –will help educators implement practices that build equity in learning across Literacy, STEM and Computer Science, Educational Leadership and Improvement Science approaches to improve access to quality programs for all students that reduce achievement gaps separating students of color and / or poverty from others.

DATA SYSTEMS, TIMELINES and ACTION PLANS: In addition to conducting an Equity Audit, HCMS experts and *CSL - KIPP* partners will work with partner schools to create a recruitment and marketing plan designed to attract candidates from traditionally under-represented groups in the field of education (Black and Latino men) to support *CSL - KIPP* HCMS practices and strategies in need of improvement. The Equity Audit and HCMS reforms will focus on identifying opportunities to increase the diversity of instructional and school leadership. Combined with results from the Equity Audit, partners and administrators will identify systems, policies and plans in need of revision to better reach and engage traditionally under-represented groups in the field of education. This initiative will create opportunities for teachers to incorporate on-going, recursive feedback to improve classroom efficacy while cross-populating solutions to problems of practice which offer promising practices for highly effective educator development. This initiative will also use job-embedded blended coaching, evidence-based professional development, Virtual Networks for Improvement and microcredentialing to significantly improve teacher and school leader effectiveness.

RECRUITING, PREPARING, HIRING, DEVELOPING, RETAINING EFFECTIVE EDUCATORS:

KIPP schools will implement a comprehensive approach to improve instructional quality and raise student achievement in high-need, low-performing schools by recruiting, preparing, hiring, developing and retaining highly effective educators who are able to erase achievement gaps and deliver improved student achievement for every child, every day. This improvement strategy includes:

Component	<i>CSL - KIPP Improvement Strategy</i>
Recruiting (see Layer 1)	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> 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 organization’s instructional vision. Because recruiting quality candidates is a challenge, KIPP is mindful of the efficacy of alternative certification programs, partnerships with colleges and universities, and “grow your own” recruiting programs to best provide teachers and principals able to raise student achievement. <u>CSL will collaborate with KIPP partners to develop and implement a plan to recruit, employ and retain underrepresented educators.</u>
Selecting (see Layer 1)	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> 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 selecting individuals for positions (both internal and external candidates), school leaders will review previous educator effectiveness ratings and heavily weigh letters of recommendation to ensure applicants for positions have a history of raising student achievement and a history of maintaining <i>Highly Effective / Effective</i> performance ratings. If candidates are new to the field of education, HMCS leaders will review references and select candidates who possess the strong support and expertise of educator preparation professors.
Preparing (see Layer 2)	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> will launch and sustain multiple strategies to help educators raise student achievement and improve instruction in KIPP schools and classrooms, including: <ul style="list-style-type: none"> ○ <u>Professional Growth Tracks</u> – all educators will be assigned annually to one of four Professional Growth Tracks based on length of education experience and annual educator effectiveness evaluation ratings to ensure individual educators receive the professional development and supports they need to improve practice (Track 1: Initial Professional Development; Track 2: Ongoing Professional Growth; Track 3: Professional Development – Concern and Track 4: Professional Development Warning). ○ <u>School Leader Network</u> – school leaders will engage in a district-wide network for support connecting them and assistant leaders to leadership preparatory strategies (Principal Coaching; SAM Innovation Project Training; Leadership Evaluation Development and Professional Learning) designed to prepare school and regional administrators to successfully lead. ○ <u>New Teacher Network</u> – all new teachers (new to the profession and / or new to KIPP schools) will participate in the multi-year network for support that connects new classroom educators to multiple supports (Induction Support; New Teacher Professional Learning Community; New Teacher Mentoring) designed to reduce attrition and improve the instructional expertise of new teachers educating KIPP students in Arkansas, Colorado, Oklahoma and Tennessee.

	<ul style="list-style-type: none"> ○ <u>Professional Learning</u> – all educators (teachers, instructional personnel, school leaders and administrators) will complete annual professional development (Self-Selected Professional Learning; High Impact Professional Learning) connected to individual Professional Growth Plans and informed by annual educator evaluations to address problems of practice, elevate instructional leadership strengths and raise student achievement.
Supporting (see Layer 2)	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> will implement an extensive Instructional Coaching model that connects educators to <i>Highly Effective</i> Coaches to provide classroom-embedded instructional support and professional learning aligned to individual problems of practice identified in annual educator evaluations. Educators from all schools and grade levels, PK – 12, will benefit from Coaching support.
Developing (see Layer 2)	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> will provide opportunities for talent development, professional growth and advancement linked to educator performance. Career Ladders will offer multiple strategies (Microcredentials; Badging; National Board Certification) to advance <i>Highly Effective</i> educators to well-defined and compensated higher leadership and instructional positions.

HIGH QUALITY PROFESSIONAL DEVELOPMENT: *CSL - KIPP* will adopt an innovative approach to professional learning that couples high-impact, high-priority professional development that meets consortium-wide needs with opportunities for educators to choose professional development that addresses individual problems of practice or elevates strengths which educators choose to further develop.

Personalized Professional Learning (see Layer 2)	<ul style="list-style-type: none"> • Individual educators – teachers, instructional personnel, administrators – will be empowered to choose professional learning options that address issues identified in annual educator evaluations. Professional learning choice strategies will reduce educator fatigue caused by mandatory professional learning experiences that do not address individual growth needs and will allow greater flexibility in the delivery of professional learning that results in targeted improvement aligned to individual Professional Growth Plans.
High Impact Professional Learning (see Layer 2)	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> resources will invest in High Impact Professional Learning that will help districts meet high-level priorities and implement transformative improvement strategies. High Impact Professional Learning will include but not be limited to opportunities for administrators and teachers offered by The Catalyst Institute for Transformative Learning, National SAM Innovation Project, The Reading League, The Center of Excellence for Educator Preparation and Innovation, The Carnegie Foundation for the Advancement of Teaching, The National Board for Professional Teaching Standards and The Center for Strategic Leadership and Organizational Coherence.

We are excited to put our plans in motion on October 1, 2023 and refer you to the *Quality of the Project Design* section, beginning on page 14, for a robust explanation of our framework and comprehensive services.

(A) NEED FOR PROJECT

The Center for Strategic Leadership and Organizational Coherence, Inc. (CSL), a non-profit organization as defined in 2 CFR 200.70 and fiscal agent, in partnership with: KIPP Delta Public Schools in Arkansas; KIPP Colorado Public Schools; KIPP Oklahoma Public Schools; KIPP Tennessee Public Schools; Historically Black Colleges & Universities (HBCUs) Tennessee State University (producer of the highest level of the nation's Black educators) and University of Arkansas Pine Bluff; and the National Board for Professional Teaching Standards proposes a TSL grant called **CSL-KIPP!** Four, distinct geographical regions across the U.S., serving 9,090 students in 25 urban and rural public charter schools, struggle to overcome daily challenges that impact the quality of education programs, teaching, and learning in high-poverty, low-performing schools.

(i) Identifying gaps/weaknesses in services, including nature and magnitude of those gaps or weaknesses.

To meet diverse and changing needs, *CSL - KIPP* regions convened a *TSL* Planning Task Force – comprised of school administrators, HCMS professionals, finance officers, curriculum specialists, school leaders and teachers – to design a comprehensive *TSL* initiative that will help the four KIPP regions improve the quality of education by elevating educator effectiveness, raising student achievement and increasing equity in learning. During planning, the Task Force identified multiple barriers / needs that impede the success of students and diminish regional efforts to generate and sustain ongoing improvement, including: (1) Educator Needs; (2) Student Needs; (4) Post-COVID Needs; and (4) Gaps and Weaknesses. **(1) Educator Needs:** There are 305 Certified Teachers out of 574 (53%) in our 25 schools – 47% are not certified - 92 (16%) are Inexperienced Teachers and another 92 (16%) are on Emergency Credentials. Of the 305 certified teachers who were evaluated during the 2022-2023 school year, 84% were rated *Proficient* or above (most without closing achievement gaps or actually raising student achievement in their classrooms). Our regions have a critical need for the services outlined in *CSL - KIPP*, especially professional development in improvement science and equity, and the support systems found in Instructional Coaching, Personal Growth Plans and Virtual Networks of Improvement.

KIPP Region	Certified Teachers	Teachers Evaluated in Performance Based Comp System	Proficient or Above	Emergency Credentials	Inexperienced Teachers (less than 2 years)
Arkansas	29	29	17	4	21
Colorado	88	88	78	30	35
Oklahoma	85	85	70	29	20
Tennessee	103	103	92	29	16
TOTALS	305	305	257	92	92

Source: Arkansas / Colorado / Oklahoma / Tennessee Departments of Education, 2023.

Educators across all *CSL - KIPP* schools – teachers and school leaders – lack access to professional learning and educator quality supports that reflect professional growth needs. High-need schools are unable to engage in programs that elevate educator expertise and increase educator capacity to integrate proven instructional strategies that raise student achievement in classroom learning. Ongoing struggles to maintain adequate school

funding given a trend of decreasing enrollment as parents seek employment opportunities elsewhere and students relocate has also resulted in the reduction and elimination of professional learning programs in high-need schools. Federal support is needed to expand educator access to professional development opportunities and to expand educator capacity to utilize proven, research-based instructional strategies to increase the effectiveness of teaching and learning. Deep cuts to professional growth programs limit the capacity of KIPP educators to engage in the learning needed to raise student achievement and increase equitable access.

(2) Student Needs: The four KIPP regions participating in *CSL - KIPP* struggle to educate high-poverty [average 86% Free/Reduced Lunches and SAIPE U.S. Census Poverty of up to 51.15% in the Delta region of Arkansas] and low-achieving [average 24% proficiency Reading; 16% Math; 19% Science] students. The chart below highlights, by state, our schools' demographics and state-standardized test scores:

School / NCES Locale Code**	Grade Level	Region	Student Enrollment	% Minority	% Low Income	Reading Proficient	Math Proficient	Science Proficient
ARKANSAS								
Blytheville College Prep / 33	K-6	KIPP Arkansas	240	96%	100%	19%	11%	13%
Blytheville Collegiate High / 41	7-12	KIPP Arkansas	125	92%	100%	23%	16%	19%
Delta College Preparatory / 33	6-8	KIPP Arkansas	214	94%	100%	27%	20%	25%
Delta Collegiate High / 33	9-12	KIPP Arkansas	205	97%	100%	22%	6%	13%
Delta Elem Literacy Academy/ 33	PK-5	KIPP Arkansas	395	92%	100%	26%	21%	20%
COLORADO								
Denver Collegiate High / 11	9-12	KIPP Colorado	498	99%	87%	57%	37%	18%
NE Denver Leadership Academy / 11	9-12	KIPP Colorado	550	100%	62%	57%	42%	19%
NE Denver Middle School / 11	5-8	KIPP Colorado	455	100%	77%	24%	8%	18%
NE Elementary / 11	PK-4	KIPP Colorado	496	94%	74%	24%	16%	19%
Sunshine Peak Academy / 11	5-8	KIPP Colorado	390	98%	89%	29%	10%	18%
Sunshine Peak Elementary / 11	PK-4	KIPP Colorado	180	100%	80%	16%	10%	18%
OKLAHOMA								
OKC College Prep / 11	PK-8	KIPP Oklahoma	435	94%	83%	26%	16%	48%
Tulsa College Preparatory / 11	5-8	KIPP Oklahoma	287	98%	79%	7%	2%	7%
Tulsa U. Prep High School / 11	9-12	KIPP Oklahoma	266	97%	79%	11%	3%	3%
TENNESSEE								
KIPP Academy Nashville / 11	5-8	KIPP Tennessee	375	98%	93%	25%	22%	12%
KIPP Nashville Collegiate HS/ 11	9-12	KIPP Tennessee	472	97%	92%	31%	8%	25%
KIPP Nashville College Prep / 41	5-8	KIPP Tennessee	342	98%	91%	28%	20%	17%
KIPP Nashville College Pr Elem / 41	K-4	KIPP Tennessee	414	98%	92%	25%	16%	31%
KIPP Academy Nashville Elem / 11	K-4	KIPP Tennessee	371	96%	85%	14%	7%	15%
KIPP Antioch College Prep Elem / 11	K-3	KIPP Tennessee	559	71%	91%	43%	46%	45%
KIPP Antioch College Pr Middle / 11	5-7	KIPP Tennessee	398	71%	90%	34%	33%	30%
KIPP Memphis Collegiate HS / 11	9-12	KIPP Tennessee	435	100%	71%	9%	4%	9%
KIPP Memphis Collegiate Middle/ 11	5-8	KIPP Tennessee	306	100%	78%	10%	7%	14%
KIPP Memphis Collegiate Elem / 11	K-5	KIPP Tennessee	367	99%	84%	8%	7%	15%
KIPP Memphis Academy Middle / 11	5-8	KIPP Tennessee	315	100%	79%	7%	4%	8%
Totals / Averages	-	-	9,090	95%	86%	24%	16%	19%

Source: 2023 AR/CO/OK/TN Departments of Education / State Standardized Test Data; * Not Tested

**NCES Locale Codes: 11 = City: Large; 33 = Town: Remote; 41 = Rural: Fringe.

(3) Post - COVID Needs: Our *CSL - KIPP* schools, like schools throughout the nation, have faced significant challenges imposed upon them by the COVID-19 pandemic and health crisis. All schools were closed to in-person instruction in March 2020 and most finished the 2021 school year in some form of hybrid learning environment. Challenges and obstacles faced by our schools include: isolation, limited technology, less than adequate or no Internet services, no transportation to/from remote areas and no way to stay in touch with teachers and schools. Once schools faced the reality of student and educator reentry into post-COVID educational environments, personnel recognized a myriad of social and emotional challenges among students AND educators that schools and faculty have been ill-prepared to address and mitigate. Our schools require new supports to help students, families and educators deal with the aftermath – staggering learning loss, challenging mental health issues, burnout and loss of coping skills. *CSL - KIPP* will launch educator quality supports that include strategies that prepare educators to support youth as they navigate school-based social and academic environments and cope with the trauma and stresses of the aftermath of COVID-19.

(4) Gaps and Weaknesses: In response to significant challenges and barriers impacting the success and future potential of students, The Center for Strategic Leadership, and partners, convened a *TSL* Planning Task Force to assess regional needs and propose solutions that fill gaps and strengthen weaknesses. *CSL - KIPP* – the result of collaborative planning, research, design and compromise – will improve educator quality in **25 high-need schools in 4 high-need KIPP regions**, enhance learning opportunities for **nearly 9,100 low-performing students**, fill gaps in current programs and strengthen teaching and learning weaknesses that impede success.

KIPP Schools : Gaps	<i>CSL - KIPP</i> Improvement Strategies
Need 1: KIPP lacks resources to consistently implement an effectiveness-based HCMS/PBCS across all schools.	
Gap 1: Multi-regional implementation of effectiveness-based Human Capital Management and Performance-Based Compensation Systems in 25 schools is limited by resources.	<i>CSL - KIPP</i> will improve and expand the Human Capital Management and Performance-Based Compensation Systems (Tier 1) and enhance educator effectiveness in high-need schools across four KIPP regions (Tier 2) to promote equity across all KIPP schools.
Need 2: KIPP lacks sufficient capacity to objectively evaluate educator effectiveness across all schools.	
Gap 2: Use of state <i>Evaluation Frameworks</i> to assess educator effectiveness is vulnerable to rater bias and lack of fidelity to the model.	<i>CSL - KIPP</i> will provide educators Improvement Science training to increase fidelity of tool; coaching and “critical friend evaluations” will increase inter-rater reliability / reduce bias (Tier of Support #1).
Need 3: KIPP regions lack a process to connect educators with supports that increase effectiveness.	
Gap 3: Our four KIPP regions do not utilize systems of support that align professional development to individual strengths/ weaknesses.	<i>CSL - KIPP</i> 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: KIPP regions lack strategies and resources to meet Local and State Equity Plans.	
Gap 4: HCMS strategies do not adequately address, nor resources sufficiently support, equity gaps that impair equal student access to high quality learning across the four KIPP geographic regions participating in the project.	<i>CSL - KIPP</i> will provide professional development to administrators and HCMS personnel to equitably distribute <i>Highly Effective / Effective</i> educators across ALL schools; incentives will encourage teachers to serve Targeted Support and Improvement schools (see individual State Equity Plans in <i>Appendix F</i> for more detail).

The twenty-five (25) schools in our four (4) KIPP regions face significant challenges. Current policies and systems do not support schools 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) Improve outcomes using existing funding streams supported by community, state, federal resources.

CSL - KIPP schools are committed to regional improvement that leads to positive social and academic outcomes for high-need students. During the past ten years, our schools have implemented multiple complementary projects targeting improvement across KIPP priorities: (1) Learning Pathways to improve education alignment and increase student readiness for college and careers; (2) School Climate Initiative to increase student access to safe, supportive learning environments; and (3) Social and Emotional Learning and Mental Health initiative to strengthen school and family supports for vulnerable students. After extensive investment in improvement initiatives focused primarily on student-centric strategies and currently funded with CARES Act and Recovery Act dollars, *CSL - KIPP* seeks to focus reform efforts on improving educator quality across all grade levels and content areas to promote school improvement, increase equitable student access to high-quality educators and elevate student academic and social outcomes. *CSL - KIPP* will leverage lessons learned implementing complementary reform efforts and support continuous improvement of transformation initiatives:

- **Learning Pathways:** KIPP-funded Learning Pathways provide real-world learning opportunities for students aligned to career and college readiness. Each pathway (STEM; STEAM; Career and Technical Education [CTE], etc.) is designed to offer students relevant and engaging coursework in partnership with business and industry. Pathway partnerships provide theme-based instruction, internships, mentoring, and shadowing opportunities for students as they explore diverse career and college options. Learning Pathway efforts ground PK – 12 teaching and learning in career/college readiness strategies that better position underserved students for career and college success.
- **School Climate Initiatives:** *CSL - KIPP* regional schools are in the middle of a multi-year initiative to improve learning environments, strengthen mental health support systems, increase social and emotional learning supports for vulnerable students, reduce violence impacting schools / students / families and increase equity in learning by reducing barriers impeding the success of students of color / refugee students / students of poverty. School Climate Initiatives are designed to create safe, supportive, productive school environments that improve instruction, grades PK – 12, and empower positive academic and social outcomes in high-need students.
- **Social and Emotional Learning and Mental Health:** *CSL - KIPP* schools are implementing school-funded strategies to strengthen Social and Emotional Learning (SEL) and Mental Health supports for students, families and educators. Our regions recognize the need to invest in SEL and Mental Health to help both students and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities,

manage emotions, achieve personal and collective relationships and make responsible and caring decisions. SEL and Mental Health improvement strategies include professional development, restorative practices, implementation of PK – 12 SEL curricula, expanded mental health access through partnerships with mental health providers and school-based counseling. Strengthening SEL / Mental Health supports while improving instructional practices and academic content facilitates transition to a holistic approach to child development and learning. After nearly a year and a half of COVID disruptions, SEL supports are critical.

CSL - KIPP will provide the resources needed to expand upon existing student-centric improvement efforts and help our four KIPP regions elevate educator effectiveness through comprehensive, data-driven Human Capital Management Systems connected to educator effectiveness, educator support systems, performance-based compensation and complementary regional improvement and reform strategies.

(iii) Comprehensive effort to improve teaching/learning, support rigorous student academic standards.

This collaboration is historical and monumental – the first of its kind among high-poverty, high-priority KIPP regional schools. The collaboration grew out of a convening of teachers and school leaders with The Catalyst Institute for Transformative Learning (Catalyst). As a result of that convening, the consortium developed an understanding of the shared, urgent need to advance educational equity in each of our regions. First, we discovered that we had not worked with the level of intention and urgency to ensure that we meet the needs of all of our students despite their demography. Secondly, we developed an understanding of the pragmatic organizational steps that we needed to take in order to create equity-driven organizations. Third, we left equipped with a toolkit of tangible and concrete strategies and protocols we needed to take to accelerate learning in our schools. Fourth, we discovered that across our regions, each of us, had similar problems of practice that needed to be solved. We concluded that if we were going to eradicate stubborn and persistent achievement gaps in high poverty schools, we would need to leverage the collective expertise of all instructional stakeholders across each of the regions. Our goal through this critical work is to: 1) create a technologically-advanced platform that enables all stakeholders across KIPP schools to provide the substantive feedback and supports needed to significantly improve teacher and school leader quality and efficacy; 2) incentivize exceptional performance in the classroom and accelerate school-wide transformation; 3) eradicate achievement and opportunity gaps for the most vulnerable students in high-poverty, high priority schools; 4) attract and retain a diverse pipeline of highly effective teachers and school leaders; 5) provide, use and implement evidence-based professional learning opportunities that will be the catalyst for igniting, accelerating and sustaining continuous improvement. Particularly challenging in our schools is the isolation faced by educators. Regionally, we can discover solutions to solve problems of practice; however, sometimes that process is slower moving in our more rural schools which have the compounded challenges of poverty and limited resources for professional development, and release time for teachers to engage in collaboration. However, when we collaborate across regions and pool our financial resources and intellectual capital together, the power of

that collaboration empowers us to go *further faster*. We benefit by hearing from teachers and school leaders from across multiple regions, with similar problems of practice, and solutions that eventually create a clearinghouse of promising practices that can be used to close the achievement and opportunity gaps for all students in our schools. Said differently, our isolation *stymies* us; however, our collaboration *accelerates* our ability to facilitate deep learning for children in classrooms facilitated by highly effective teachers whose mission is to ensure learning growth for every child in their classroom.

We also discovered that our schools individually did not have sophisticated or technologically-advanced platforms or protocols (Human Capital Resource Management Systems) for our teachers and school leaders that enabled us to observe exceptional classroom practice, to collaborate virtually, or to receive deep, evidence-based, multiple-layered and nuanced feedback for improvement that was driven by both qualitative (anecdotal) and quantitative (formative and summative assessment) data. We also had not been intentional in creating a vehicle which honored “teacher voice” as a tool for school or regional transformation. The critical significance of our work is that we intend, through our collaborative work together, to change the paradigm of what drives continuous improvement and that is – elevating teacher voice and using promising practices from the classroom to inform what measures are needed to place our schools on a path of continuous improvement. This means, each of us are committing to eliminating a top-down management approach and allowing the work of highly effective and accomplished teachers to inform how we grow excellence and competence in each of our schools. We are adding *Peer Review* as a weighted evaluation measure for all of our teachers. Peer Review, as one component of a comprehensive evaluation tool, will empower a team of “Highly Effective” teachers who will receive compensation and release time to evaluate, support and mentor teachers in an effort to increase the pipeline of *Highly Effective* teachers. We believe that adding Peer Review as an essential component of the evaluation process creates a collective and shared sense of ownership among all instructional staff for teacher efficacy and student achievement results in our schools. We have created a ‘Regions Collaborate’ Advisory Committee (RCAC) which includes superintendents, school leaders and accomplished teachers across KIPP regions who will provide thought leadership, based on the data-informed results which emerge from exceptional classroom practice to inform how we incorporate, grow, magnify and accelerate results in achievement in all of the high-poverty and high-priority schools within *CSL - KIPP*.

In essence, we, as a consortium are learning that through collaboration, implementing theoretically-sound, evidence-based protocols and using the outcomes from those experiences to grow competence allows what once appeared daunting to become doable. This paradigm shift in using promising classroom practices across KIPP regions to drive regional transformation is helping us to evolve into learning organizations that will become “equity-driven; data-informed and student focused.” We are chipping away quickly at the old

paradigm of allowing bureaucracy to become an impediment to school and regional transformation. We are shifting to creating organizations where teacher and school leader quality, practice, efficacy and voice inform critical decision making. Ultimately, all of our member regions want to facilitate what Goodfellow, Bengio and Courville (2018) coined as *deep learning* in all of our schools. The consortium is committed to fostering the conditions that accelerate schools that work for all children. This new paradigm is powered by our collective embrace of a growth mindset which drives us to believe that we can eradicate stubborn and persistent achievement gaps and prepare our students to compete globally. Working in collaboration (as schools, regions and partners) will give us an opportunity to elevate and cross-pollinate promising evidence-based teaching practices to all teachers in our consortium; support instructional staff by giving them 24/7 access to critical feedback, tools and resources that will support their instructional efficacy; allow us to recruit a diverse pipeline of highly effective school leaders and teachers; and incentivize exceptional classroom practice among teachers and school leaders.

(iv) Project design is appropriate to, and will successfully address, needs of target population.

Implementation of *CSL - KIPP* will empower KIPP 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. *CSL - KIPP* will provide two Tiers of Service aligned to needs, gaps and weaknesses identified by the Planning Team (see *Project Design* for services and project goal, objectives and outcomes):

CSL - KIPP Project Design Framework	
Tier 1: Comprehensive HCMS	Tier 2: Educator Quality Supports
Evidence-based Human Capital Management Talent Management Educator Effectiveness Model High Quality Evaluation Plan Performance-Based Compensation	Professional Growth Tracks Professional Development School Leader Network Instructional Coaching New Teacher Network Career Ladders
Need	CSL - KIPP Strategies
Need 1: Twenty-five KIPP schools in four regions lack resources to implement effectiveness-based HCMS.	<ul style="list-style-type: none"> • Catalyst will conduct regional HCMS audits to identify strengths, weaknesses and gaps in systems capacity / functionality to transition to data-driven decision-making. • CSL and Catalyst training will prepare HCMS administrators to analyze and interpret data to impact all facets of human capital management. • Expanded Talent Management systems will increase capacity to integrate HCMS components and connect Educator Quality Supports to Educator Effectiveness data.
Need 2: Twenty-five KIPP schools lack sufficient capacity to objectively evaluate educator effectiveness	<ul style="list-style-type: none"> • Regions will utilize state Educator Effectiveness Systems to increase rigor and improve alignment between educator performance ratings and student achievement with a minimum 50% of evaluation ratings determined by student achievement and growth measures. • Professional development – coaching, critical friend observations, educator evaluation process training – will support central administrators and school leaders responsible for conducting

across all schools.	educator evaluations to increase fidelity to model and inter-rater reliability.
Need 3: Twenty-five KIPP schools lack a process to connect educators with supports that increase effectiveness.	<ul style="list-style-type: none"> • Professional Growth Plans will connect educator evaluation results to professional learning opportunities that address individual needs and solve shared problems of practice. • <i>CSL - KIPP</i> will expand Coaching and Career Ladder opportunities to elevate performance and promote career advancement for teachers, school leaders and assistant school leaders. • Instructional Coaching, School Leader Network, New Teacher Network and Career Ladders will provide supports to raise educator effectiveness and student achievement.
Need 4: Twenty-five KIPP schools lack strategies and resources to meet state/local equity plans.	<ul style="list-style-type: none"> • Catalyst will have an Equity Instructional Coach available to address issues of inequity in teaching and learning and facilitate strategies that reduce / eliminate equity barriers in KIPP schools, aligned to State Equity Plans, in each of our four geographic regions. • Performance-Based Compensation and High Priority Content Area signing bonuses will motivate <i>Highly Effective</i> educators to teach in and remain serving high-need schools.

(B) QUALITY OF THE PROJECT DESIGN

The Center for Strategic Leadership and Organizational Coherence, Inc. (CSL), a non-profit organization as defined in 2 CFR 200.70 and fiscal agent for this proposal, in partnership with KIPP Delta Public Schools in Arkansas; KIPP Colorado Public Schools; KIPP Oklahoma Public Schools; and KIPP Tennessee Public Schools, serves 9,486 students enrolled in 25 schools. All 25 meet and exceed minimum 50% free and reduced lunch rate threshold and qualify as high-need schools (average Free and Reduced Lunch Rate = 86%). To address the needs of educators and students, raise student academic achievement and increase equity in access to highly effective educators and high-quality education programs, The Center, in partnership with four KIPP regions in Arkansas, Colorado, Oklahoma and Tennessee, proposes ***CSL - KIPP!***, a *Teacher and School Leader Incentive Fund* project. Implementation of *CSL - KIPP* will launch and sustain systemic improvements that elevate the function / effectiveness of Human Capital Management Systems, Performance-based Compensation Systems, Educator Evaluation Systems and Educator Quality Support Systems.

Goal, Objectives and Outcomes: After an extensive needs assessment, the *CSL - KIPP* Planning Task Force designed a comprehensive effort to initiate, strengthen and sustain strategies supporting improvement in high-need schools. Implementation of *CSL - KIPP* will help KIPP schools 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-need schools.	
Objective 1: Reduce equity gaps through effectiveness-based Human Capital Management System.	
Outcome 1.1: Improved educator quality ratings in <i>CSL - KIPP</i> schools.	Outcome 1.2: Diversified teachers and school leaders educating students in <i>CSL - KIPP</i> schools.
Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.	
Outcome 2.1: Increased teacher effectiveness ratings.	Outcome 2.2: Increased administrator effectiveness ratings.
Objective 3: Improve educator effectiveness through individualized learning and supports.	
Outcome 3.1: Professional Growth Plans for teachers	Outcome 3.2: Reduced numbers of teachers and school

and school leaders.		leaders rated <i>Needs Improvement</i> or <i>Ineffective</i> .
Objective 4: Increase student attainment of state academic performance standards.		
Outcome 4.1: Increased ELA / Reading Proficiency rates.	Outcome 4.2: Increased Math Proficiency rates.	Outcome 4.3: Increased Graduation Rates.

(i) Proposed project Demonstrates a Rationale.

Our Theory of Change is that horizontal and vertical organizational alignment leads to sustainable system change which, in turn, leads to significant and sustainable improvement in student achievement. Horizontal and vertical alignment, in this instance, means that organizational stakeholders at all levels (classroom teachers, school leaders, HR/instructional supervisors, and the superintendent/central office) will utilize similar tools, language and protocols to solve problems of practice in student learning. This multi-pronged approach (leveraging the combined efforts of the development and implementation of a technologically-advanced Human Capital Management System [which provides tools for professional learning and coaching], as well as, the development and expansion of a Performance Based Compensation System) intersects, aligns and works in tandem to meet the needs of high priority schools. The goal is to both build and implement an on-going recursive system of supports to improve teacher and school leader effectiveness and increase, reward and incentivize the number of skilled educators who can effectively raise student achievement, especially for the most vulnerable students. It is not an “either/or,” but an “and/both” proposition. We know that all students deserve access to a highly-effective teacher and school leader and studies have shown that students who consistently have access to accomplished teachers do well academically. In order to well-educate all students in our 25 KIPP schools, there is no goal that has greater urgency than accelerating the closure of persistent achievement gaps and raising student achievement for all of our students. This means that each school must grow and cultivate a culture of competence by improving teacher and school leader effectiveness.

CSL - KIPP is the result of collaborative planning among each of the regions within the consortium aligned to state reform initiatives, state equity plans and the need of each of our regions to implement systems that support and create a sense of urgency to accelerate improved achievement in teaching and learning in all schools, particularly high-poverty/low-achieving schools. The *CSL - KIPP* Planning Task Force completed extensive research and review of proven human capital management systems, performance-based compensation strategies, educator evaluation protocols and educator improvement plans. The Task Force 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. Multiple strategies central to the *CSL - KIPP TSL* Project Design are supported by strong and / or moderate Evidence of Effectiveness. By utilizing programs supported by Evidence of Effectiveness, the Planning Task Force is confident *CSL - KIPP* will yield positive, relevant outcomes for educators and students during the grant period and beyond (see *Appendix - Literature Cited*):

Program	<i>CSL - KIPP: Evidence of Effectiveness</i>
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Evidence of Support Study # 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 <i>What Works Clearinghouse</i> design standards Without Reservations.
ESSA Rating	Tier 1 – At Least One Statistically Significant Positive Finding
Process	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.2
Evidence	Strong Evidence of Support.
Study Outcomes	Results of the randomized control study found that new teacher participation in induction support and new teacher mentoring / coaching increases student achievement in ELA / Reading and Math.
Relevance to Project	The <i>CSL - KIPP</i> 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 <i>What Works Clearinghouse</i> 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 study demonstrates National Board Certification leads to improved student achievement in elementary and middle school mathematics.
Relevance to Project	<i>CSL - KIPP</i> 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, USDOE.
WWC Rating	Meets <i>What Works Clearinghouse</i> 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 study demonstrate transfer incentives increase high-quality teaching in high-needs schools and improves achievement in Math and Reading.
Relevance to Project	<i>CSL - KIPP</i> includes transfer / signing bonuses to incentivize <i>Highly Effective</i> 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 three-year i3 impact evaluation of Children's Literacy Initiative (CLI): Implementation/impact findings of an intensive professional development & coaching program. Washington, DC: American Institutes for Research.
WWC Rating	Meets <i>What Works Clearinghouse</i> 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 study demonstrate 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	<i>CSL - KIPP</i> 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. <i>Journal of Research in Science Teaching</i> 49(3) 333- 362.
WWC Rating	Meets <i>What Works Clearinghouse</i> 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	<i>CSL - KIPP</i> 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 <i>What Works Clearinghouse</i> design standards With Reservations. 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 demonstrate principal development model providing coaching and mentoring support improves student achievement in Reading.
Relevance to Project	<i>CSL - KIPP</i> includes Principal Network supports that partner struggling and / or new principals and assistant principals with mentors and coaches to improve leadership practice.
Program	<i>CSL - KIPP: Research Base</i>
HCMS with PBCS	<u>Evidence of Effectiveness</u> : 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 ratings educators received from their districts (Chiang, et al, 2015).
Teacher Supports	<u>Evidence of Effectiveness</u> : 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	<u>Evidence of Effectiveness</u> : 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	<u>Evidence of Effectiveness</u> : 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	<u>Evidence of Effectiveness</u> : 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 are more likely to remain in school five or more years (Silva, et al, 2014).
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Based on research of evidence-based HCMS, PBCS, educator evaluation and educator improvement practices, the Planning Task Force 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* below), grounds *CSL - KIPP* in strong theory and demonstrates a rationale supporting project elements:

CSL - KIPP Logic Model				
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 Systems.				
Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.				
Objective 3: Improve educator effectiveness through individualized learning and support.				
Objective 4: Increase student attainment of state academic performance standards.				
INPUTS >	ACTIVITIES >	OUTPUTS >	SHORT TERM OUTCOMES >	LONG TERM OUTCOMES
<ul style="list-style-type: none"> • TSL Grant Resources <ul style="list-style-type: none"> ○ KIPP expertise implementing educator evaluations. ○ TSL Project Personnel Expertise ○ TSL Partner Expertise / Resources ○ TSL Vendor Expertise / Resources • In Kind Match Resources <ul style="list-style-type: none"> ○ Multi-year use of state-approved Educator Evaluation System ○ Experience distributing Performance- 	<ul style="list-style-type: none"> • Tier 1: Comprehensive HCMS <ul style="list-style-type: none"> ○ Conduct HCMS Audits ○ Update and Improve Strategies ○ Expand <i>Talent Management</i> systems ○ Conduct annual Educator Evaluations ○ Distribute <i>Highly Effective</i> PBC Incentives ○ Distribute Retention / Signing Incentives • Tier 2: Educator 	<ul style="list-style-type: none"> • Tier 1: Comprehensive HCMS <ul style="list-style-type: none"> ○ Effectiveness-based HCMS ○ Annual Educator Performance Ratings. ○ Annual Performance-based Comp. awards. ○ Professional Growth Plans for all educators. • Tier 2: Educator Quality Supports <ul style="list-style-type: none"> ○ Annual New Teacher Induction Coaching, Mentoring, PLC. ○ Annual School Leader Network Coaching and Mentoring. 	<ul style="list-style-type: none"> • Tier 1: Comprehensive HCMS <ul style="list-style-type: none"> ○ Improve Retention of <i>Highly Effective</i> Educators in High-Need Schools. ○ Increase Racial Diversity of Applicants for new Positions. ○ 100% of Educators will Receive Annual Effectiveness Rating. ○ Increase Educator Eligibility for PBC Incentives by 3%. ○ Increase # <i>Highly Effective</i> Educators by minimum of 3%. • Tier 2: Educator Quality Supports <ul style="list-style-type: none"> ○ 75% of New Teachers will Receive Mentoring / Coaching / PLC Support. ○ 75% of New Teachers 	<ul style="list-style-type: none"> • Tier 1: Comprehensive HCMS <ul style="list-style-type: none"> ○ Improve Retention of <i>Highly Effective</i> Educators in High-Need Schools 10% by 2026. ○ Increase Racial Diversity of Applicants for new Positions 10% by 2026. ○ 100% of Educators will Receive Annual Effectiveness Rating. ○ Increase Educator Eligibility for PBC Incentives 10% by 2026. ○ Increase # <i>Highly Effective</i> Educators a minimum 10% by 2026. • Tier 2: Educator Quality Supports <ul style="list-style-type: none"> ○ 90% of New Teachers in Mentoring / Coaching / PLC Support. ○ 90% of New Teachers Complete Annual New

based Compensation ○ Existing Personnel Capacity ○ Experience with Instructional Coaching Model ○ Existing Partner Expertise / Resources	Quality Supports ○ Establish / Maintain Professional Growth Plans ○ Equity in Teaching and Learning ○ School Leader Network ○ Instructional Coaching ○ New Teacher Network ○ Career Ladders ○ Professional Development ○ Virtual Networks for Improvement	○ Annual Professional Development Linked to Growth Plans. ○ Annual Career Ladder Opportunities – Microcredentials, Badging, Lead Teachers, Coaches, Mentors <u>CSL - KIPP Evaluation</u> ○ Data Collection ○ Data Analysis ○ Site Visits ○ Progress Monitoring ○ Annual / Final Performance Reports	will Complete Annual New Teacher Orientation. ○ 75% of Educators will Maintain Professional Growth Plans. ○ Reduce % <i>Needs Improvement and Ineffective</i> by 5%. ○ 75% of Aspiring Leader Cohort will Complete Annual Programming. ○ 50% of Educators will Participate in Instructional Coaching. ○ Professional Learning in 100% of Schools. ○ Increase ELA, Math and Graduation Rates a minimum of 3%.	Teacher Orientation. ○ 90% of Educators will Maintain Professional Growth Plans. ○ Reduce % <i>Needs Improvement and Ineffective</i> 10% by 2026. ○ 90% of Aspiring Leader Cohorts Complete Annual Programming. ○ 75% of Educators will Participate in Instructional Coaching. ○ Professional Learning in 100% of Schools. ○ Increase ELA, Math and Grad Rates a minimum of 10% by 2026. ○ Increase % <i>Highly Effective</i> Educators in <i>CSL - KIPP</i> Schools a minimum 10% by 2026.
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Grant managers, the *CSL - KIPP* 'Regions Collaborate' Advisory Committee (RCAC - 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.

(ii) Thorough, high-quality review of relevant literature, high-quality plan for project implementation.

Podolsky, A., Kini, T. and Darling-Hammond, L. (2019) concluded that teacher efficacy, when supported with evidenced-based professional learning and job embedded-professional coaching, can significantly improve over time. First, the authors find that teaching experience (supported by job-embedded coaching and professional learning) is positively associated with student achievement gains throughout much of a teacher's career. Second, as teachers gain experience (and have access to multiple pathways for professional growth and development), their students are more likely to do better on measures of success beyond test scores. Third, teachers make greater gains in their effectiveness when they teach in a supportive, collegial environment, or accumulate experience in the same grade, subject or district; and finally, more experienced teachers confer benefits to their colleagues (serving as mentors who can offer strategies to eradicate persistent problems of practice).

The National Strategic Planning & Analysis Research Center (2017) reported that an analysis focused on Kindergarten and third grade students attending Mississippi public schools during the 2015-2016 school year, enforces the notion that teacher quality matters. The report shows that students with a National Board Certified reading teacher had significantly higher literacy proficiency levels than those students who had a non-National

Board Certified reading teacher on measures of reading ability. In particular, kindergarteners who received reading instruction from a National Board Certified Teacher were 5.1 percentage points more likely than other kindergarteners to achieve a proficient score on the MKAS2 reading test, and 1.8 percentage points more likely to achieve performance growth on the MKAS2.

Researchers Goldhaber and Cowan (2015) used seven years of statewide data to study the effectiveness of National Board Certified Teachers in Washington State. Researchers found that Board-certified teachers produce nearly six weeks of additional learning gains in middle school math classrooms and one to two weeks of additional learning gains in elementary classrooms and middle school reading classrooms. Finally, they found that teachers who achieve Board certification on their first attempt produce four and a half weeks of additional learning gains compared to those teachers who pursue but never achieve Board certification.

Highly effective school leaders are also critical to fostering the conditions needed to raise student achievement in schools. Research studies show that strong principals play an important role in creating a positive school culture and raising student achievement. Hollingworth, Olsen, Asikin-Garmager, & Winn (2018) assert that highly effective school leaders are essential to retaining highly effective teachers and raising student achievement, in all schools, especially in schools that serve the most vulnerable students. Carver-Thomas & Darling-Hammond (2017) in their examination of teacher turnover attribute highly effective school leaders to being a critical element in growing teacher competence, establishing supportive Professional Learning Communities and ensuring that students' social and psychological needs are met. Adams, Olsen, & Ware (2017) conclude that there is a positive relationship between highly effective principals, student learning and academic achievement. Among a number of positive outcomes, Coelli & Green (2012) found that greater school leader effectiveness is associated with higher graduation rates especially in high priority schools. Research also bears witness to the fact that when principals are able to grow their competence through meaningful professional learning that improves their efficacy, those school leaders, in turn, have a positive impact on raising student achievement (Grissom, Kalogrides, & Loeb, 2015; Dhuey, E., & Smith, J., 2014; Branch, G. F., Hanushek, E. A., & Rivkin, S. G., 2012; Coelli, M., & Green, D. A., 2012).

Policy expert, Desiree Carver-Thomas (2018) in a research study, "Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color", conducted by the Learning Policy Institute found that: 1) Teachers of color boost the academic performance of students of color, including improved reading and math test scores, improved graduation rates, and increases in their aspirations to attend college; and 2) Both students of color and white students report having positive perceptions of their teachers of color, including feeling cared for and academically challenged. The report also provides several recommendations which guide and inform our work in the *CSL - KIPP* TSL Grant. First, the report recommends offering comprehensive induction to support teachers of color in their first years of teaching. Induction often includes being matched with a veteran mentor teacher and can also include seminars, classroom assistance, time to collaborate with other teachers, coaching

and feedback from experienced teachers, and reduced workloads. Second, the research supports implementing *Grow Your Own* programs at the district level that recruit teacher candidates from nontraditional populations which can be supported through university-based partnerships and other financial and programmatic policies and support. Finally, the report suggests that districts should provide ongoing professional learning opportunities for school leaders (in diversity, equity and inclusion) to develop the skills to support teachers effectively.

The *CSL - KIPP* Planning Task Force, based on extensive research of effective practices proven to yield positive outcomes relevant to the proposed *CSL - KIPP TSL* vision, created a high-quality plan to implement a comprehensive, transformative project designed to raise student academic achievement through increased educator effectiveness and elevated equity in learning for all students. The *CSL - KIPP* Framework includes the following elements: (1) Prioritization of Services; (2) Goal, Objectives and Outcomes; and (3) Tiers of Support.

(1) Prioritization of Services: *CSL - KIPP* will serve 25 schools in four geographical regions: Arkansas, Colorado, Oklahoma and Tennessee – average Free and Reduced Lunch rate is 86% and all schools meet the TSL criteria of High-Need School. *CSL - KIPP* will serve all 25 schools to ensure consistency of efforts, promote equitable access for students to high-quality educators and education programs and because *CSL - KIPP* schools have multi-year trends of increasing poverty and needs. To ensure services target highest needs students and schools, the Planning Task Force 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 supports to the greatest 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 and PBCS strategies:

School Priority	<i>CSL - KIPP</i> School Priority Level Classification
Priority Level 1:	Schools with 90-100% Free/Reduced Lunch rates performing in bottom 10% of state schools.
Priority Level 2:	Schools with 80-89% Free/Reduced Lunch rates performing in bottom 20% of state schools.
Priority Level 3:	Schools with 70-79% Free/Reduced Lunch rates performing in bottom 30% of state schools.

Our Task Force designed a project based on Evidence of Effectiveness and peer-reviewed research. A Logic Model grounds *CSL - KIPP* in strong theory. A Priority Level strategy provides a rationale for ensuring *CSL - KIPP* benefits highest-poverty / lowest-performing schools and closes PK-12 education equity gaps.

(2) Goal, Objectives and Outcomes: Implementation of *CSL - KIPP* will help schools meet/exceed the following goal and objectives (see *Evaluation in Project Design* section below for Performance Indicators):

GOAL: To improve student achievement by increasing access to effective educators in high-need schools.	
Objective 1: Reduce equity gaps through effectiveness-based Human Capital Management System.	
Outcome 1.1: Improved educator quality ratings in <i>CSL - KIPP</i> Priority Level 1 schools.	Outcome 1.2: Diversified teachers and school leaders educating students in <i>CSL - KIPP</i> schools.
Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.	

Outcome 2.1: Increased teacher effectiveness ratings.		Outcome 2.2: Increased administrator effectiveness ratings.
Objective 3: Improve educator effectiveness through individualized learning and supports.		
Outcome 3.1: Professional Growth Plans for teachers and school leaders.		Outcome 3.2: Reduced numbers of teachers and school leaders rated <i>Needs Improvement / Ineffective</i> .
Objective 4: Increase student attainment of state academic performance standards.		
Outcome 4.1: Increased ELA / Reading Proficiency rates.	Outcome 4.2: Increased Math Proficiency rates.	Outcome 4.3: Increased Graduation Rates.

Evaluation of the goal, objectives and outcomes will include assessment of required GPRA performance indicators and project-specific measures, as well as a quasi-experimental design study with research questions.

(3) Tiers of Support: Implementation of *CSL - KIPP* during the initial three-year grant period will provide diverse services and supports across two Tiers of Support: Tier 1 - Comprehensive Human Capital Management System; and Tier 2 - Educator Quality Supports.

Tier 1 - Comprehensive Human Capital Management System – *CSL - KIPP* schools will launch an initiative to re-imagine Human Resource Departments into data-driven Human Capital Management Systems linked to effectiveness data. *CSL - KIPP* will expand efforts to reform their HCMSs and will provide school administrators and regional personnel with the tools to support verifiable improvement in highest-need schools. Supports include: (1) Effectiveness-based Human Capital Management; (2) Talent Management; (3) Educator Effectiveness Model; (4) High Quality Evaluation Plan; and (5) Performance-Based Compensation.

- **Effectiveness-based Human Capital Management:** Annual evaluation of educator effectiveness using the *Teacher, Instructional Support Personnel, School Leader and the Regional Leader Evaluation Models* (below) will provide data to inform all elements of KIPP Human Capital Management Systems, including:

Component	<i>CSL - KIPP</i> HCMS Improvement Strategy
Recruitment	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> will strengthen the screening and selection process to assess the effectiveness of prospective teachers and administrators by identifying candidates who understand and embrace our instructional vision. Because recruiting quality candidates is a challenge, KIPP is mindful of the efficacy of alternative certification programs, partnerships with colleges and universities, and “grow your own” recruiting programs to best provide teachers / school leaders able to raise student achievement. KIPP will collaborate with The Center for Strategic Leadership and Organizational Coherence to develop and implement a plan to recruit, employ and retain minority educators, posting positions and producing a recruitment video to highlight <i>CSL - KIPP</i> schools.
Hiring	<ul style="list-style-type: none"> • <i>CSL - KIPP</i> schools 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 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 our schools 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. KIPP will streamline current hiring processes by implementing the <i>Applicant Tracking</i> and <i>Employee Records</i> with Sync systems.
Placement	<ul style="list-style-type: none"> • KIPP will seek equitable placement of <i>Highly Effective</i> teachers / school leaders in highest need

	schools aligned to the School Priority Level classification (see above). New teachers and current educators willing to teach in highest poverty / lowest-performing schools who meet <i>Highly Effective</i> standards will qualify for compensation incentives that promote equitable access to <i>Highly Effective</i> educators for students in failing schools (see <i>PBCS</i> below).
Retention	<ul style="list-style-type: none"> Multiple initiatives – New Teacher Network, Instructional Coaching, School Leader Network, Career Ladder and Professional Development (see Tier 2) – will provide professional growth opportunities to increase educator quality and promote retention. <u>CSL - KIPP will offer <i>Highly Effective</i> teachers who complete a minimum of two consecutive years of service in designated highest poverty / lowest performing schools Retention Bonuses to increase equity in learning and improve student access to high-quality teachers in high-need schools.</u>
Promotion	<ul style="list-style-type: none"> KIPP does not currently implement a system to promote educators based on proven ability to raise student achievement. <i>CSL - KIPP</i> will connect promotion to an Educator Effectiveness Model that uses validated evaluation rubrics and student growth measures. Promotion will be linked to performance-based compensation strategies that reward <i>Highly Effective</i> educators through incentive pay and Career Ladder (see Tier 2) professional growth.
Dismissal	<ul style="list-style-type: none"> KIPP 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 <i>Professional Growth Tracks</i> and <i>Professional Growth Plans</i> – will promote educator improvement and facilitate courageous discussions that consider alternative roles for, or dismissal of, ineffective educators.
Compensation	<ul style="list-style-type: none"> Participating <i>CSL - KIPP</i> regions will adopt a Performance-based Compensation System for teachers and school leaders (see <i>PBCS</i> below).
Professional Development	<ul style="list-style-type: none"> Effectiveness data will allow KIPP to prioritize use of limited professional development funds to target regional and school needs while facilitating individual educator improvement. Performance labels – <i>Highly Effective</i>, <i>Effective</i>, <i>Needs Improvement</i>, <i>Ineffective</i> – connect to one of four Professional Growth Tracks and determine components of Professional Growth Plans (see Tier 2). <i>Talent Management</i> platforms will track effectiveness ratings, categorize professional development, inform educators of opportunities and monitor completion of PGP.

- Talent Management:** We believe that highly effective organizations are not produced serendipitously, but with intention. In order to create a culture of competence, all of our stakeholders must have a shared understanding and language, along with a vast toolkit that they can use to strategize on how to improve teacher practice, as well as, achievement outcomes for students. With the use of these technologically-advanced digital tools, teachers and school leaders at all levels can engage in anytime-anywhere learning, choose from different professional learning pathways, receive and incorporate feedback from coaches through differentiated pathways for professional development and job-embedded on-going professional learning used to significantly improve their effectiveness. We believe that developing modules for learning at every level sends a powerful message to all of our stakeholders that learning is happening at all levels, especially if all stakeholders are encouraged to provide feedback. When we empower our stakeholders with agency in this manner, we increase buy-in and create a learning community in which everybody is expected to learn and grow together, while also understanding that it is our collective responsibility to ensure that all

of our students are learning at very high levels in our participating schools. Over time, using a technologically-advanced Human Capital Management System, coupled with a Performance Based Compensation System, will enable our organizations to manage the entire talent lifecycle—from effectively sourcing and recruiting to onboarding new hires, managing goals and performance, rewarding for performance, providing continuous learning, developing careers and conducting talent reviews and planning for best-fit successors—all while ensuring *CSL - KIPP* schools in Arkansas, Colorado, Oklahoma and Tennessee continually improve and build capacity to achieve the following:

- ***Talent acquisition:*** We believe that educators enter the profession with a desire to be effective. We can attract compelling candidates when they know they will be supported and have an opportunity for career growth and will receive the supports they need to be highly effective in their practice. With this investment we have the opportunity to leverage innovative technologies as tools to make education attractive as a career choice which leads to high impact.
- ***Performance management:*** Align student learning and achievement goals with teacher and school leadership effectiveness and support employees with frequent checkpoints to optimize performance.
- ***Career development:*** Identify career opportunities for aspiring teacher leaders and school leaders and maintain a development plan to bring employees closer to their career aspirations.
- ***Talent review and succession management:*** Evaluate macro-organizational talent trends and proactively plan for future needs in leadership and other critical roles.
- ***Learning:*** Cultivate a culture of competence, while providing opportunities for learning at all levels to foster a shared understanding and standard of effectiveness. Leverage innovative technology tools to provide a tailored professional development experience which can be used as a job-embedded tool for continuous improvement.
- ***Educator Effectiveness Model:*** As we increase our investment in providing pathways towards excellence to improve the effectiveness of our teachers and school leaders, it is important that as an organization that we concomitantly direct resources towards rewarding highly effective teaching and school leadership and attracting teachers to teach in schools where they are needed most. We believe that one of the most important data points for highly effective teaching is growth in learning and increases in student achievement. **We want to be clear that a *highly effective* rating can only be paired with an increase in growth in student learning.** While each of the four KIPP regions (AR, CO, OK, TN) has their own effectiveness models based on their state’s legislation, our framework will provide additional rigor where it might be lacking by utilizing an effectiveness system that generates a rating based 50% on student achievement and 50% on teacher and school leader observation of effective instruction / leadership. Each region has agreed to these parameters as part of their participation in the project. *CSL - KIPP* will work

closely with administrators, teachers and coaches to facilitate formal teacher evaluation, collect data, and use digital portfolios to identify areas of improvement in practice of teachers and administrators.

- **High Quality Evaluation Plan.** One of the critical components that we are adding to the *CSL - KIPP Evaluation and Effectiveness Formula* is PEER REVIEW which will account for 10% of the total weighted score of the evaluation. A team of 3-5 teachers who have been evaluated as “Highly Effective” for a minimum of 3-5 consecutive years will provide an evidence-based assessment of the teacher’s efficacy using video observation footage; notes from critical feedback from *SIMBE Huddles*; formative and assessment data; evidence from Virtual Networks for Improvement; and running notes from lesson studies facilitated by the teacher. The team will develop a digital portfolio that will chart the teacher’s growth in effectiveness throughout the course of the academic year. The PEER REVIEW team will be provided with a stipend and bi-weekly release time to provide support and hold critical conversations with teachers.

CSL - KIPP Effectiveness Formulas					
Component	Component Score		Percent of Score		Weighted Score
Essential Practices (EP)	0.0 - 4.0	x	20%	=	0 – 80
Peer Review	0.0 – 4.0	x	10%	=	0 – 40
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 CSL - KIPP Evaluation Score Range:					0 - 400
Core Professionalism (CP)	Meets Standard				No Change

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:

CSL - KIPP Educator Effectiveness Rating (Score)			
Ineffective (0.0 – 200)	Needs Improvement (201 – 299)	Effective (300 – 349)	Highly Effective (350 – 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 *Highly Effective* and *Effective* ratings will be eligible for annual performance-based compensation awards.

- **Performance-based Compensation:** KIPP regional administrators will distribute performance-based compensation bonuses 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 receive annual performance-based comp, based on effectiveness evaluation ratings, high-priority hiring and placement incentives and *Targeted Support / Improvement* school retention incentives.

CSL – KIPP : Teacher Performance-Based Compensation Rewards *		
Area	Highly Effective	Effective
Overall Educator Effectiveness Rating Award <ul style="list-style-type: none"> • 50% Educator Evaluations / Observations / Surveys/ Peer Review • 50% Student Achievement Measures (IVA and TAS) 	\$8,000 per year	\$5,000 per year
High-Priority Content Area Placement Incentive (Placement of ESL / Special Ed. / World Languages / Math educators in <u>Priority Level 1 schools</u> – 50% upon hiring; 50% upon completion of first school year contingent on <i>Highly Effective or Effective</i> rating)	\$3,000	\$3,000
Maximum PBCS Awards	Up to \$11,000	Up to \$8,000

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

TEACHERS : PERFORMANCE BASED COMPENSATION
Tier 1 Compensation: Recruitment. Teachers who accept a position at one of the high priority schools designated for intensive support will receive a \$3,000 signing bonus.
Tier 2: Compensation: Performance Category A – Teachers. Teachers who receive a rating of <i>Highly Effective</i> or move from <i>Effective</i> to <i>Highly Effective</i> will receive an \$8,000 dollar yearly bonus. Overall effectiveness rating will be based on 50% Educator Evaluations/Observations/Surveys/Peer Review and 50% Student Achievement Measures (testing - specific to applicable state: Arkansas, Colorado, Oklahoma and Tennessee).
Tier 3: Compensation Performance Category B – Teachers. Teachers who receive an <i>Effective</i> rating or move from <i>Needs Improvement</i> to <i>Effective</i> will receive a \$5,000 dollar yearly bonus. The Overall effectiveness rating will be based on 50% Educator Evaluations/Observations/Surveys/Peer Review and 50% Student Achievement Measures (testing - specific to the applicable state: Arkansas, Colorado, Oklahoma and Tennessee)
SCHOOL LEADERS : PERFORMANCE BASED COMPENSATION
Tier 1: Compensation: Recruitment. School leaders who have shown evidence of consistently raising student achievement (5 years or more as a <i>Highly Effective</i> teacher or <i>Highly Effective</i> school leader) and accepts a position at one of the high priority schools designated for intensive support will receive a \$5,000 signing bonus.
Tier 2: Performance Based Incentive Category A – School Leaders. Leaders who receive a <i>Highly Effective</i> rating based on 85% of students in the building showing 1 year of growth in student learning on ED Statewide Assessments & achieve/maintain an accountability grade of “B” or higher will receive a bonus of \$15,000.
Tier 3: Compensation: Performance Category B – School Leaders. School leaders who are rated <i>Effective</i> or <i>Highly Effective</i> and whose state accountability grade is elevated (e.g. moving from a “D” to a “C”; from a “C” to a “B”, etc.) and/or sustains the accountability grade of a “B” or higher will receive a bonus of \$7,500.

The ultimate goal is to create job-embedded supports which empower teachers and administrators with a pathway towards fostering classrooms and buildings where student learning remains the foremost important function of the work occurring in schools.

TIER OF SUPPORT 2: Educator Quality Supports – KIPP will implement an HCMS, guided by use of the *CSL - KIPP Evaluation 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. Implementation of CSL - KIPP will begin with a comprehensive, external audit of each region’s professional development and examine its impact on student achievement. The Catalyst Institute for Transformative Learning (Catalyst) 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. Implementation of *CSL - KIPP* will support the hiring of four *CSL - KIPP* Improvement Specialists – one for each Region [AR / CO / OK / TN] supporting our 25 schools (see *Management Plan*) to coordinate educator effectiveness improvement strategies that connect school leaders and instructional staff to professional learning aligned to the individual needs of educators. Coordinators, linked to regional, 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) School Leader Network; (4) Instructional Coaching; (5) New Teacher Network; (6) Career Ladders; and (7) Professional Development.

(1) Professional Growth Tracks: The *CSL - KIPP* HCMS drives all aspects of the educator evaluation process and influences all of its components. An essential component of the *CSL - KIPP HCMS 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:

<i>CSL - KIPP : Professional Growth Tracks</i>		
Track	Audience	Professional Growth Strategies
Track 1: Initial Professional Development	• All educators with less than 3 years experience	<ul style="list-style-type: none"> • Designed to support growth of new educators – both new educators and new to <i>CSL - KIPP</i> schools – during probationary period. • Strategies promote assimilation of educators into KIPP culture and promote mastery of instructional and administrative strategies.
Track 2: Ongoing Professional Growth	• Experienced Educators – <i>Highly Effective, Effective</i>	<ul style="list-style-type: none"> • Designed to support experienced 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 Educators – <i>Needs Improvement</i>	<ul style="list-style-type: none"> • Designed to support experienced 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 Educators – <i>Ineffective</i>	<ul style="list-style-type: none"> • Designed to support experienced educators demonstrating less than satisfactory performance across multiple effectiveness domains. • Strategies develop skills aligned to effectiveness domains / strengthen multiple weaknesses identified during evaluations. • Strategies mitigate deficiencies to avoid potential dismissal actions.

Annual assignment of educators to Professional Growth Tracks will trigger Professional Growth Plans that connect educators to support, professional development and quality improvement strategies that promote educator attainment of *Highly Effective* and *Effective* performance ratings. ***CSL - KIPP* seeks to raise student achievement by connecting all students attending schools with *Highly Effective* and *Effective* educators.**

(2) Equity in Teaching and Learning: *CSL - KIPP* regions, guided by work with The Catalyst Institute for Transformative Learning will engage in professional learning opportunities that elevate the skills and competencies needed by educators to ensure that instruction is culturally responsive, equity-driven and data-informed. Both Catalyst and The Center for Strategic Leadership and Organizational Coherence will collaborate with superintendents, central office staff and school leaders to ensure that equity resonates in all teaching and learning decisions, education administration and human capital management decision-making. Equity in teaching and learning is critical to the success of the students in our regions, the success of *CSL - KIPP* 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 *CSL - KIPP* programs and experts from Catalyst and CSL will provide technical assistance and professional development for regional administrators, school leaders, instructional leaders and teachers to increase leadership and instructional coherence across all regional and school programs serving high-needs schools through the lens of equity. The Center for Strategic Leadership will also collaborate with *CSL - KIPP* regions to implement a comprehensive plan that aligns with the goal and objectives of *CSL - KIPP* to accelerate student achievement in high-priority schools.

(3) School Leader Network: The *CSL - KIPP* School Leader Network will improve educator effectiveness through individualized learning and support for school leaders and assistant leaders. School Leader Network professional learning and professional growth strategies will include:

- Blended Coaching: Leadership Coaches will work with school leaders 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 protocols; 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 Charlotte Danielson or Robert Marzano model educator evaluation tool. Coaches will provide monthly coaching to participating school leaders. Coaches will be assigned to school leaders in their first year of school administration or to leaders who receive *Needs Improvement* or *Ineffective* ratings. Coaches will complete Catalyst leadership training.
- Leadership Evaluation Development: *CSL - KIPP* will collaborate with Catalyst to improve the ability of school leaders and evaluators to conduct high-quality instructional observations and use evidence-based targeted feedback to educators. Catalyst will develop Equity Score Cards which provide school leaders with teachers' disaggregated data, coupled with a root cause analysis to show areas where there are gaps in equity-driven practice and strategies to close the equity gap. Catalyst will develop professional learning that will nurture the growth of aspiring instructional leaders within regions by helping current and future school leaders develop a shared vision for high-quality instruction that is equity-driven; utilize non-judgmental methods for observing and analyzing instruction with a lens geared towards cultural responsiveness; employ

transformative skills in providing targeted feedback; promote development of professional learning communities focused on student learning and grow a deeper culture of public practice.

- **SAMS Leadership Training:** SAMS is a professional development process using a unique set of tools to change school leader focus from school management tasks to instructional leadership – activities directly connected to improving teaching and learning. *CSL - KIPP* will provide SAMS professional learning to ensure participating school leaders and assistant school leaders from all Priority Level 1 high-need 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-principals-role-journal-of-school-leadership-2017.pdf> for Research Base).
 - **Professional Learning:** *CSL - KIPP* will offer extensive leadership professional development to support the growth and continuous leadership improvement of central office regional administrators, school leaders and their assistants. The *CSL - KIPP* HMCS platform will include a catalog of professional development options designed to elevate effectiveness and fill gaps in expertise and 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). *CSL - KIPP* regional administrators will complete annual professional development. Options will include, but not be limited to: *Facilitating Deep Learning; Equity-Driven Assessments; How to Facilitate Better Coaching Conversations that Significantly Improve Teacher Effectiveness; Blended Coaching; Strengths-Based Leadership; Culturally-Responsive Pedagogy; and Using Data to Lead Schoolwide Transformation.*
- (4) Instructional Coaching:** *CSL - KIPP* regions will utilize a *Blended Coaching* model for educators. The Center for Strategic Leadership and Organizational Coherence will ensure that Instructional Coaches support *CSL - KIPP* 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. *CSL - KIPP* will engage a team of Coaches that will be deployed to schools on a weekly basis to supplement existing Coaching capacity at each school 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; Math; Science; English Language Learners; Social Studies/History; Social / Emotional Learning and Equity. A team of coaches will provide specialized supports across *CSL - KIPP* schools; Coaches will be assigned to schools using the School Priority Level strategy.
- (5) New Teacher Network:** *CSL - KIPP* will offer multi-year support for new teachers entering KIPP schools to prepare them with skills to meet the urgent needs of students in high priority schools; understanding policies and

practices in each region; and elevating the quality of the practice of new teachers during the early phase of their careers. This is a critical need because 92 of our 574 teachers (16%) are Inexperienced Teachers.

- **Induction Support:** *CSL - KIPP* regions will offer an Annual Induction Orientation – a blended learning experience of one day workshop and online modules – that prepares new teachers who choose to serve in *CSL - KIPP* consortium schools who may have had previous experience in other districts prior to serving in the consortium region. Teachers will learn how to effectively use the *CSL - KIPP* HCMS, educator evaluation systems / effectiveness tools, KIPP policies, state standards in the applicable region (AR, CO, OK or TN) / expectations and instructional / assessment philosophies.
 - **New Teacher Virtual Networks for Improvement:** *CSL - KIPP* schools will assign new teachers (Year 1, Year 2 and Year 3 teachers) to specialized Learning Communities to connect them with New Teacher Network Mentor Teachers through a Virtual Network for Improvement. New Teacher Network Mentors and Instructional Specialists (Career Ladder position) will lead monthly Virtual Networks for Improvement 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 *CSL - KIPP* schools from a university teacher preparation program or alternative certification program will be assigned a New Teacher Mentor (Teacher Mentors have maintained a *Highly Effective* rating for 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 Catalyst Institute for Transformative Learning training.
- (6) Career Ladders:** Professional learning opportunities will be provided which link professional growth to educator performance. Career Ladders will offer multiple strategies to advance eligible *CSL - KIPP* educators to higher level leadership and instructional positions. Educators who maintain *Highly Effective* ratings for a minimum of three consecutive years will be recruited to pursue career advancement positions in instructional or school leadership positions. Career Ladder opportunities will include:
- **Microcredentials:** *CSL - KIPP* will advance knowledge in the field pertaining to the concept of microcredentials and the role they play in the ongoing effort to improve educator effectiveness. KIPP, in partnership with The Center for Strategic Leadership and Organizational Coherence, will clearly define through practice what microcredentials are and provide multiple opportunities to engage educators in microcredential courses of study that will demonstrate the benefit microcredentials add to the educator preparation and development field. *CSL - KIPP* will demonstrate that microcredentials 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 microcredentials. Upon successful completion of microcredential courses of study, *CSL - KIPP* educators will then qualify to fill Career Ladder positions of elevated instructional leadership and school leadership responsibility and compensation (New Teacher Mentors, Instructional Coaches, School Leader Network Coaches, Virtual Network for Improvement Facilitators, Curriculum Design Specialists, PBIS Behavior Support Team members, etc.).

Creating Shared Practices and Language for Improvement Through Microcredentialing	
Stakeholder	Microcredential / Outcomes
Teachers	<p>Teachers will receive a microcredential and develop the competency do the following:</p> <ol style="list-style-type: none"> 1. Effectively use strategies that create a culture of equity in the classroom. 2. Incorporate equity-driven pedagogy. 3. Use high-yield, culturally-relevant strategies to create engagement and inquiry in the classroom. 4. Identify and solve problems of practice. 5. Use data to conduct root-cause analysis. 6. Implement strategies for course-correction to accelerate learning and closing achievement gaps.
HR Directors/ Instructional Supervisors	<p>Provide an inquiry-based learning and technical support group for HR Directors and Instructional Supervisors. Participants will learn the following:</p> <ol style="list-style-type: none"> 1. How to develop an outcomes-based Human Capital and Talent Management System with “best-in-class” strategies to increase teacher efficacy. 2. Study, implement and expand regional Performance-Based Comp Systems which promote, sustain and incentivize highly effective teaching practices. 3. Learn to use and calibrate state Department of Education evaluation tools. 4. Effectively use SIBME software platform to create job-embedded professional learning and virtual coaching to significantly improve teacher effectiveness and use technology as a tool to conduct on-going instructional rounds. 5. Learn to effectively use Charlotte Danielson Model or Robert Marzano Model and a blended coaching model as drivers to improve instruction.
Superintendent/ School leaders	<p>This microcredential will target regional and building leaders to develop coherence in leading large-scale change. Leaders will learn the following:</p> <ol style="list-style-type: none"> 1. How to effectively use, and evaluate the quality, consistency and reliability of Human Capital and Talent Management Systems. 2. Study the effectiveness of HMCS as a driver to improve teacher effectiveness. 3. Learn to effectively implement a Performance-Based Compensation System which maximizes teacher efficacy. 4. Learn how to effectively cultivate / grow / sustain a “culture of competency.” 5. Effectively use technology as a tool to conduct on-going instructional rounds. 6. Study the most effective frameworks for improving instruction. Learn how to incorporate the tenants of improvement science and the science of reading to effectively raise student achievement and close persistent achievement gaps.

- **Badging:** CSL will introduce the emerging professional growth concept of Badging to *CSL - KIPP* regional schools. Similar to the microcredential approach, Badging will serve as a Career Ladder strategy to promote the internal development of education leaders. *Highly Effective* and *Effective* educators who maintain ratings a minimum of three consecutive years will be eligible to develop priority skills from existing *CSL - KIPP* 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 educators to choose from a menu of Badging options – aligned to Career Ladder positions and outlined in the *CSL - KIPP* HCMS – that advance their careers as they move up the Career Ladder. Badging will include coaching, mentoring, PLCs, e-learning and / or embedded professional learning to increase educator quality and expand *CSL - KIPP* schools’ capacity to address the learning needs of students.
- **National Board Certification:** *CSL - KIPP* 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 cohorts of educators who complete the rigorous program will then be eligible to pursue advanced Career Ladder positions (see descriptions in charts below).

The career ladder/advancement opportunities that are proposed below honor the experience that teachers, paraeducators and school leaders bring to their roles and foster a culture of competence in schools. Each of the career ladder opportunities promote teacher and school leader-led embedded professional development; mentoring, coaching; hybrid roles to build leadership capacity; roles which allow teachers to serve side-by-side with school leaders to lead continuous improvement; and opportunities for both teachers and school leaders to elevate their voice by developing school-wide and regional policies that promote equity evidenced by a culture of inclusiveness and belonging. These opportunities are designed to elevate teacher and school leader voice in reimagining schools that maximize and accelerate our ability to meet the needs of all students and it allows our schools to retain *effective* and *highly effective* teachers and school leaders who are vital to providing access to high performing schools for all students. If we truly believe that *demography should not determine destiny*, then we must create schools where all students can flourish academically, psychologically and socially. Towards that end, retaining the talent that fosters the environments where every student can thrive is imperative.

CAREER PATHWAYS FOR TEACHERS

Career Ladder Opportunity	Function	Qualifications
School Improvement Coach Stipend: \$7,000	Co-Facilitate evidence-based School Transformation and continuous improvement side-by-side with building leader and school administrative team.	Aspirant must have 3-5 years of <i>effective/highly effective</i> rating and complete 3 courses in Improvement Science or Implementation Science through microcredentialing; badging or professional learning modules.

Instructional Content Area Coach Stipend: \$9,000	Model and co-teach evidence-based, high-yield strategies for teachers in each of the four core areas.	Aspirant will demonstrate instructional efficacy by showing evidence of raising student achievement and accelerating learning growth and have 3-5 years of consecutive ratings as <i>highly effective</i> .
Accomplished Teacher and Mentor Stipend: \$10,000	Mentor both probationary and career-status professional teachers. Accomplished Teacher Classroom will be used as a demonstration site for promising practices.	Aspirant will provide evidence of raising student achievement and accelerating learning growth, as well as, be credentialed as a National Board Certified Teacher and/or have at least 5 consecutive years rated <i>highly effective</i> .
Job-Embedded Professional Learning Coach Stipend: \$9,500	Design customized, job-embedded, professional learning opportunities for probationary and career-status professional teachers to elevate efficacy.	Aspirant will demonstrate instructional efficacy by showing evidence of raising student achievement and accelerating learning growth and have 3-5 years of consecutive ratings as <i>highly effective</i> .
School Culture and Climate Advisor Stipend: \$5,000	Design and lead school climate and culture initiatives to create inclusivity, reducing workplace stress, and creating an environment of belonging to meet the social-emotional needs of staff and students.	Aspirant will demonstrate instructional efficacy by showing evidence of raising student achievement and accelerating learning growth and have 3 consecutive years rated <i>effective/highly effective</i> .
Improvement Science Specialist Stipend: \$7,000	Facilitate PDSA Cycles with teachers, using the tenets of Improvement Science to solve problems of practice and accelerate literacy and mathematics proficiency.	Aspirant must have 3-5 years of <i>effective/highly effective</i> rating and complete 6 courses in Improvement Science or Implementation Science through microcredentialing; badging or professional learning modules.
Governance Board Advisor Stipend: \$6,000	Serve as Advisor to KIPP Board of Directors. Co-Design and provide thought-leadership for the creation of policies which govern the organization.	Aspirant will provide evidence of raising student achievement and accelerating learning growth, as well as, be credentialed as a National Board Certified Teacher and/or have at least 5 consecutive years of a <i>highly effective</i> evaluation rating.
National Board Certified Teacher and Coach Stipend: \$8,000	Facilitate mentoring program for teachers seeking National Board certification and credentialing.	Aspirants must have a minimum of 3 years of <i>effective/highly effective</i> for the organization to support National Board Certification, which represents the “gold standard” in educator credentialing.
Peer Reviewer for Evaluation	Co-Facilitate, side-by-side with the school leader and	Aspirant will provide evidence of raising student achievement and

Stipend: \$10,000	administrative team, evaluation, data assessment, observations and providing critical feedback to teachers to strengthen teacher efficacy.	accelerating learning growth, as well as, be credentialed as a National Board Certified Teacher and/or have at least 5 consecutive years of a <i>highly effective</i> evaluation rating.
Workforce Development and HR Advisor Stipend: \$6,000	Provide thought leadership to Human Resources Advisory Team. The Advisor will help to continue re-imagine and make on-going continuous improvement to the Human Capital Management System. Assess and study the effectiveness, fairness, quality, consistency and reliability of Performance Based Compensation and evaluate ongoing pipeline efforts to recruit, induct, train and retain a diverse group of educators.	Aspirant will demonstrate instructional efficacy by showing evidence of raising student achievement and accelerating learning growth and have 3 years of consecutive ratings as an <i>effective/highly effective</i> educator.

CAREER PATHWAYS FOR PARAEDUCATORS

Towards that end, one of the career pathways identified in this proposal is to create a bridge program for paraeducators in our partner KIPP schools to prepare paraeducators to become fully-certified teachers. More than 75% of the paraeducators in our partner schools are people of color, who have either earned an Associate or Bachelor's degree, who have a desire, but currently do not possess the credentials to become fully-certified teachers of record. From this group, there is a ready pool of aspiring teachers.

Career Ladder Opportunity	Function	Qualifications
Certified Teacher of Record Pathway (Completion of Course Sequence) Value: \$10,000	Complete coursework and certification supports through Voorhees Global Campus to become a certified teacher of record. The Global Campus at has MOU agreements and reciprocity for certification in multiple states including: TN, AR, CO and OK.	Paraeducators with two years of <i>effective/highly effective</i> evaluation ratings with the equivalent of an Associates or Bachelor's degree with a major in a critical shortage area.
Teacher Pathway Coordinator Stipend: \$4,000	Provide support and mentoring to paraeducators seeking to become certified teachers of record.	Become a fully certified teacher who successfully made the transition from paraeducator to teacher of record.

CAREER PATHWAYS FOR INSTRUCTIONAL LEADERS

Research suggests that second only to teachers, instructional leaders have a significant impact on student educational outcomes (Sutcher, L., Podolsky, A., Kini, T., & Shields, P. M., 2018). Campoli, Darling-Hammond, Podolsky & Levin's (2022) research *Principal Learning Opportunities and School Outcomes: Evidence from California* concludes that there is a strong relationship between school leader preparation quality and teacher retention. There was a significantly higher likelihood of teacher retention when principals were specifically prepared for the tasks of *developing people* and *meeting the needs of diverse learners*. This suggests that principals who learned how to support teachers' professional learning and practice may have created productive conditions that encouraged teachers to stay. Each of the career pathways for principals applies and utilizes the expertise of *effective/highly effective* school leaders to empower and build organizational capacity by fostering both a culture of competence and the growth mindset needed to ensure that every student thrives academically and socially. These are career ladder opportunities that do not require the principal to vacate the principalship. School leaders will receive additional compensation for the career ladder opportunities below:

Career Ladder Opportunity	Function	Qualifications
Accomplished School Leader and Mentor Stipend: \$12, 500	Mentor both probationary and career-status instructional leaders. The Accomplished School Leader and Mentor's school building will be used as a demonstration site for promising practices.	Aspirant must demonstrated 5 consecutive years of raising student achievement, accelerating learning growth and building a climate and culture of academic excellence and belonging. Aspirant must demonstrate evidence that they have moved their school up, at minimum, one accountability grade in a 3 year period.
Implementation and Improvement Science Coach Stipend: \$9,500	Facilitate PDSA Cycles with school leaders, using the tenets of Implementation and Improvement Science to solve problems of practice and accelerate literacy and mathematics proficiency.	Aspirant must have 3-5 years of <i>effective/highly effective</i> rating and complete 6 courses in Improvement Science or Implementation Science through microcredentialing; badging or professional learning modules.
Peer Reviewer for Evaluation Stipend: \$10,000	Provide Blended Coaching to building-level instructional leaders on how to effectively incorporate the critical feedback of Teacher Peer Review Team using evaluation, data assessment, observations and providing critical feedback to teachers to strengthen teacher efficacy.	Aspirant will provide evidence of raising student achievement and accelerating learning growth, as well as, have at least 5 consecutive years of a <i>highly effective</i> evaluation rating.

Governance Board Advisor Stipend: \$6,000	Serve as Advisor to KIPP Board of Directors. Co-Design and provide thought-leadership for the creation of policies which place the organization on a path of continuous improvement.	Aspirant will provide evidence of raising student achievement and accelerating learning growth, and have at least 5 consecutive years of a <i>highly effective</i> evaluation rating.
Workforce Development and HR Advisor Stipend: \$6,000	Provide thought leadership to Human Resources Advisory Team. The Advisor will continue to re-imagine and make ongoing, continuous improvement to the Human Capital Management System. Assess and study the effectiveness, fairness, quality, consistency and reliability of Performance Based Compensation and evaluate ongoing pipeline efforts to recruit, induct, train and retain a diverse group of educators.	Aspirant will demonstrate efficacy by showing evidence of raising student achievement and accelerating learning growth and have 3 years of consecutive ratings as an <i>effective/highly effective</i> educator.
National Board Certified Principal and Coach Stipend: \$8,000	Facilitate mentoring program for school leaders seeking National Board certification and credentialing.	Aspirant will demonstrate evidence of completing 3 years of teaching with an <i>effective / highly effective</i> rating and at least 2 years of instructional leadership with an <i>effective / highly effective</i> evaluation rating. The National Board for Professional Teaching Standards now provides a certification pathway for school leaders.

(7) Professional Development: *CSL - KIPP* will generate objective effectiveness data used to inform all aspects of the HCMS (Tier 1) and will connect educators – through Professional Growth Tracks (see Tier 2), monitored by CSI and Catalyst (see Tier 1) – to diverse and evidence-based professional development that reflects individual needs. The *CSL - KIPP* Professional Development strategy will be to provide weekly, job-embedded coaching, and provide 24/7 access to both online and hybrid professional learning modules that all schools will be able to access that address diverse content areas, leadership skills and instructional competencies. Weekly *CSL - KIPP interactive* modules will be taught by a rotating team of Coaches, Instructional Specialists and experts from partner organizations with expertise in teacher and school leader effectiveness. Interactive modules will provide a cost-effective, sustainable approach to ongoing professional development that provides weekly opportunities for educators to address professional growth in collaborative, *Deeper Learning*

Communities of Practice that provide extensive and diverse options for professional learners, provided by outstanding leaders in the field of educator quality improvement.

- **High Impact Professional Learning:** *CSL - KIPP* will utilize resources to invest in High Impact Professional Learning that will help educators meet high-level priorities and implement transformative, schoolwide and regional improvement strategies. High Impact Professional Learning will include:

<i>CSL - KIPP: Professional Development</i>	
Program / Provider	Purpose / Impact
The Center for Strategic Leadership and Organizational Coherence (CSL)	CSL has served as the convener of each of the four regional consortia and crafted the MOU for cross-regional collaboration among each of the regional stakeholders. In the <i>CSL - KIPP</i> TSL model, CSL will provide Instructional Coaches who will utilize blended coaching to improve teacher efficacy; design competency-based microcredentials that increase efficacy; drive recruitment, selection, training and retention of new candidates through its alternative teacher certification process who will serve in high priority schools within our 25 KIPP schools; provide professional development for teachers and school leaders that will provide new pathways to certification in areas of teacher shortages (e.g. STEM, special education, world languages, etc.). CSL will facilitate Networks for Improvement to train teachers to facilitate “deep learning”. CSL will provide blended professional learning that will include in-person job-embedded coaching and workshops and robust online courses to help KIPP administrators and school leaders effectively use SIMBE to support the implementation of objective educator effectiveness evaluation systems. CSL will design and assist in the implementation of a comprehensive plan for large-scale transformation (which includes the Human Capital Management Framework and a Performance-Based Compensation System adopted by <i>CSL - KIPP</i> regions). CSL will support the learning needs of superintendents and school leaders and help stakeholders at the central office level clearly define goals, capture data, and outline and roll-out the implementation of HCMS and the PBCS across the four regions. CSL will work across regions as a strategist at the macro level to ensure that there is intersectionality among each of the components (coaching support, professional learning, talent management, recruitment, performance based compensation) of the strategic plan and proposal. CSL’s goal is to ensure that the <i>CSL - KIPP</i> proposal is implemented in alignment with GPRA measures, performance targets and goals and objectives of the TSL grant.
The Catalyst Institute for Transformative Learning (Catalyst)	Catalyst envisions educators, schools, and education systems engaged in culturally proficient, ongoing learning and teaching that models the inquiry-based and equitable experiences we seek for every learner. Catalyst’s work overcomes barriers to fully-staffed, diverse, inclusive, equitable, and effective schools by: 1) Defining and assessing competencies for effective, culturally-proficient teaching and leadership; and 2) Providing access to opportunities for educators to advance or finish learning aligned with those competencies throughout their career pathways. The Catalyst Team will conduct Culture and Climate Audits specifically tailored to the demographics of our 25 schools. Audits will entail document and policy reviews, interviews, and focus groups with school stakeholders and leadership teams. Catalyst staff will administer Cultural Proficiency Inventories and provide instructional and leadership coaching based on insights gleaned from quantitative and qualitative data on ways to foster a school culture that elevates and values a sense of

	belonging for all stakeholders and has high academic expectations for all students.
Tennessee State University; University of Arkansas Pine Bluff	HBCU higher education partners will provide opportunities for teachers who demonstrate successful completion (indicated by an evaluation rating of effective/highly effective) and who wish to receive dual-certification in an area that is deemed a critical shortage area by their State ED Department. CSL-KIPP's immediate priority is to meet the urgent demand of recruiting a diverse pipeline of teachers and school leaders in schools which have been historically underserved and to also provide pathways to increase efficacy. CSL-KIPP'S partnerships with TSU's School of Education and UAPB will provide a certification pathway for teachers who are currently certified in another content area, but who wish to obtain dual certification in a critical shortage area, including, but not limited to: 1) special education [LD, EI, CI]; 2) secondary science and math; 3) world languages; 4) computer science; 5) bilingual education; 6) teachers who seek a ZA endorsement for early childhood education, and/or 7) professionals with the expertise to meet the social/emotional needs of students such as school counselors or school psychologists.
National Board for Professional Teaching Standards	Educators receiving <i>Highly Effective</i> and <i>Effective</i> performance ratings will pursue National Board certification to develop mastery of advanced competencies – National Board certification will promote advancement through Career Ladder opportunities.
Center of Excellence for Educator Preparation and Innovation (CEPI)	CEPI provides a course sequence which allows paraeducators to accelerate the completion of their undergraduate education and bridge into the program for the completion of alternative certification through Voorhees Global University. CEPI's program is geared towards mid-career changers and paraeducators. CEPI has agreements with multiple states (including the four core states where our consortium schools are located). Candidates can receive reciprocity and be awarded full certification.
National SAM Innovation Project	School Leaders will complete the Wallace Foundation <i>SAM</i> Project – time management and prioritization strategy – to increase efficiency of school leaders so more time is spent engaged in instructional leadership versus managerial tasks.
The Reading League	The Reading League provides professional development to equip teachers with the tools to train teachers to teach the science of reading across content areas, building upon the 5 pillars of reading: 1) phonemic awareness; 2) phonics; 3) vocabulary; 4) fluency; and 5) comprehension. The Reading League will provide access to its Online Academy and provide professional development to teachers, library media and reading specialists, and special education teachers to promote integration of technology-based multi-cultural content into daily lessons. Professional learning includes ongoing virtual support and school-based partnerships, as well as an annual conference.
Carnegie Foundation for the Advancement of Teaching and Learning	<i>CSL - KIPP</i> teachers and school leaders across regions will learn to use improvement science protocols: 1) identify problems of practice; 2) conduct root-cause analysis of those problems; 3) design a plan of action to address the problem; 4) implement the plan; 5) monitor the implementation; 6) course – correct if needed; and 7) teach to mastery (solve the problem). Accomplished and novice teachers will learn from each other across regions on the effective classroom tools for raising and sustaining student achievement. Teachers will be able to conduct virtual instructional rounds and observe and give substantive feedback to each other to strengthen their practice.

Microcredentials	<i>CSL - KIPP</i> will connect educators with diverse and respected leaders in the field of education leadership and instructional practice to offer microcredential courses linked to Career Ladder positions available throughout targeted schools.
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- Virtual Networks for Improvement:** Through research and training facilitated by the Carnegie Foundation for the Advancement of Teaching and Learning teachers and school leaders will be trained to facilitate *Virtual Networks for Improvement*. Not only are teachers isolated within classrooms as they struggle with the conundrum of how to raise student achievement, that isolation is exacerbated as teachers attempt to collaborate outside of their schools with other educators. The goal is to empower teachers and school leaders across regions to use improvement science protocols: 1) identify problems of practice; 2) conduct root-cause analysis of those problems; 3) design a plan of action to address the problem; 4) implement the plan; 5) monitor the implementation; 6) course – correct if needed; and 7) teach to mastery (solve the problem). Accomplished and novice teachers will learn from each other across regions on the effective classroom tools for raising and sustaining student achievement. Teachers will be able to conduct virtual instructional rounds and observe and give substantive feedback to each other to strengthen their practice.

CSL - KIPP and its Tiers of Support will provide regional partners in the consortium 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.

(iii) Methods of evaluation will provide feedback and assessment of progress toward outcomes.

The Center for Strategic Leadership and Organizational Coherence plans to contract with EduShift, Inc., a 23-year-old grants and program evaluation organization, to implement an objective evaluation of *CSL-KIPP*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 150 federal and state government grants since 1990 – including ten 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 have over 50 years of combined grant experience and offer tremendous expertise that will ensure objective, ongoing evaluation of *CSL-KIPP* across multiple GPRA measures, locally-developed project measures and two research questions. Evaluation of *CSL-KIPP* 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 (Goodman 1994; Goodman 1998; Goodman 2006; Katz, Wandersman, Goodman, et al., 2013). 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 <i>CSL - KIPP</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
MEANING – Assess Outcomes, Verify Impact	Data analysis will equip evaluators with indicators needed to draw conclusions / assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

The *FORECAST* model will provide evaluators, the Project Director and Advisory Committee with feedback regarding the effects of specific program elements. Evaluation of *CSL - KIPP* using the *FORECAST* model will allow evaluators to address two critical questions (see below for description of Treatment / Control Groups):

<i>CSL - KIPP</i> Research Questions
Do <i>CSL - KIPP</i> schools receiving TSL funds (Treatment Group) measure greater student achievement gains than non- <i>CSL - KIPP</i> schools that do not receive TSL funding (Control Group)?
Does TSL funding improve equity in education by improving student access to <i>Highly Effective</i> educators in Priority, 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 *CSL - KIPP* 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 *CSL - KIPP* 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 *CSL - KIPP* schools, educators and students. Evaluators will use nine Required GPRA Measures and project-specific indicators to evaluate the impact *CSL - KIPP* strategies have on 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 program success and its impact on 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 to facilitate evaluation that meets *What Works Clearinghouse* standards:

TREATMENT GROUP	<u>Priority Schools</u> – State-designated Priority, Targeted Support and Improvement schools administered by <i>CSL - KIPP</i> School Regions as of October 1, 2023.
CONTROL GROUP	<u>Non-KIPP State Priority, Targeted Support and Improvement</u> – Random selection of six Priority, Targeted Support and Improvement schools in same state as treatment schools as of October 1, 2023 matched to grade levels, poverty levels, achievement levels, etc. of Treatment schools.

(3) Evidence of Promise: Design Meets *What Works Clearinghouse* Standards – Evaluation will include Quasi-Experimental Design (QED) 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 *CSL - KIPP* students enrolled in high-need schools in our participating four regions. *CSL - KIPP* is estimated to reach more than 9,000 students annually who will enroll in 25 public charter schools. ESI will use administrative records from schools within regions to create a sample of treatment schools (serving students enrolled in *KIPP Priority / Targeted Support / Improvement* schools) that are closely matched to non-KIPP state-designated *Priority / Targeted Support / Improvement* 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, special education 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 (*Priority / Targeted Support / Improvement*) schools are matched to comparison schools, evaluators 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 *CSL - KIPP*, 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 needed. Evaluators will complete statistical treatments of data to assess results, casual inference of outcomes, relationships between interventions / 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 *CSL - KIPP*. Evaluators will collect Baseline Data for each measure to facilitate progress monitoring/promote improvement across project outcomes:

<i>CSL - KIPP: Goal, Objectives, GPRA Measures, Project Indicators</i> October 1, 2023 - September 30, 2026	Evaluation Source
<u>GOAL:</u> To improve student achievement by increasing access to effective educators in high-need schools.	
<u>GPRA A:</u> The percentage of teachers and School Leaders within the TSL-assisted schools rated effective or higher by their districts’ evaluation and support systems.	
<u>GPRA B:</u> The percentage of teachers and School Leaders across the participating district(s) that show improvements, over the previous year, on the student growth component of their evaluation rating.	
<u>GPRA C:</u> The percentage of teachers and School Leaders within the TSL-assisted schools that show improvements, over the previous year, on the student growth component of their evaluation rating.	
<u>GPRA D:</u> The percentage of teachers and School Leaders in TSL-assisted schools for whom evaluation ratings were used to inform decisions regarding recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, or all of the above.	
<u>GPRA E:</u> The percentage of teachers and School Leaders within the participating district(s) who earned performance-based compensation based on their individual evaluation ratings.	
<u>GPRA F:</u> The percentage of teachers and School Leaders in TSL-funded schools who earned performance-based compensation based on their individual evaluation ratings.	
<u>GPRA G:</u> The number of teachers receiving performance compensation disaggregated by race, gender, and where available, disability status.	
<u>GPRA H:</u> The number of School Leaders receiving performance compensation disaggregated by race, gender, and where available, disability status.	
<u>GPRA I:</u> The number of teachers receiving performance compensation for leadership responsibilities disaggregated by	

race, gender, and where available, disability status.

***Targets for GPRA Measures will be established and approved by Federal Program Officer upon funding.**

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

Indicator 1.1: A minimum of 75% of educators in Priority, Targeted Support and Improvement schools will attain <i>Highly Effective</i> or <i>Effective</i> rating by end of grant, 10/1/23 – 9/30/26.	Effectiveness Rubric
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Indicator 1.2: Increase the racial diversity of educators teaching in targeted schools a minimum of 15% by end of grant period, 10/1/23 – 9/30/26.	Employment Data
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Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.

Indicator 2.1: 95% of instructional staff will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/23 – 9/30/26.	Teacher Ratings
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Indicator 2.2: 95% of school leaders / assistant leaders will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/23 – 9/30/26.	Leader Ratings
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Objective 3: Improve educator effectiveness through individualized learning and support.

Indicator 3.1: 95% of educators (instructional and leadership) will maintain annual Professional Growth Plans each year of the grant, 10/1/23 – 9/30/26.	Teacher Portfolios
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Indicator 3.2: Reduce the number of educators who receive a <i>Needs Improvement</i> or <i>Ineffective</i> rating a minimum of 15% compared to previous year, 10/1/23 – 9/30/26.	Educator Ratings
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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, 10/1/23 – 9/30/26.	State Test Data
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Indicator 4.2: Increase the % of students who achieve Math proficiency benchmarks a minimum of 10% by end of grant period, 10/1/23 – 9/30/26.	State Test Data
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Indicator 4.3: Increase graduation rate a minimum of 5% by end of grant period, 10/1/23 – 9/30/26.	State Data
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Evaluation of *CSL-KIPP* will produce data to assess impact of project and promote continuous improvement:

- **Data Collection:** EduShift and the Project Director will collect data to establish baseline benchmarks 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 and / or NWEA academic assessment data) will assess impact of *CSL - KIPP* on graduation rates, academic achievement and classroom performance.
 - (2) Educator Effectiveness Data: Annual results of educator effectiveness evaluation systems 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 (virtual and / or in-person) per year to solicit feedback and conduct observational analysis of progress. (5) Focus Groups: Evaluators will conduct annual focus groups (virtual and / or in-person) to collect data from diverse stakeholders (student, parent, teacher, partner) 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 Committee (see *Management Plan*) 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 *CSL - KIPP* 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*) to facilitate replication of effective strategies in additional KIPP schools and in learning environments across the region, state and nation.
- **Evaluation Timeline:** The EduShift, Inc. Evaluation Team, in collaboration with grant personnel and program partners, will complete a rigorous and ongoing evaluation of all activities. The timeline below details completion of evaluation activities during *CSL - KIPP*:

CSL - KIPP: ANNUAL EVALUATION TIMELINE
Annual Evaluation Milestones / Benchmarks
Collect baseline data for all required and project performance measures (Year 1). Collect annual data for all required and project performance measures (Years 1 – 3). Conduct annual participant surveys (students, teachers, parents, stakeholders – Years 1 – 3). Conduct multiple site visits to observe implementation progress at <i>CSL - KIPP</i> schools (Years 1 – 3). Complete Annual Performance Reports (Phase 1 and Phase 2) as required by USDOE (Years 1 – 3). Present annual findings to Project Director and KIPP Schools to promote improvement (Years 1 – 3).
Quarter 1: Annual Evaluation Activities
Work with grant personnel to create or revise annual FORECAST action model; Prepare or revise survey tools for <i>CSL - KIPP</i> elements identified in action model; Initiate monthly conference calls with personnel; Review survey tools with grant personnel; Conduct surveys and compile Years 1 – 3 educator and student academic statistics.
Quarter 2: Annual Evaluation Activities
Monitor program activities; Collect surveys / analyze results; Conduct focus groups; Continue monthly evaluation conference calls; Implement process evaluation monitoring tool linked to Logic Model, Work Plan and Timeline.
Quarter 3: Annual Evaluation Activities

Administer post-survey for mandatory indicators and project specific outcomes; Administer year-end student, parent & teacher surveys; Continue monthly update conference calls with grant personnel; Conduct site visits and meet with focus groups; Prepare / submit Annual Performance Report Phase 1.

Quarter 4: Annual Evaluation Activities

Plan activities for upcoming year; Review evaluation results with regional and grant personnel to identify and mitigate weaknesses; Offer improvement suggestions based on evaluation results; Prepare and submit Annual Performance Report Phase 2; Present evaluation results to Project Director / Advisory Board / Boards of Education.

(C) QUALITY OF MANAGEMENT PLAN

For more than 30 years, the practitioner-scholars at The Center for Strategic Leadership and Organizational Coherence (CSL) have led transformation initiatives that have significantly closed achievement gaps in high-poverty, low-performing schools throughout the nation. The mission of CSL is: *to lead large-scale change in school districts by collaborating with school leaders to develop and implement sustainable plans for improvement which address the issues of equity; human management capacity building; and designing systems which use data to inform strategies needed to accelerate learning and eradicate achievement gaps* (taken from Article II of CSL's Articles of Incorporation – see *Appendix F*). CSL's goal is not to create a perpetual co-dependent relationship between ourselves and our partners. Instead, our goal is to: 1) build capacity by facilitating *Deeper Learning Communities of Practice* using Improvement Science as our mode of Inquiry; 2) growing the competencies of our partners to sustain the work of continuous improvement; 3) accelerating solutions to solve “problems of practice”; and 4) building the capacity of school districts to provide access daily to highly effective teachers and school leaders to every child, in every school, every day, despite their demography. What we are facilitating with this investment of federal TSL dollars is a large-scale transformation initiative designed to eradicate academic underperformance in high-needs schools and significantly improve teacher and school leader effectiveness. While partners in *CSL - KIPP* are many, this is not just a hodgepodge of players coming together to serve schools. Instead, this is a large-scale transformation initiative aimed at providing targeted assistance to high poverty, underserved urban schools and remote, rural schools which have not had access to a large-scale investment of evidence-based professional learning. *CSL - KIPP* Consortium stakeholders will use this learning to foster greater efficacy in serving vulnerable children significantly impacted by the precipitous effects of poverty. In this proposal, we are bringing a number of “best-in-class” educational partners together who have used evidence-based strategies to significantly increase teacher and school leader efficacy; used Performance Based Compensation as a tool to incentivize stakeholder effectiveness; re-designed Human Capital Management Systems to provide an ecosystem of support to improve student achievement; and have used protocols in Improvement Science to facilitate deep learning and solve problems of practice in schools. Our intention is to saturate our stakeholders with the competencies, tools, and skills to draw a line of demarcation between academic failure and academic growth and acceleration. Ultimately, CSL builds its work on the principle that learning to improve is iterative, recursive and cyclical. Improvement is continuous,

perpetual and never-ending – we can always out-do our last best effort for the children that we serve. Our goal for the *CSL - KIPP* Consortium is to develop a systematic approach, through the implementation of a technologically-advanced Human Capital Management System, which has the tools that empower our regional stakeholders to be engaged in the process of *learning fast in order to achieve quality outcomes reliably at scale*. Coupled with that, we want to foster the *habit of mind* that empowers our partners to develop an insatiable passion to “get better at getting better.” In fact, we have a moral imperative to improve educational outcomes for children assigned to high-needs schools. We have to take note that we can only improve the educational outcomes of children in poverty by improving the efficacy and performance of those who are responsible for educating them – hence the investment of these TSL dollars.

Achieving objectives on time/within budget, clearly defined responsibilities, timelines, and milestones.

The Center for Strategic Leadership and Organizational Coherence, 501(c)(3) non-profit organization and fiscal agent, will implement a structured grant management plan to ensure thorough, timely, efficient implementation of *CSL - KIPP* with fidelity to the Project Design. Intentional management connecting project administrators, educators, partners, school personnel, students, families and community representatives will ensure inclusive involvement of diverse stakeholders that aligns *CSL - KIPP* to the needs of the target audience and aligns *CSL - KIPP* to the program requirements outlined by the U.S. Department of Education. Grant management strategies promoting continuous improvement of the project and facilitating efficient and effective implementation of *CSL - KIPP* during the three-year grant period include: (1) Equal Access; (2) Timely Implementation; (3) Budget Oversight; (4) Procedures; (5) Personnel; (6) Timeline; (7) Feedback; and (8) Engaging Under-Represented Groups. **(1) Equal Access:** The Center for Strategic Leadership and Organizational Coherence and all *CSL - KIPP* partners 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 the impact of the project. *CSL - KIPP* Tiers of Support (Human Capital Management Systems; Educator Quality Supports) will be administered to guarantee equal treatment of and equal opportunity for all participants. The Center for Strategic Leadership will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** CSL will initiate *CSL - KIPP* immediately upon funding and will manage all grant activities – to the maximum extent possible given the chance of unanticipated challenges – in accordance with the *CSL - KIPP* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *CSL - KIPP* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *CSL - KIPP* 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 CSL and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Budget Oversight:** The Planning Task Force 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 CSL Finance Office will manage expenditures in accordance with state and U.S. Department of Education regulations and will prioritize allocations to ensure completion of project. The PD and Advisory Committee will identify complementary regional / partner programming and funds that expand the reach of *CSL - KIPP* and sustain systemic changes initiated during the grant. **(4) Procedures:** Coordination guided by management procedures will help CSL achieve the goal and objectives on time and within budget:

- a) **Initiate Grant** – CSL will hire staff and brief project partners to launch *CSL - KIPP*;
 - b) **Convene Advisory Board** – The Planning Task Force will transition into the *CSL - KIPP* Advisory Committee; Advisory Committee will create Budget, Equity and Sustainability sub-Committees to provide critical implementation oversight during the grant period;
 - c) **Ensure Equal Access** – CSL and all 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;
 - d) **Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
 - e) **Implement Fiscal Management Protocol** – CSL’s Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;
 - f) **Implement Action Model** – Project Director, Advisory Committee and Evaluation Team will develop/ revise action model to link project components to Timeline, ensuring completion of all elements;
 - g) **Implement Goods / Services Management Protocol** – CSL will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
 - h) **Implement Evaluation Plan** – Project Director, Advisory Committee and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
 - i) **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.
 - j) **Sustain Programs** – CSL, grant administrators and Advisory Committee members will initiate a sustainability plan – from award through end of grant– to sustain *CSL - KIPP* beyond federal funding.
- (5) Personnel:** The Center for Strategic Leadership will hire a team of highly-qualified educators to manage implementation of the three-year project. Management will be a collaborative effort guided by the following

key personnel equipped with the skills, knowledge and expertise to successfully implement *CSL - KIPP*:

CSL - KIPP Personnel	
Qualifications	Primary Responsibilities / Duties
<u>Advisory Committee: Planning Task Force will Transition to Ongoing Role</u>	
<ul style="list-style-type: none"> Comprised of <i>CSL - KIPP</i> regional Superintendents, school leaders, teachers, HCMS managers and new members as recruited by grant personnel and partners. 	<ul style="list-style-type: none"> 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.
<u>Professional Learning Teams: Existing Educators</u>	
<ul style="list-style-type: none"> Comprised of <i>CSL - KIPP</i> regional Chief Academic Officers, Curriculum Specialists, Professional Development Coordinators, Teachers, Content Area and School Administrators. 	<ul style="list-style-type: none"> Research evidence-based professional learning opportunities aligned to Problems of Practice and create a draft menu of choices. Solicit feedback from teachers to prioritize PL needs across grade levels. Seek feedback from administrators to prioritize meaningful PL options. Create final menu of PL options for teachers and administrators.
<u>Project Director: 1.0 FTE – To Be Hired</u>	
<ul style="list-style-type: none"> Master Of Education or Higher. Administrator Certification. 10+ years in PK – 12 education. Grant management experience. Experience with professional growth initiatives / HCMS / PBCS efforts. 	<ul style="list-style-type: none"> Manage daily implementation of <i>CSL - KIPP</i> and two Tiers of Support. Coordinate Advisory Committee and oversee sub-committee meetings. Supervise grant staff and coordinate partnerships. Oversee HCMS and PBCS systemic improvements. Oversee educator quality supports and manage recruitment of participants. Manage fiscal resources to ensure efficient expenditure of funds. Coordinate Dissemination Plan and sustainability / replication efforts.
<u>CSL - KIPP Improvement Specialists for Regions 1, 2, 3 and 4: 4.0 FTE – To Be Hired</u>	
<ul style="list-style-type: none"> Master of Education or Higher. Administrator Certification. 10+ years in PK – 12 education. Experience coordinating professional growth programs at district level. Ability to build capacity/drive change 	<ul style="list-style-type: none"> Assess professional growth needs (4 regions serving 25 public charter schools). Align professional development to educator evaluation systems. Manage school leader and teacher coaching initiatives. Manage School Leader Network and New Teacher Network. Collaborate with educators to maintain Professional Growth Plans. Manage Career Ladder initiatives and recruit participants.
<u>Finance/HR Director: 1.0 FTE – To Be Hired</u>	
<ul style="list-style-type: none"> Bachelor Degree or Higher. Accounting / Computer Skills needed. Audit /grant experience preferred. 	<ul style="list-style-type: none"> Manage accounts payable and annual budgets; monitor financial activities. Immaculate recordkeeping with an eye toward regular and Single Act audits. Maintain financial software; produce monthly, quarterly, annual reports.
<u>Professional Learning Program Manager: 1.0 FTE – To Be Hired</u>	
<ul style="list-style-type: none"> Master Degree or Higher. Computer Skills required. Experience creating/implementing PL 	<ul style="list-style-type: none"> Design and create evidence-based professional learning modules. Schedule and craft online, hybrid, job-embedded, on-site PD for educators. Design microcredentials, use SIBME technology to create works repository.
<u>Administrative Assistant to Project Director: 1.0 FTE – To Be Hired</u>	
<ul style="list-style-type: none"> Associate or Bachelor Degree. Great clerical / organization skills. Ability to manage multiple initiatives. 	<ul style="list-style-type: none"> Provide direct support to the Project Director. Coordinate all internal grant-related work; support AAIS, grant staff as needed. Schedule travel, meetings, coaching, professional development, etc.

<u>Administrative Assistant to Improvement Specialists: 1.0 FTE – To Be Hired</u>	
<ul style="list-style-type: none"> • Associate or Bachelor Degree. • Great clerical / organization skills. • Ability to manage multiple initiatives. 	<ul style="list-style-type: none"> • Provide direct support to the Improvement Specialists. • Coordinate internal grant-related work; support AAPD, grant staff as needed. • Schedule travel, meetings, coaching, professional development, etc.
<u>Leadership Coaches – To Be Provided by The Center for Strategic Leadership</u>	
CSL will provide Leadership Coaches to school leaders to facilitate building level transformation. LCs will be instructional leaders who have 5 or more years experience significantly improving student achievement in high priority schools. Leadership Coaches will provide Blended Coaching; model evaluation and feedback protocols that improve stakeholder performance; and teach leaders how to use Improvement Science to facilitate deep learning and create cycles of Improvement to raise student achievement. (Tiered Capacity Building: School Leaders/Assistant SLs)	
<u>Instructional Coaches – To Be Provided by The Catalyst Institute for Transformative Learning</u>	
Catalyst will focus its targeted assistance on building capacity to support and significantly improve teacher efficacy for teachers with more than 3 years experience. Catalyst will provide side-by-side coaching; modeling; conduct lesson studies; provide critical feedback and assist teachers in incorporating feedback to improve their effectiveness and impact student achievement. Catalyst will assist teachers in translating professional learning into high-impact and high-yield classroom practices. (Tiered Capacity Building: Teachers with more than 3 years experience)	
<u>New Teacher Mentors – To Be Provided by The Center for Strategic Leadership</u>	
CSL will focus its targeted assistance on teachers new to the profession in their first three years (0-3) of teaching to equip them with the skills needed to facilitate deep learning and raise student achievement. CSL will facilitate a system of support for new teacher induction. CSL will provide on-going support for new teachers: side-by-side coaching; modeling; conducting lesson studies; providing critical feedback and assisting teachers in incorporating feedback to improve new teacher effectiveness and help them build capacity in raising student achievement. (Tier Capacity Building: New Teachers with 3 years or less experience)	

(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 the project design and assess milestones.

<i>CSL - KIPP IMPLEMENTATION TIMELINE (10/1/23 – 9/30/26)</i>	
KEY: Advisory Committee (AC); Project Director (PD); Improvement Specialists (IS); Instructional Coaches (IC); School Leader Coaches (SC); New Teacher Mentors (NM); Administrative Assistant (AA); Evaluation Team (ET); Human Capital Management System (HCMS); Educator Evaluation (EE); Performance-Based Compensation System (PBCS); Teachers (T); School Leaders (SL); Regional Administrators (RA); Partners (P)	
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)
<ul style="list-style-type: none"> • Hire Project Director (S) & Initiate <i>CSL - KIPP</i> (PD) • Convene Advisory Committee; review grant (PD,AC) • Launch Budget / Equity / Sustainability Committees (AC) • Conduct HCMS audit (RA,PD,HCMS,P[Catalyst]) • Initiate Professional Growth Plans (PD,RA,IS,SL,T) • Plan Microcredential and Badging options (PD,EL,SL,T,P) 	<ul style="list-style-type: none"> • Complete Educator Effectiveness Evals (RA,SL,T) • Conduct New Teacher/New Leader <i>Forums</i> (SC,IC,NM) • Finish Year 1 activities / evaluate data (PD,IS,ET) • Distribute Performance-Based Comp (RA,PD,HCMS) • Recruit Coaches/Mentor Teachers, Interns (IS) • Offer Microcredentials / Badging study (IS,T,SL)

<ul style="list-style-type: none"> • Schedule Professional Development, PLCs (PD,IS,AA) • Launch / sustain leadership/instructional coaching (SC,IC) • Develop evaluation tools / collect baseline data (ET) • Recruit Career Ladder participants (PD,IS,SL,T) 	<ul style="list-style-type: none"> • Submit Y1 APR to Fed Program Officer (ET,PD) • Plan and organize Year 2 programs (All) • Inform stakeholders of Year 1 results (PD,AC,ET) • Launch Career Ladder initiatives (PD,IS,SL,T)
Year 1: Primary Benchmarks / Milestones Aligned to Objectives	
<ul style="list-style-type: none"> • Tier 1: Use HCMS Audit results to fill gaps in programs and increase objectivity / credibility of systems. • Tier 2: Use Educator Quality results to improve educator support systems and professional learning strategies. 	
Year Two	
<ul style="list-style-type: none"> • Launch new year of HCMS and EE (PD,RA,IS,SL,T) • Conduct observations and feedback (RA,SL,SC,IC) • Sustain Professional Growth Plans (IS,SL,T) • Continue leadership/instructional coaching (SC,IC) • Schedule/offer Professional Development (PD,IS,SL,AA) • Offer New Teacher/New Leader <i>Forums</i> (MT,SC,IS,IC,NM) • Offer Microcredentials / Badging study (IS,T,SL) • Continue Career Ladder initiatives (PD,IS,SL,T) 	<ul style="list-style-type: none"> • Finish Year 2 activities / evaluate data (PD,T,ET) • Complete annual educator evaluations (PD,RA,SL,T) • Distribute Performance-Based Comp (HCMS) • Recruit Career Ladder participants (IS,RA,SL,T) • Submit Y2 APR to Fed Program Officer (ET,PD) • Plan and organize Year 3 programs (All) • Continue Sustainability discussions (AC, PD,RA,SL, T) • Inform stakeholders of Year 2 results (PD,AC,ET)
Year 2: Primary Benchmarks / Milestones Aligned to Objectives	
<ul style="list-style-type: none"> • Tier 1: Regions will fully utilize new/updated <i>Talent Systems</i> 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	
<ul style="list-style-type: none"> • Launch new year of HCMS and EE (PD,RA,IS,CL,SL,T) • Conduct observations and feedback (PD,RA,SL,SC,IC) • Sustain Professional Growth Plans (IS,SL,T) • Continue leadership/instructional coaching (SC,IC) • Schedule/offer Professional Development (PD,IS,SL,AA) • Offer New Teacher/New Leader <i>Forums</i> (MT,SC,IS,IC,NM) • Offer Microcredentials / Badging study (IS,T,SL) • Continue Career Ladder initiatives (PD,IS,SL,T) 	<ul style="list-style-type: none"> • Finish Year 3 activities / evaluate data (PD,T,ET) • Complete annual educator evaluations (PD,RA,SL,T) • Distribute Performance-Based Comp (HCMS) • Recruit Career Ladder participants (IS,RA,SL,T) • Submit Y3 Final APR to Program Officer (ET,PD) • Plan and organize sustainability programs (All) • Promote replication / scale up efforts (AC,PD,RA) • Inform stakeholders of project results (PD,AC,ET)
Year 3: Primary Benchmarks / Milestones Aligned to Objectives	
<ul style="list-style-type: none"> • Tier 1: HCMS systems will measure a redistribution of diverse educators in high-need schools. • Tier 1: PBCS will measure improvement among educators and growth in student achievement. • Tier 2: Professional Growth Plans will measure improvement and career advancement among educators. 	

(7) Feedback: *CSL - KIPP* 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*):

Participants	<i>CSL - KIPP</i> 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 <i>CSL - KIPP</i> Timeline and Logic Model to facilitate project completion.
Project Director	Coordinate and attend quarterly Advisory Committee meetings to guide progress; Participate in monthly Evaluator progress monitoring conference calls;

	Conduct quarterly data review to monitor results compared to goal / 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 / objectives / 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 <i>CSL - KIPP</i> Advisory Committee and attend quarterly meetings; Complete annual surveys to provide operational / project quality feedback; Participate in Evaluator site visits / focus groups to provide operational feedback.
Partners / Coaches	Serve as members of <i>CSL - KIPP</i> Advisory Committee and attend quarterly meetings; Complete annual surveys to provide operational / project quality feedback; Participate in Evaluator site visits / focus groups to provide operational feedback.

(8) Engaging Under-Represented Groups: The Center for Strategic Leadership and Organizational Coherence will engage as many stakeholders as possible in the implementation and decision-making process impacting *CSL - KIPP* and participating schools to broaden support for reform efforts and increase engagement in education. *CSL* and *CSL - KIPP* partners will recruit stakeholders from traditionally-underrepresented groups to serve on Advisory Committees, planning teams and sub-committees – persons of color; persons from non-English speaking households; persons of poverty, special education representatives and persons with disabilities – to learn firsthand about the ever-changing needs of under-represented communities and groups. Our four, *KIPP* regions seek to hire and retain a diverse workforce and are uniquely positioned to amplify initiatives through new teacher recruitment that connects *CSL – KIPP* with partner universities serving the states of Arkansas, Colorado, Oklahoma and Tennessee. Targeted recruitment at partner area institutions of higher education with diverse student enrollment and respected educator preparatory colleges / programs will ensure students in *CSL - KIPP* schools learn from the best trained faculty and learn in schools whose educators reflect the rich diversity of our communities. Meaningful engagement of members from traditionally under-represented groups served by our schools will ensure grant management and grant implementation aligns to the priorities and needs of communities impacted by *CSL - KIPP* reform efforts.

(D) ADEQUACY OF RESOURCES

The Center for Strategic Leadership and Organizational Coherence will leverage diverse regional and partner resources to implement a *Teacher and School Leader* grant project that promises lasting, positive results that will extend beyond the grant period. *KIPP* has a history of sustaining grant-funded initiatives beyond initial funding and will collaborate with partners and realign resources to sustain effective elements of *CSL - KIPP* beyond federal support, building long-term capacity to raise student achievement and promote positive systemic change in teaching and learning in Arkansas, Colorado, Oklahoma and Tennessee *KIPP* schools.

(i) Likelihood that proposed project will result in system change or improvement.

The Center for Strategic Leadership and Organizational Coherence, in partnership with The Catalyst Institute for Transformative Learning, two HBCUs, the National Board for Professional Teaching Standards and 25 *KIPP*

schools in four geographical regions across the U.S. will implement a comprehensive *TSL* project that increases the quality of teaching and learning in high-needs schools, increases equitable access to education and raises student achievement. *CSL - KIPP* will launch and sustain two Tiers of Support – 1: Comprehensive HCMS with PBCS; and 2: Educator Quality Supports – to promote positive and lasting system changes that improve outcomes for schools, educators and students. Strategies to promote systems change and improvement include:

<i>CSL - KIPP: Short-Term Systemic Improvement</i>	
Tier 1: Comprehensive HCMS w/PBCS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> • HCMS Audit will identify strengths and weaknesses in current efforts and prioritize improvement strategies. • Expanded <i>Talent Management</i> platforms will improve linkages between educator effectiveness data and HCMS decision-making. • Revised and expanded PBCS will increase educator motivation to improve practice. 	<ul style="list-style-type: none"> • Educator Quality Supports Audit will identify strengths and weaknesses in current efforts. • School Leader Network will increase supports for leaders. • Instructional Coaching will connect educators in need of improvement with specialists to elevate practice. • Professional development will increase regional and school leadership and classroom competencies. • Career Ladders will provide meaningful growth opportunities.
<i>CSL - KIPP: Mid-Term Systemic Improvement</i>	
Tier 1: Comprehensive HCMS w/PBCS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> • Strengthened human capital management systems will increase equity in employment opportunities. • Performance-based compensation will facilitate redistribution of educators across KIPP schools. • Decreased bias and increased fidelity to educator evaluation systems will increase credibility of effectiveness data and educator ratings. 	<ul style="list-style-type: none"> • Professional Growth Plans will increase transparency in educator improvement expectations. • Instructional Coaching will improve teacher quality. • School Leader Coaching will improve fidelity to educator evaluation system models. • Career Ladders will increase number of educators with the skills to fill school and instructional leadership roles.
<i>CSL - KIPP: Long-Term Systemic Improvement</i>	
Tier 1: Comprehensive HCMS w/PBCS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> • Improved HCMS systems will increase equity in human capital management in KIPP 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. 	<ul style="list-style-type: none"> • 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 racial and socio-economic student groups.

(ii) Building local capacity to provide, improve, expand services that address needs of target population.

Implementation of *CSL - KIPP* will provide KIPP regional schools with the resources to improve human capital management systems and strengthen educator quality supports. *CSL - KIPP* will build regional, school and educator capacity to meet the needs of *CSL - KIPP* students enrolled in 25 high-need schools:

<i>CSL - KIPP: Building Capacity to meet Needs</i>
Need 1: KIPP lacks resources to consistently implement effectiveness-based HCMS/PBCS across all schools.

Tier 1: Comprehensive HCMS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> Regions will implement multiple, robust talent management and software systems to streamline the operation of their Human Capital Management Systems and increase transparency and efficiency in decision-making. 	<ul style="list-style-type: none"> Regions will connect HCMSs with Educator Quality systems through <i>Talent Management</i> platforms to ensure professional growth is connected to HCMS supports that impact employment and compensation decisions.
Need 2: KIPP lacks sufficient capacity to objectively evaluate educator effectiveness across all schools.	
Tier 1: Comprehensive HCMS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> Central administrators and school leaders responsible for conducting educator evaluations will complete Improvement Science training to ensure objective implementation of our educator evaluation protocols across four different states, promoting inter-rater reliability. 	<ul style="list-style-type: none"> Increased objectivity, rigor and fidelity to state models approved by Arkansas, Colorado, Oklahoma and Tennessee Departments of Education will increase alignment between educator growth needs and educator effectiveness ratings and will result in improved student achievement.
Need 3: KIPP regions lack a process to connect educators with supports that increase effectiveness.	
Tier 1: Comprehensive HCMS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> Talent management / HCMS platforms will track educator performance ratings and the results of educator evaluations to provide data to shape schoolwide professional development priorities that improve student achievement. 	<ul style="list-style-type: none"> Professional Growth Plans and Educator Portfolios maintained through <i>Talent Mgmt</i> will help educators identify professional learning that addresses individual needs to increase overall effectiveness of educators.
Need 4: KIPP regions lack strategies and resources to meet Local and State Equity Plans.	
Tier 1: Comprehensive HCMS	Tier 2: Educator Quality Supports
<ul style="list-style-type: none"> Performance-based compensation system that incentivizes placement and retention of <i>Highly Effective</i> educators in highest-need (Level 1) schools will increase likelihood students enrolled in highest-need schools are taught by highest-performing educators; thereby increasing equitable access to high-quality programs that align w/equity plans. 	<ul style="list-style-type: none"> Extensive professional development and Career Ladder strategies will nurture growth of educators and increase the overall quality of leadership and instructional practice in all schools, with emphasis on raising achievement in highest-need schools to increase equitable access for highest-need students, in line with local, regional and state equity plans.

Dissemination Plan: *CSL - KIPP* consortium partners will implement a Dissemination Plan to share products, lessons learned, best practices, implementation guides, outcomes, research and effective strategies. Dissemination of results will maximize the impact of federal investment in *CSL - KIPP* by promoting scalability of effective practices to additional schools and replication of strategies in districts, schools and learning environments beyond the boundaries of our four KIPP regions. The *CSL - KIPP* Dissemination Plan will include strategies that increase the likelihood of replication on a much broader scale:

- *CSL* will launch a *CSL - KIPP* website to share project services, products, strategies and outcomes.
- Evaluation results will be shared on *CSL* and *KIPP* websites, presented at conferences and / or highlighted through education publications to inform the field of advances in knowledge, innovation and practice.
- Grant managers will participate in media reporting efforts to inform the field of *CSL - KIPP* innovations.
- Partners will publish strategy papers / position papers on *CSL* and *KIPP* websites to encourage replication.
- Partners will share progress, events and research via regional and project-specific social media tools.

- Marketing materials designed to recruit internal participants and candidates will be posted on CSL and KIPP websites to promote replication of recruitment strategies and disseminate project elements.
- Membership in multiple school / administrator / educator professional organizations and networks will connect *CSL - KIPP* schools to regional PK – 12 schools to facilitate sharing of strategies and outcomes.
- Partners will host *CSL - KIPP* Replication workshops during Year 3 of the grant and invite broad regional stakeholders to attend to gain familiarity with the initiative and assess the suitability of replication.
- *CSL - KIPP* will inform the public of successes, challenges and best practices to broaden impact of project.

***CSL - KIPP* Project Matching Resources:** The Center for Strategic Leadership and Organizational Coherence, in partnership with 25 KIPP schools, will meet the 50% non-federal match requirement. Matching resources will expand the impact of federal *TSL* funds. Among diverse match contributions, resources will fund a core team of mentors and coaches at each school to elevate instructional quality and support our expanded Instructional Coaching effort. The demonstrated ability of KIPP schools to sustain educator quality supports without federal funds confirms the level of commitment KIPP has for this vital initiative. Through capacity building efforts aligned to needs, dissemination of effective strategies and the leveraging of non-federal matching resources, KIPP will ensure lasting impact that meets the needs of schools, educators and students, promotes sustainability and increases positive outcomes by scaling effective practices and catalyzing replication of services to expand the reach of federal investment dollars to this important, first of its kind, project.

(iii) Resources to operate project beyond length of grant, including multi-year financial/operating model and plan; demonstrated commitment of partners; evidence of broad support from stakeholders.

The Center for Strategic Leadership and Organizational Coherence will efficiently manage *TSL* funds to maximize impact of limited grant resources. Upon completion of the grant, *CSL - KIPP* partners 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:** Our four *CSL - KIPP* regions will assume responsibility for operational costs of programming when funding ends in 2026. For KIPP, it is the **start-up** costs that prevent us from developing and operating the programs described in the *Project Design*. KIPP will pursue sustainable practices during the grant period and evaluate components to identify practices worthy of replication in additional schools and prioritize practices to sustain beyond the grant period. The *CSL - KIPP* multi-year operating and financial plan includes:

<i>CSL - KIPP</i> Multi-Year Plan of Operation (see <i>Management Plan</i> for <i>CSL - KIPP</i> Timeline)
<u><i>CSL - KIPP</i> Year 1 (2023-24)</u> – Conduct external HCMS / Educator Quality Supports Audit; Launch Tier 1 program elements; Launch Tier 2 program elements; initiate ongoing evaluation of <i>CSL - KIPP</i> ; Convene Advisory Committee and AC sub-committees: Sustainability Committee, Budget Committee and Equity Committee.
<u><i>CSL - KIPP</i> Year 2 (2024-25)</u> – Adjust practices / improve systems based on audit findings; Continue / refine Tier 1 program elements; Continue / refine Tier 2 program elements; continue ongoing evaluation of <i>CSL - KIPP</i> ; Continue

Advisory Committee and AC sub-committees: Sustainability, Budget and Equity Committees.

CSL - KIPP Year 3 (2025-26) – Continue / refine Tier 1 program elements; Continue / refine Tier 2 program elements; continue ongoing evaluation of *CSL - KIPP*; Implement Dissemination Plan to promote replication of effective practices; Continue Advisory Committee and sub-committees; Continue Advisory Board Sustainability Committee – prioritize *CSL - KIPP* elements to sustain beyond grant; Continue Advisory Board Budget Committee – identify non-federal funding sources to fund *CSL - KIPP* programs and institutionalize performance-based compensation systems; Continue Advisory Board Equity Committee; Seek additional grant funds to expand support.

Post-CSL - KIPP Plan (2026-beyond) – Continue HCMS strategies; Continue distribution of performance-based compensation to *Highly Effective* educators; Continue Retention Incentives for educators serving high-need schools; Sustain professional development options / *CSL - KIPP* professional development model to elevate educator effectiveness aligned to Professional Growth Plans; Sustain Career Ladders at sustainable capacity; Seek additional grant funds to support continuation, replication and improvement in additional schools, at a larger scale.

CSL - KIPP Multi-Year Financial Planning Procedure

The Center for Strategic Leadership and the Advisory Committee will gather stakeholder feedback, via surveys, regarding all components of the HCMS and Educator Support System to develop a multi-year financial projection to sustain *CSL - KIPP*. Data regarding project and component impact is critical when projecting costs; CSL will begin collecting and analyzing data after the project is launched across all schools. After collecting stakeholder and evaluation data, CSL 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 *CSL - KIPP* budget structure, planners will determine the level of granularity needed to support sustainability decision-making.

Assessment of Variables that will Drive Future Revenue and Expenses – Regional leaders will assess changing conditions impacting school funding to identify variables and their impact on future financial outcomes.

Creation of Accessible Outputs Clear to Diverse Stakeholders – Regional leaders / Finance Officers will support projections with tabular and graphical data to improve stakeholder understanding of future funding projections.

Simulate and Track Changes – Regional leaders and Finance Officers will catalogue scenarios and record changes to projected variables to generate multiple Financial Plan Projections adjusted for variation in assumptions. Partners will use *CSL - KIPP* data to project a well-constructed and documented forecast to support sustainability planning, scalability of project elements to additional schools and replicability of the project in learning environments beyond the boundaries of our four, KIPP geographic regions. Objective and consistent data collection from diverse stakeholders will ensure the *CSL - KIPP* Multi-Year Financial Plan is both reasonable and attainable.

(b) Partner Commitment: *CSL - KIPP* will be a collaborative effort linking regional, 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 *CSL - KIPP* as outlined in the following chart:

<i>CSL - KIPP: Diverse Partner Contributions / Support</i>	
Partner	Implementation Role / Contribution
Center for Strategic Leadership and Organizational Coherence (CSL)	CSL will continue long-term support of teachers and administrators serving <i>CSL - KIPP</i> regional schools by offering access to teacher and administrator workshops, online professional learning modules and coaching designed to help educators raise student achievement and implement research-based educator evaluation systems with fidelity to models. Experts from CSL will provide external coaching to regional and school administrators in the completion of educator effectiveness evaluations; Coaching will provide secondary “shadow” observations of educator effectiveness to promote long-term inter-rater reliability of evaluations and raise educator confidence in the objectivity of effectiveness evaluation protocols and outcomes.

Catalyst Institute for Transformative Learning	Practitioners from Catalyst will conduct the initial Educator Quality Supports Audit – sustained partnerships with project personnel will help regional 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	KIPP will continue and strengthen partnerships with Institutions of Higher Education to ensure a steady stream of high-quality applicants prepared to fill vacancies in schools – partnerships with IHEs (TSU; UAPB and others across KIPP regions in four states) will contribute greatly to efforts to recruit and retain traditionally under-represented groups in PK – 12 education.
Center for Educator Preparation and Innovation (CEPI)	CEPI provides a course sequence that allows paraeducators to accelerate the completion of their undergraduate education and bridge into alternative certification through Voorhees Global University. CEPI has agreements with multiple states, including our KIPP four, and candidates can receive reciprocity and be awarded full certification. CEPI will offer supports after the grant ends.
National Board for Professional Teaching Standards (NB)	During the grant period, the National Board will offer effective and highly effective teachers the ability to pursue certification to develop mastery of advanced competencies. Their ATLAS library of professional learning videos and tools will be made available to all, qualified <i>CSL-KIPP</i> participants seeking National Board certification, during and after the grant ends.
EduShift, Inc.	EduShift will conduct a thorough and objective evaluation of <i>CSL - KIPP</i> ; 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 the internal knowledge and competency needed to interpret data.

(c) Stakeholder Support: During Year 3 of *CSL - KIPP*, The Center for Strategic Leadership and Organizational Coherence, in partnership with The Catalyst Institute for Transformative Learning, will implement a *K – 12 Survey* to gather feedback from all *CSL - KIPP* 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 regional results and disaggregated by stakeholders (teachers, non-classroom instructional professionals, school leaders, assistant school leaders, central office administrators, etc.) to compare feedback across groups. Results will be shared with regional administrators and will be used in the identification of sustainable services and practices suitable for replication in other settings. The *K – 12 Survey* will provide an externally administered assessment to generate data independent of program staff; survey results will help inform sustainability planning, Advisory Committee Sustainability sub-Committee efforts and influence long-term Financial Plans designed to institutionalize impactful *CSL - KIPP* strategies worthy of continuation.

(d) Sustainable Practices: *CSL - KIPP* 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 regional and school budgets. Sustainable practices will ensure initiatives meet the future needs of schools, educators and students. Sustainability strategies include:

<i>CSL - KIPP Sustainability Strategies</i>	
HCMS Supports	Upon completion of grant, HCMSs will become institutionalized in <i>CSL - KIPP</i> regions,

	<p>eliminating the need for Project Director, Improvement Specialists and Administrative Assistants. KIPP will gain the capacity to implement a fully-reconfigured, data-driven HCMS, region wide, beyond the grant period, that will fully inform human capital decisions.</p> <p>Investment in technology hardware and software is a start-up expense of <i>CSL - KIPP</i>; ongoing costs for software and maintenance will be absorbed by newly-reconfigured HCMS Departments. Investment in technology-based evaluation strategies reduces long-term expense of disposable materials through use of digital evaluation, teaching and learning tools. Regions will work with HR departments to rethink traditional salary schedules and reallocate dollars to fund a compensation system that rewards effectiveness, recruitment and retention.</p>
Educator Quality Supports	<p>Regions 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.</p> <p>Planning Task Force selected strategies with manageable long-term costs – primary expenses for <i>The Center, Catalyst, National Board, TSU</i> and <i>UAPB</i> universities, et al are initial professional development costs with minimal long-term sustainability costs.</p> <p>Travel expenses beyond grant period are negligible – most travel costs associated with start-up professional development or travel among sites; continuing education for maintaining skills is available through on-line platforms at little cost to schools or educators.</p>
Partnerships	<p>The Advisory Committee will work to ensure that regions and their schools are linked to community partners whose resources enhance the depth and capacity of support options.</p>

The Center for Strategic Leadership and Organizational Coherence will engage outstanding instructional and leadership models, partners, pedagogy experts, professional learning providers and vendor resources to improve teacher effectiveness, enhance learning in *CSL - KIPP* 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 *CSL - KIPP*.