NOLA Teacher and School Leader Incentive (NOLA TSL) Project

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PROJECT BACKGROUND and LEAD APPLICANT

New Orleans' Decentralized School System. In 2019, New Orleans became the first U.S. city with a fully decentralized public school system. The largest of its kind in the country, 100% of the city's public school students attend one of the city's 84 charter schools. In 2016, Act 91 established the local district as a school authorizer and regulator, not operator. Schools are autonomous LEAs (districts) and are responsible for the day-to-day operations of their schools, including all areas of human capital.[1] New Orleans is a city of high-needs public schools, where over 85% of the 45,022 students enrolled are economically disadvantaged and greater than 92% are students of color (LDOE, 2021).

In the wake of Hurricane Katrina, New Orleans' schools have improved dramatically, including a narrowing achievement gap between students in the city and those in the rest of the state. Perhaps the most revealing indicator is that, in 2005, 62% of public school students attended failing schools (NSNO, 2021), but by 2018 that number dropped to 8% (Ibid). It was, in large part, the autonomy provided to schools to hire and develop their educators, an influx of new teachers eager to support the rebuilding of the city's schools, and public and private investments in innovative PD programming that catalyzed these improvements.

Aligned with the recent national trends of a 35% drop in enrollment in teacher preparation programs (Schaffhauser, 2020), New Orleans' teacher pipelines have weakened. Together with rising attrition, New Orleans has a teacher shortage problem and the result has been stagnant student performance: three years after Louisiana's transition to higher standards and more

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[1] Each LEA is an independent district operated by a charter management organization, which is overseen by a board of directors.

rigorous assessments, student performance on 3rd - 8th grade ELA and math assessments has

remained stagnant or declined (Ibid); High school LEAP performance declined, with only 30% of

high school students performing at grade level on ELA and math combined assessments in

2019, down from 33% in 2018 (NOLA, 2021); and in 2020, these scores tumbled another 6%

(LDOE, 2021).

Project Lead Applicant: New Schools for New Orleans (NSNO). By its nature, a decentralized

system of autonomous schools lacks the natural connectors of traditional district schools. NSNO

forms a connecting fabric and will serve as the New Orleans TSL (NOLA TSL) project manager

and fiscal administrator. Founded in 2006 with a mission to deliver on the promise of an

excellent school for every child, NSNO partners with nearly every school in the city, along with

the local school district (NOLA-PS), the state's DOE (LDOE), local universities, and service

providers, as well as national and local philanthropic organizations. NSNO achieves its mission

by convening these stakeholders, influencing strategy, implementing initiatives, and making

financial investments to overcome complex barriers that threaten academic progress. NSNO

has identified the recruitment, retention, and development of educators at every level to be a

core strategic priority (See Appendix F.1: NSNO's Strategic Priorities) and serves as LDOE and

NOLA-PS's key talent partner in New Orleans charged with identifying and fueling solutions to

solve talent challenges.

NSNO is a recognized leader in programs designed to improve educators' instructional skills and

develop their leadership abilities. Specifically, to assist schools' transitions to higher academic

standards, in 2018, NSNO launched the Instructional Quality Initiative (IQI), which provides

funding to purchase Tier 1 curriculum (LDOE's designation for high-quality, state standards-

aligned curriculum) and to provide PD to effectively implement this curriculum with fidelity. To develop leaders, NSNO has created powerful programs to support novice leaders, seasoned principals, and executive leaders who drive systemic results. These programs will be leveraged in the success of NOLA TSL. NSNO oversees an annual budget of more than $14,000,000 and has secured more than $240 million in private and public funds to support schools. As the recipient of four USDOE grants, NSNO has significant experience managing federal grants and programs that have been key drivers of improvement, including: a $29 million Investing in Innovation Grant in 2010, a $2.4 million Charter Schools Program National Leadership Activities Grant in 2015, a $13 million Teacher Incentive Fund (TIF) grant in 2010, a $20 million TIF grant in 2016, and a $12.6 million SEED Grant in 2017.

ABSOLUTE PRIORITY 1 AND COMPETITIVE PRIORITIES 1 & 2:

To ensure that this project meets these priorities, each is embedded in project objectives and supported by relevant strategies.

Objective 1 (ABSOLUTE PRIORITY 1): Create, expand and improve HCMS/PBCS to ensure fair evaluations and robust career pathways that retain all effective educators. Key strategies focus on educators' collaboration; ensuring fair measures, grounded in relevant student data and observation tools; career pathways that provide multiple opportunities for instructional leadership; and appropriate compensation that rewards leadership roles and effective instruction.

Objective 2 (COMPETITIVE PRIORITY 1): Design and implement PD strategies to increase effective educators, emphasizing instructional leaders & SPED/EL instruction for all educators. Strategies to support this objective include: Identifying and preparing new instructional leaders

with targeted, differentiated PD: implementing recruitment and/or retention incentives (hiring bonuses, higher salary scale) for hard-to-place SPED/EL roles; and providing multiple avenues to improve EL/SPED instruction, including incentives to earn specialized, advanced certification.

Objective 3 (COMPETITIVE PRIORITY 2): Design and implement strategies to increase teacher and leader diversity and support equitable HCMS/PBCS. To achieve this objective, the project will implement innovative strategies to recruit and prepare underrepresented teacher candidates; conduct equity audits to understand educators' perceptions to influence the creation of an equity plan, which will provide a timeline for actionable steps to ensure an inclusive, equitable working and learning environment; and provide expert PD to build DEI awareness in all educators and HCMS staff to reduce racial and gender bias and ensure a sense of belonging for all students and staff.

Project Partners: High-Needs Schools (ABSOLUTE PRIORITY 2). *(Requirement 5)* Four partners - CA, FL, KIPP, and ReNew - have benefited from TIF 3 and/or 5 funding and, therefore, have established PBCS and more fully developed HCMS. NOLA TSL directly benefits 6 CMOs: Collegiate Academies (CA), Communities Academies of New Orleans (CANO), Crescent City Schools (CCS), FirstLine Schools (FL), KIPP New Orleans (KIPP), and Renew Charter Schools (ReNew). Collectively, these Partner CMOs currently comprise 27 schools, where 1,225 educators serve 17,892 students. This accounts for 32% of all schools; 40% of all public school students; and over 38% of educators. Across all partners, 98% of students are students of color, 7% are English Language Learners (EL), 16% have a diagnosed disability. Ninety-five percent of students across partners are economically disadvantaged (at least 90% at each school) – exceeding the USDOE's criteria for high-needs status. In 2019, on average, only 23% of students

scored proficient on state assessment of core subjects. All partner schools are non-selective, Title I schools (See Appendix E. for additional detail, including the applied definition of economically disadvantaged). In 2022, CCS is slated to take ownership and transform a failing school and KIPP, CA, and CANO anticipate increased enrollment at current schools. The anticipated growth will expand project impact to approximately 900 new students, who will reflect New Orleans public schools' student demographics. We request a waiver to allow additional schools that may open during the grant period to be included in the project.

A. NEED FOR PROJECT

A1: Gaps and Weakness. *(Requirement 2)* In 2020, NSNO conducted extensive research involving 1,500+ teacher surveys in 90% of the city's schools; 50+ meetings with CMO leaders, principals, and talent leads; and nearly 40 in-depth interviews with high-performing teachers. TNTP's Insight Survey ("Insight") is a national tool utilized by all Partner CMOs to measure teacher experiences, perceptions, and satisfaction. All TSL Partners use TNTP's Insight Survey. In 2020, across all partners, educator response rates averaged 89%. Analysis of these sources, as well as research conducted by other local education organizations, found that the teacher shortage is directly linked to weak teacher pipelines and persistently high attrition as a result of shortcomings in career pathways, PD, and compensation structures. The project strategies address each of these challenges and create system change, as described in D1.

Low Enrollment in Teacher Preparation Programs Has Led to a Weak Teacher Pipeline. While New Orleans has become a hub for high-quality teacher preparation programs (LDOE 2021), low and increasingly dwindling enrollment limits their impact. NSNO's 2020 research found that these programs, combined, graduate only 300 teachers, far short of the annual demand of

between 700 and 900. Donley et al. found that a teacher shortage forces schools to hire less experienced teachers (2019), especially in areas of high teacher-shortage. Post-Hurricane Katrina, the city relied heavily on alternative programs, such as Teach For America and TeachNOLA. In 2008, TFA provided 1 teacher per 150 students (Public Impact, 2015). Just seven years later, that ratio dropped to 1 teacher per 450 students (Ibid). The demand for prepared teachers serving special populations is even greater. Well-prepared SPED and EL educators are especially in short supply. In 2019, 38% of SPED classes were taught by out-of-field teachers (Sentell, 2019). CMO's current pathways do not support advanced certification in teacher shortage-areas, like SPED and EL. While citywide data on the number of EL teachers is unavailable, CANO, the partner with the highest percentage of EL students (20%), reports that only 44% of EL and 4% of general education teachers had EL certification. This is a consistent theme among our partners, even as the city's Latinx population grew by 146% between 2000 and 2020 (The Data Center, 2021). NOLA TSL enables each CMO to create or expand at least one highly successful educator preparation program that prepares underrepresented teacher candidates. These systems, such as the Grow Your Own programs that serve high school students and paraprofessionals, bolster the pipeline of diverse and well-prepared educators serving our students.

Persistently High Attrition of Effective Educators. High attrition of effective teachers exacerbates the talent crisis. Between 2016 and 2020, teacher attrition rates remained between 26% and 31%. Of course, not all attrition is problematic, as it removes some low-performing teachers. In fact, CMO partners who participated in the TIF grant built PBCS to, in part, identify and remove ineffective teachers. A study published by the Education Research
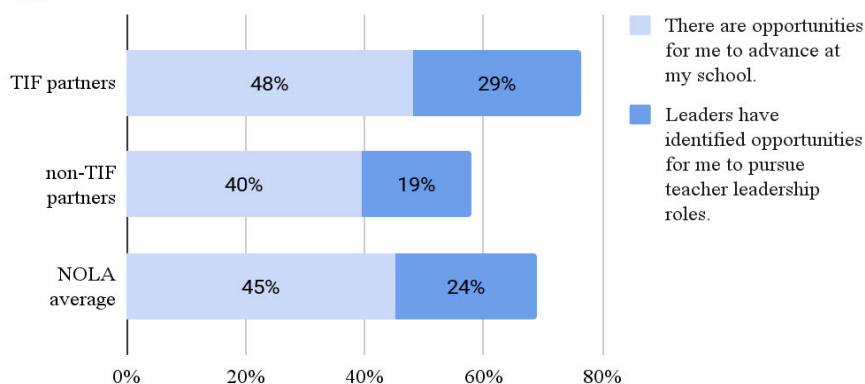
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Alliance of New Orleans (ERA), which examined the impact of compensation on teacher

retention, found that New Orleans is particularly good at removing low-performing teachers

(Barrett et al., 2020). However, schools are also losing droves of mid- to high-performing

teachers (NSNO, 2020) and the "gains New Orleans schools make by removing low-performing

teachers may be offset by a decline in quality of teachers hired to replace them" (Barrett et al.,

2020). As a result, teacher effectiveness is not improving. EdWeek Research Center surveyed

700 teachers and found that while 35% considered leaving the profession before the pandemic,

more than half (54%) are somewhat or very likely to leave after the pandemic (Loewus, 2021).

Although the LDOE will not release educator attrition rates until October 2021, we have strong

indicators at the time of writing that the rate will likely reach or exceed historical levels of 26-

31%. CMO partners, particularly non-TIF partners, report that while educators seemed to

remain in their post to expand 2021 summer school for their students in order to address

pandemic-related learning loss, they are currently seeing a dramatic drop in retention. This is

especially harmful to building an effective SPED workforce, as their national attrition rate is

almost double that of other teachers (American University School of Education, 2021). NOLA

TSL seeks to curb educator attrition with strategies that expand career pathways and provide

teachers with greater opportunities to set new goals, develop and advance in their careers;

incentivize retention of hard-to-place educators with higher salaries; reward educator

effectiveness with performance bonuses, as well as increased leadership responsibilities with

stipends.

Shortcomings in Career Pathways and Compensation Incentivize Attrition. NSNO research

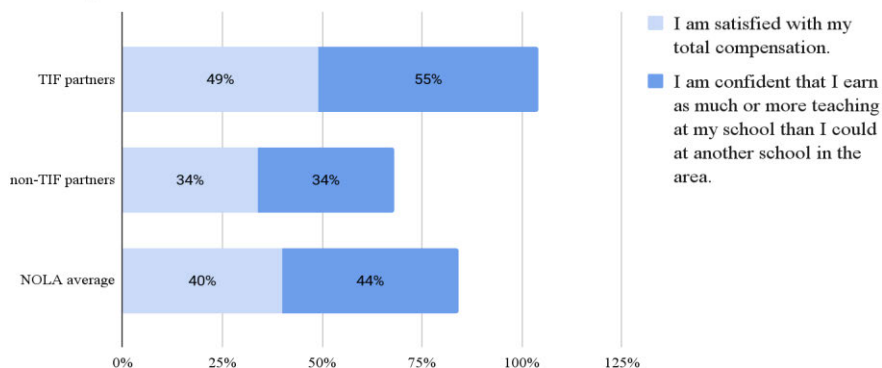revealed that 100 educators left New Orleans' schools to teach in a neighboring district, where

salaries are on average about $3,300 higher (LDOE, 2020). The 2020 ERA study cited above

found that high-performing teachers only received pay increases when they switched schools,

creating systemic incentives for attrition and creating damaging disruptions in student learning.

Confirming NSNO's finding, TNTP's 2020 Insight Survey identified lack of career advancement

opportunities and low compensation as important influences on rising teacher attrition rates.

Although teachers from TIF CMOs indicated greater satisfaction, the majority of educators

reveal that we need to do better and teachers at non-TIF schools fare even worse. To retain our

top-performers, we must identify them, support their career goals with multiple career

pathways and aligned PD, and reward their effectiveness with fair compensation: NOLA TSL-

created PBCS will reward effective educators with approximately $5,000 per year.

Opportunities for Advancement

	There are opportunities for me to advance at my school.	Leaders have identified opportunities for me to pursue teacher leadership roles.
TIF partners	48%	29%
non-TIF partners	40%	19%
NOLA average	45%	24%

Compensation Satisfaction

	I am satisfied with my total compensation.	I am confident that I earn as much or more teaching at my school than I could at another school in the area.
TIF partners	49%	55%
non-TIF partners	34%	34%
NOLA average	40%	44%

Shortcomings in In-Service Professional Development to Improve Instruction. The recent

stagnation of student academic performance is in large part due to educators' ineffective

implementation of standards-based curriculum, as well as inadequate instructional support.

Although 2021 Insight results indicate that leaders are "committed to improving their

instructional practices," there are several indicators that classroom teachers are not receiving

adequate in-service PD, particularly among non-TIF schools. Citywide, only 64% of respondents

indicate that they regularly discuss feedback with instructional leaders (TIF: 68.5%; non-TIF:

64%) and only 61% report that supports included demonstrations of effective teaching of Tier 1

curriculum, a recognized best practice (TIF: 68%; non-TIF: 57.5%.) It is important to note that

across the board, on measures of teachers' perception of instructional leaders' support, TIF

schools are doing better than non-TIF schools, although there is still work to be done (See

Appendix F.2). To overcome this shortcoming, NOLA TSL aims to improve educators'

instructional skills by providing classroom teachers with additional well-prepared instructional

leaders, building schools' capacity to provide each teacher with targeted, personalized support.

A.2: Integrated Efforts to Improve Relevant Outcomes

Building from the Successful Foundations of TIF & SEED. CMO Partners who have benefited

from TIF funding aim to build upon their past successes, while supporting non-TIF Partners

through cross-CMO collaboration. With the support of TIF 3 funding these CMOs established

the foundations of PBCS: (1) Educator evaluation systems based on classroom observation and

student achievement data; (2) Use of data to provide targeted and differentiated PD, and (3)

Monetary compensation to reward effectiveness and incentivize the retention of effective

teachers. In the final year of TIF 3, correlation between teacher observations and teacher value-

add measures had increased to a statistically significant level (r=0.316): observations became more valid indicators of performance over time. In the same year, 73.5% of all teachers who were effective the prior year returned to teach in a TIF partner school, an increase over the citywide average of 69%. TIF 5 funding supported the same partners to (1) modify effectiveness assessments to include *two* annual teacher observations and student achievement data, and (2) establish structures, including focus groups, educator advisory boards, and whole-school surveys to gain educator input in the development and continuous improvements phases of the project. The current proposal builds on these efforts and will move these systems from good to great by building clear career pathways for educators, with aligned PD, including high-impact residencies, and gives rise to robust HCMS/PBCS of two additional CMOs.

Through USDOE SEED funding, NSNO partnered with Xavier and Loyola Universities, Relay Graduate School of Education, teachNOLA, and Teach for America to strength the city's teacher pipeline. Together, in three years, this partnership successfully recruited and prepared 660 educators, 60% of whom identified as BIPOC. The retention of these teachers measured each year in this program is 87% to date, compared to the historical citywide average of 70%-75%. From this effort came the first teacher residency partnership between an HBCU and CMOs in the nation: The Norman C. Francis Teacher Residency at Xavier University (NCFTR). NCFTR recruits and develops educators who look like their students, have strong ties to New Orleans, and are committed to a career in education. NCFTR provides a robust program to develop culturally competent, highly-effective teachers from diverse backgrounds. Federal grant funding for the program ended in 2020, at which time NSNO raised $1M to continue the program through 2023. These residency programs will be highly leveraged by TSL CMO Partners as a key

strategy to recruit and develop underrepresented teachers. While existing CMO partners have made progress through previous TIF and/or SEED funding, fundamental gaps in HCMS/PBCS remain. If funded, this project aims to expand the gains made by TIF schools and accelerate the creation of new HCMS/PBCS features through structures to collaborate and share best practices.

Integrating with Existing Public Policies, Efforts, and Funding Streams. The LDOE and NOLA-PS have created policies and provided resources that encourage and support (1) the creation of new instructional leadership roles and (2) the utilization and effective implementation of high-quality Tier 1 curriculum in every school. NSNO partners closely with both entities to ensure integration of NOLA TSL with these efforts. In fact, the state legislature has established the Teacher Recruitment, Recovery, and Retention Task Force to study the declining enrollment in teacher preparation programs and best practices for districts to increase educator retention. NSNO's Chief of Innovation, ███████, will oversee NOLA TSL and serves on this task force. which will enhance the organization's ability to integrate the NOLA TSL program with strategies gleaned from its findings and recommendations.

The LDOE has implemented an unfunded initiative to encourage schools to design a new instructional leadership role - the Certified Mentor Teacher (CMT). As of July 2018, all teacher preparation programs in Louisiana include a yearlong classroom residency alongside an experienced CMT. Using a skills-based approach, mentors co-teach with undergraduate or post-baccalaureate residents who are working to earn their certification. In 2020, NSNO partnered with NOLA-PS to establish a Systemwide Needs Fund of $7M in local revenue to address schools' most pressing needs. After polling school leaders across the city, two priorities were

identified and funded: the LDOE's CMT role (2 for each school) and a continuation of NCFTR, replacing a portion of SEED funding. The current proposal provides additional CMTs for schools and leverages the NCFTR as one key strategy to increase educator diversity.

To accelerate the adoption of high-quality, state standards-aligned curriculum, the LDOE has identified and approved standards-aligned curricula (designated as Tier 1) as well as expert PD vendors who are qualified to provide school-level support for successful curriculum implementation, including the key vendor partner in this proposal, TNTP. NSNO is the state district's primary partner charged with ensuring proper implementation of Tier 1 curriculum across New Orleans. In the first year of NSNO's launch of the Instructional Quality Initiative (IQI), a program that provides funding for Tier 1 and vendor support, 87% of eligible schools had adopted this curriculum, compared to less than 50% prior to the IQI. Together, NSNO and LDOE have committed approximately $9.6M of state and philanthropic funds to support this effort. Each CMO Partner has worked with NSNO and TNTP to revamp their curriculum to match the new, more rigorous statewide academic standards. Integrating with this project, educators will participate in community-wide specialized IQI Hubs to build skills on the proper implementation of Tier 1 with students enrolled in SPED and EL programs. SPED and EL Hubs are designed to share best practices, build content knowledge, and give all teachers opportunities to practice emerging instructional skills.

A.3: Improve Teaching and Increase Learning of Rigorous Academic Standards. Ultimately, the goal of NOLA TSL is to improve educator effectiveness and, thereby, academic outcomes for students. Therefore, the following key program strategies are designed to improve teachers' skill to implement high-quality, standards-aligned curriculum.

Innovative Teacher Preparation. All of the teacher preparation programs that CMOs may implement (See Appendix F.3) will include classroom placements and mentorship. Each is designed to prepare candidates to unpack standards, design lesson plans with effective scaffolding and teaching material to support student learning. Programs will also focus on learning instructional strategies to promote the higher-level reasoning and collaboration that students must do to master grade-level content.

Retaining 'Effective' Educators. NSNO's survey research found that the majority of the approximately 900 teachers who left in 2019 were rated "Effective" and "Highly Effective" on the state's evaluation system. This project aims to retain the mid-performers, as well as high performers, so that schools can build their content knowledge and improve their instructional skill. It has been well established by numerous studies that there is a direct and positive correlation between teachers' years of experience and student academic achievement (Kini & Podolsky, 2016). In this way, this project, by virtue of its goal to retain educators, will increase the percentage of effective teachers who will drive strong academic outcomes with students.

Leveraging Instructional Leadership. Robust career pathways will provide multiple opportunities for instructional leadership, including additional CMTs, as a strategy to retain high-performers by providing them with growth and career advancement opportunities and as a strategy to develop mid-performers. These roles put the most effective educators in a position to increase the instructional skill of classroom teachers, increasing their sphere of influence and giving them an exponential impact on student outcomes. These instructional leaders will receive targeted PD designed to deepen their ability to unpack standards for special populations and build their knowledge of instructional coaching and will be evaluated based on

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the performance of those teachers within their sphere of influence. In order to provide fair compensation, instructional leaders will be provided with annual stipends.

Improving SPED/EL Instruction. NOLA TSL aims to increase the number of effective teachers in all areas, including in shortage areas. Brookings Institute research reveals that the proper implementation of standards-aligned curriculum leads to greater student academic performance (Chingos & Whitehurst, 2012). CMO Partners currently utilize standards-aligned curriculum and corresponding educator and student evaluations to identify educators' growth areas relative to the effective implementation of curriculum. Evaluation data will be used to develop personalized PD plans that target the development of identified instructional weaknesses.

A4: Appropriateness of Project Design. Analysis of recent trends in New Orleans education, studies of the local landscape, and educator survey results provide a clear picture of student and educator needs. Below is an analysis of the needs of the project's target populations (students and educators); *Project strategies to address the needs of the target population are described in Section B1, objectives 1 -3.*

Needs of Target Population 1: New Orleans Students. More than 50% of New Orleans school children suffer underlying and pronounced effects of trauma (NSNO, 2020). The increased awareness of racist societal systems and anti-Black violence in 2020 have exacerbated the trauma of students of color. It is well documented that childhood trauma has far-reaching consequences on learning, putting New Orleans public school students at a significant academic disadvantage relative to their more affluent peers (Cole et al., 2009). USDOE research revealed that the pandemic has "deepened the impact of disparities in access and opportunity facing

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many students of color," with particular concern for students with disabilities and English-learners, who have faced disruptions to the necessary aids and services that support their academic progress (2021). In New Orleans, the instability has taken a toll: NSNO data show that 30% of students missed 10 or more days of the 2020-21 school year and standardized test results revealed that student mastery fell to 19%. As students return to school in the fall, we are at a pivotal point. Now more than ever, there is a critical need to stabilize the educator workforce and provide our students with a supportive community to both heal and learn. For the children of New Orleans, an instructionally effective and supportive learning environment is one that not only has effective teachers, but is also grounded in cultural competencies.

Needs of Target Population 2: New Orleans Educators. The 2020 Insight Survey results identified the following barriers to retain effective educators.

1. **Lack of Robust Career Pathways.** Insight Survey respondents indicated a clear desire for greater opportunities to grow professionally, to take on more responsibility, and set motivating goals. Only 46% of respondents reported that there are opportunities for advancement at their school site and just 32% said that a leader at their school put them in charge of something important. Data indicated that leaders are not utilizing professional advancement and growth opportunities to motivate and retain educators, as only 58% of respondents had a goal that excites them.

2. **Low Compensation.** Particularly among non-TIF respondents, compensation was identified as an area of dissatisfaction. Among all respondents, 43% were satisfied with their total compensation, and only 38% felt that they are compensated fairly for the work that they do. Additionally, 40% of respondents felt that their school's approach to compensation

makes sure that great teachers are paid well, thereby suggesting that highly-effective teachers are not incentivized to stay.

3. **Inadequate Instructional Support**. Respondents expressed a strong desire for more high-quality PD and support to implement standards-aligned Tier 1 curriculum. According to Chingos & Whitehurst, standards-aligned curriculum has a measurable impact on student learning (2012). However, NSNO's IQI Curriculum Implementation Review data from 2018-19 revealed that although teachers are heavily invested in engaging students in rigorous curriculum and believe that their students are ready for rigor, 78% are inadvertently implementing the curriculum in ways that are reducing rigor and student learning. (See Section A1 for Insight data indicating need for improved in-service PD.) To be effective, educators need a greater number of supportive instructional coaches to aid in their development. Additionally, NSNO surveyed 85% of New Orleans principals and found that only 24% agreed or strongly agreed that "I am able to balance my personal life with my professional responsibilities"; Only 29% agreed or strongly agreed that "Over the long term, my workload is sustainable." Furthermore, they cited lack of high-quality middle leaders as the primary challenge to their retention (NSNO, 2020).

4. **Voice in Decision-Making**. Research demonstrates that school improvement is more successful when all stakeholders are empowered to collaborate on reform initiatives because it builds "capacity and support for change" and instills a sense of ownership in the overall improvement of the school (Slater, 2004; Waldron and McLeskey, 2010). A desire to have influence on school-level decisions was expressed in both NSNO and TNTP Insight

research. This is also evident by the extremely high response rate of 89% to TNTP's voluntary survey.

B. Quality of the Project Design

The goal NOLA TSL is to design, refine and implement comprehensive HCMS/PBCS at 6 high-needs CMOs in order to increase the number and percentage of diverse, highly-effective educators and, ultimately to improve academic outcomes for over 18,682 students in 28[2] high-needs schools. While all CMO partners have HCMS that serve similar functions,[3] CMO Partners are in different stages of HCMS/PBCS development and implementation and will need the autonomy to build from and modify current systems and/or design new systems that reflect the needs of their educators and unique challenges. Therefore, balancing customization and standardization in project strategies is critical. NOLA TSL is designed for CMO flexibility within the guardrails provided by the logic model. For example, while all CMOs will create or expand teacher preparation programs to build a well-prepared, diverse staff, one CMO may create a high school Grow Your Own program while another partners with a local HBCU's residency program. However, by the end of the grant period, all CMO Partners will have achieved the project outcomes and goals. (See Appendix F.5: CMO Program Progression Matrix and Appendix F.6.: CMO Partner TSL Program Design).

B1. Demonstrated Rationale: The NOLA TSL Program Logic Model. *(Requirement 1 & 10)*

The logic model articulates the project objectives, and accompanying strategies, to achieve project outcomes. Project strategies are grounded in local and national research, including

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[2] Student impact is calculated by adding CMO current enrollment to projected student enrollment over the next 3 years; School impact includes the school to be added in 2022.
[3] See Appendix F.4: CMO Partner HCMS Functions.

research that meets *What Works Clearinghouse* design standard (See Appendix F.7: Evidence Form), as well as school-level data. Below is an abbreviated logic model, see the full model in Appendix A.

Inputs	Strategies	Outputs	Short Term Outcomes	Medium Term Outcomes
Funding ●TSL grant funds ●State/local funding ●Private funds	**Obj. 1: Create, expand and improve HCMS/PBCS to ensure fair evaluations and robust career pathways that retain all effective educators.**			●Improved retention and overall % of effective educators, including SPED/EL teachers ●Increased diversity of the educator workforce at all levels ●Strengthened educator pipeline
Funding ●TSL grant funds ●State/local funding ●Private funds	●Gather and analyze educator input from surveys, interviews, etc. ●Create HCMS/PBCS action plan ●Align evaluation tools ●Expand career pathways	●Key takeaways from educator inputs ●Multiple opportunities & compensation for instructional leadership ●PBCS that are, on average, is 10% of salary	●Educators' have greater influence over HCMS/PBCS ●Increased number of effective teachers increase impact & are rewarded for effectiveness	●Improved retention and overall % of effective educators, including SPED/EL teachers ●Increased diversity of the educator workforce at all levels ●Strengthened educator pipeline
Expertise ●NSNO ●TNTP ●CMO Partners	**Obj. 2: Design and implement PD strategies to increase the percentage of effective educators, emphasizing 1) instructional leaders and 2) SPED and EL instruction for all educators.**			●Improved retention and overall % of effective educators, including SPED/EL teachers ●Increased diversity of the educator workforce at all levels ●Strengthened educator pipeline
Materials ●Educator feedback ●Data collecting systems ●Tier 1 curriculum ●IQI Hubs	●Promotions & PD determined by evaluation data ●Incentives to increase SPED/EL instruction ●All educators receive PD in SPED/EL instruction	●PD aligned to each role ●PD to improve SPED/EL instruction in all settings ●Higher salary, hiring &/or certification bonuses for SPED/EL educators	●Increased effectiveness of instructional leaders ●Increased principal satisfaction ●Increased effectiveness in SPED/EL instruction	●Improved retention and overall % of effective educators, including SPED/EL teachers ●Increased diversity of the educator workforce at all levels ●Strengthened educator pipeline
Materials ●Educator feedback ●Data collecting systems ●Tier 1 curriculum ●IQI Hubs	**Obj. 3: Design and implement strategies to increase teacher and leader diversity at every level and support equitable HCMS/PBCS.**			**Long Term Outcomes**
Stakeholders ●Local district ●State DOE ●Teacher Residency Partners ●DEI Expert Vendors	●Innovative strategies to prepare diverse educators ●Equity audits to improve DEI practices ●DEI PD to all educators/HCMS staff ●Develop an Equity Plan, with DEI expert support	●Teacher preparation programs that recruit a local and diverse workforce ●Equity Plan, including data systems, timelines, PD, and action plans to foster inclusive, bias-free workplace	●Improved educator perceptions of inclusive and equitable workplace ●Increased % of diverse teacher candidates	●Improved performance and growth of all students on state standardized tests

OBJECTIVE 1: Create, expand and improve HCMS/PBCS to ensure fair evaluations and robust career pathways that retain all effective educators. Retention is critical to developing effective teachers. In 2016, the Learning Policy Institute (LPI) performed a review of 30 studies published

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within the last 15 years and found that teaching experience is positively associated with student achievement gains well into an educator's second and third decade of teaching (Kini & Podolsky, 2016). Unfortunately, in New Orleans, teachers are not staying in the profession long enough to hone their skills and become effective. In fact, 46% of all New Orleans teachers have only 0-3 years of experience (Greater New Orleans Foundation, 2019). Twenty-one percent of Louisiana teachers are either uncertified or teaching out-of-field, and students who are economically disadvantaged and minorities -- as most students in New Orleans are -- 11% and 14% more likely to have an uncertified or out-of-field educator, respectively (LDOE, 2020). Based on this data, as well as local research from the ERA that finds that retention is more closely related to teacher performance in New Orleans than in traditional public school districts, a central aim of NOLA TSL is to retain mid-performing educators along with high-performers, so that they have the time to develop their skills and increase their efficacy. NOLA TSL also seeks to identify highly-effective educators through CMO's evaluation process and then put them on a path toward career advancement that is professionally fulfilling, which will further incentivize retention (Barrett et al., 2020).

Develop and implement a fair, rigorous, valid, eligible, and objective process to evaluate educator performance, based in part on student achievement, *(Requirement 4)* NOLA TSL seeks to ground HCMS/PBCS decisions, specifically around hiring, promoting, and rewarding, in educator evaluation data. Therefore, it is critical to ensure fair, rigorous, valid, and objective evaluations. TNTP will work closely with each CMO's HCMS Director, school leaders, and middle leaders. Educators will be evaluated based on a combination of classroom observations and student achievement data. Classroom observation evaluations will be performed by middle

leaders who have been trained and normed on the evaluation rubrics (such as COMPASS) to ensure objectivity, validity, and alignment with the implementation of standards-aligned curriculum. Following each observation, teachers will receive rubric-based feedback on successes and areas to target for development. Throughout the year, educators will participate in individualized PD to increase instructional skills in the identified areas, and middle leaders will work closely with educators to monitor progress. A final observation will be performed in the spring to provide a measure that assesses growth and effectiveness. A second measure of teachers' effectiveness is student achievement. In previous years, students' baseline and end of year achievement would be measured through the administration standardized tests. However, due to the COVID-19 crisis, LDOE waived standardized testing for the 2019-20 school year. In order to establish a fair baseline and end of year measure of achievement, CMO Partners will work with TNTP to coach leaders on best practices related to conducting fair and equitable observations that are grounded in strong instruction. School and middle leaders will be evaluated based on measures of observation in the form of 360-degree feedback from colleagues and the student achievement results achieved by the teachers within the leaders' sphere of responsibility. By providing clear expectations for high-quality instruction (observation rubric); utilizing multiple, objective and rigorous measures (normed observations and nationally normed student assessments); providing targeted, differentiated supports with high-quality vendors and internal expertise; and holding educators accountable only for the area in which they have direct influence and responsibility, the NOLA TSL evaluations will be objective, rigorous, fair, and valid to all educators.

The following program strategies, which are in support of objective 1, are designed to meet the needs of New Orleans educators by building strong systems and features that retain high-performers and improve instructional quality for all students.

1. **Robust Career Pathways**. The NOLA TSL Program will support each CMO to create robust career pathways that improve educators' satisfaction with advancement opportunities. Learnings from TIF 3 and 5 reveal that when teachers have a professional development goal that excites them, they indicate they would stay in the classroom six years longer on average than their peers who do not have such a goal. It is through career advancement opportunities that teachers take on new development challenges. Specifically, the project will build a cadre of well-prepared middle leaders to improve the instructional skills of teachers, lifting at least some of these responsibilities from principals, supporting principal retention. TNTP will partner with CMO staff and leaders to design career pathways with multiple opportunities for middle leadership, including CMT roles. In order to ensure that these roles are high-impact, CMO Partners will utilize evaluation data to identify effective educators suitable for leadership roles and incentivize retention by providing leaders with stipends for taking on additional responsibilities, as recommended by Education Resource Strategies' 2018 report to increase retention (Rosenberg & Miles, 2018). Leadership bonuses will be provided to instructional leaders to fairly compensate them, as they increase their responsibility and expand their sphere of influence to impact a greater number of students.

2. **Fair Compensation**. Several studies support pay-based retention strategies for all teachers, including a Stanford study that examined national data and found that "raising teacher

wages by 10% reduces high school dropout rates by 3% to 4%" (Loeb & Page, 2000). This is supported by TIF 5 retention data, which revealed that in order for incentive pay to retain teachers, the performance-based reward must be approximately 10% of the educators' salary. At that level, 90% of educators were retained, while a lesser bonus had no impact on retention. Therefore, each CMO will design a tiered approach to performance-based pay, whereby effective teachers and leaders are rewarded a bonus of, on average, approximately 10% of their salary. Results from a randomized study by the Institute of Education Sciences also showed that high-performing teachers who were offered financial incentives to teach at schools serving disadvantaged students were found to have significant positive effects on the reading assessments of elementary-age students (Glazerman et al., 2013); therefore, we expect that increasing financial compensation for our teachers will lead to improved academic performance and growth in our students.

3. **Adequate Instructional Support**. Research from the Learning Policy Institute shows that instructional coaching and mentorship are crucial levers for improving teachers' pedagogical skills; teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment (Kraft et al., 2018). Research from SRI Education shows that mentor support given to first- and second-year teachers was found to have positive effects on students' achievement in English/language arts and mathematics (Young et al., 2017). Middle leaders (i.e., certified mentors, instructional coaches, etc.) are key to curbing the attrition rates in three distinct ways: (1) teachers are retained as they are better supported and become more effective; (2) high-performing educators serving in these roles are retained, as they benefit from new challenges; and (3) school leaders are retained, as

middle leaders alleviate some of the strain placed on APs and principals by distributing leadership across more of the school. Additionally, research reveals that positioning more experienced teachers to support less experienced teachers leads to greater learning for the students of both teachers (Kini & Podolsky, 2016) and a 10-year study by the Wallace Foundation found higher student achievement when there is shared distribution of leadership responsibilities (Wahlstrom et al., 2010). Furthermore, results from a three-year impact evaluation by the American Institutes for Research indicate that "providing teachers with coaching and professional development focused on pedagogical content knowledge of literacy can lead to changes in teachers' practice and students' reading achievement" (Parkinson et al., 2015).

4. **Amplified Voice in Decision-Making**. Addressing an identified barrier to retention, all NOLA TSL CMO Partners will integrate ongoing educator input through surveys, interviews, focus groups, and advisory boards, as well as Cross-CMO Collaboratives. TNTP will conduct a teacher retention and compensation study to explore educator evaluation, compensation, and career pathway issues that may impact teachers' decisions to stay in their positions. Cross-CMO Collaboratives will occur bi-annually and provide a learning community where CMO leaders review citywide trends, share best practices, and collaborate on solutions to regional challenges. Together, these efforts will allow for continuous analysis of teachers' recommendations and result in action steps to create and improve CMOs' HCMS/PBCS. All educator input will aid in the creation of HCMS/PBCS roadmaps, which will articulate the specific, actionable steps that each CMO will take to create and improve their systems. Increasing educators' influence in this way will lead to increased educator support for and

satisfaction with their HCMS/PBCS, and consequently, educator retention and student outcomes (Benner et al., 2019).

OBJECTIVE 2 (Competitive Priority 1): Design and implement PD strategies to increase effective educators, emphasizing instructional leaders and SPED and EL instruction for all educators. A study that meets What Works Clearinghouse's criteria for strong evidence of effectiveness found that "investing in professional development" for teachers was more effective in increasing student metacognition and performance "than advanced content or teacher metacognition alone" (Heller et al., 2012) on student achievement in elementary science showed. NOLA TSL utilizes three strategies to improve instructional quality for students in SPED/EL programs: (1) participation in NSNO's IQI's SPED and EL Hubs; (2) PD to improve the SPED/EL instruction will be provided to all educators to improve instruction in inclusive and specialized settings; and (3) provide monetary incentives/rewards for recruitment, retention and specialized professional growth. SPED and EL educators will participate in IQI SPED and EL Hubs that enable them to learn from instructional best practices across the city, which help these specialized teachers learn to unpack standards, create standards-aligned lessons, scaffold and modify high-quality, standards-aligned curriculum with fidelity and without reducing rigor to ensure that all students are learning grade-level standards. As CMO Partners' SPED and EL programs aim for full inclusion, it is important that all educators--specialized and general education teachers and leaders--receive PD to improve their ability to modify lesson plans to support struggling students to master grade-level standards. Providing PD to all educators not only has an immediate impact for students, but the added long-term benefit of increasing the number of general education teachers who may develop an interest in entering these

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specialized fields. Finally, NOLA TSL will incentivize the recruitment, retention, and development of SPED/EL teachers by enabling CMOs to implement at least one of the following strategies: (1) ███████ hiring bonuses, (2) higher pay scales and/or (3) ███████ advanced certification awards. Advanced certification awards are especially impactful as numerous studies indicate that they result in life-long retention and more effective teaching (Goldhaber, 2002). PD may be provided by TNTP or another highly-qualified expert vendor chosen by the CMO or school-level leader. Additional teacher supports include observation and feedback cycles utilizing role-aligned evaluation tools and student achievement data of the educators who are being mentored by middle leaders.

OBJECTIVE 3 (Competitive Priority 2): Design and implement strategies to increase teacher and leader diversity and support equitable HCMS/PBCS. Numerous studies show that having at least one same-race teacher is particularly beneficial for minority students, and can result in higher graduation and college enrollment rates, better attendance, higher standardized test scores, and lower suspension rates (Perry, 2019; Dee, 2006). Given the benefits to students and the history of our city, NOLA TSL prioritizes the recruitment of local teachers, who are significantly more likely to remain in "hard to staff schools", like many New Orleans schools (Laplante, 2005). These findings were repeated in the outcome of the SEED program, which focuses on recruiting teachers from the local community and boasts an 87% retention rate. Therefore, the NOLA TSL program aims to strengthen the local educator pipeline through recruitment strategies that emphasize diversity and equity.

To recruit diverse educators at the local level, each CMO will implement at least one of the following innovative educator outreach strategies, all of which have strong track records of

success: "Grow Your Own" High School Program, New Teacher Cohorts, Reach University, and/or Relay Graduate School of Education or Xavier University teacher residency programs. As a result of these recruitment strategies, CMO partners will increase the percentage of local and diverse participants who progress in and complete local teacher preparation programs.

To promote equitable systems, TNTP will conduct CMO equity audits that will identify challenges to teachers' access to leadership roles and fair compensation and reveal inequities in CMO's HCMS/PBCS. The findings of these audits will inform recommendations for concrete steps leaders can take to create a strong culture where teachers of color thrive. Leveraging the expertise of a DEI vendor, PD will be provided to: 1) all educators to increase DEI awareness and reduce instructional bias; 2) leaders to build their own cultural agility and build an inclusive community where all staff feel a sense of belonging; and 3) HCMS staff to reduce racial and gender bias across their HCMS/PBCS in order to foster an inclusive, equitable, and supportive workplace. And, finally, with vendor guidance, each CMO will create an equity plan, including timelines, data systems, and action plans to promote inclusive and bias-free HCMS practices. This will require the expansion of personnel databases to track leadership opportunities, career advancement, incentives, recruitment, and retention by individuals' race, gender, and disability status. (See Appendix F.8 for a description of DEI Expert Vendors.)

NOLA TSL Program Implementation Plan. *(Requirement 7)* At the CMO-level, the CEO is ultimately responsible for the success of the program and will designate a TSL Director to coordinate the program implementation of all school-level strategies. The NOLA TSL Program Implementation Plan ensures project cohesion, as it allows CMOs the flexibility to make adjustments within specified guardrails. Below is a summary of the plan; See Appendix F.9 for a

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detailed plan, including unifying objectives, strategies, owner, milestones and timelines.

Overview of NOLA TSL Project Implementation Plan (Full plan in Appendix F.9)		
Objective 1: Create, expand and improve HCMS/PBCS to ensure fair evaluations and robust career pathways that retain all effective educators.		
Strategies	**Activities**	**Milestones**
Gather and analyze educator input	Conduct surveys, interviews & focus groups; facilitate Cross-CMO Collaboratives	Key takeaways from educator inputs
Create HCMS/PBCS action plan	Create tiered PBCS whereby effectiveness in rewarded and incentivizes retention	PBCS that are, on average, is 10% of base salary & leadership bonus
Expand career pathways	Create robust career pathways that emphasizes instructions leadership	New instructional leader roles & PD to build coaching skills.
Objective 2: Design and implement PD strategies to increase effective educators, emphasizing (1) instructional leaders and (2) SPED/ ELL instruction for all educators.		
Promotions & PD informed by evaluation data	Analyze relevant student academic data to identify highest-performing educators	Roster of new leaders, including evaluation scores & PD plan
Incentives to increase SPED/EL instruction	Choose at least one incentive strategy for SPED/EL roles	Budgets and educator roster supporting chosen strategy.
All educators receive PD in SPED/EL instruction	Provide targeted to improve SPED/EL instruction to _all_ educators.	Contract with PD provider & PD plans, including PD calendar
Objective 3: Design and implement strategies to increase educator diversity at every level and support equitable HCMS/PBCS.		
Innovative strategies to prepare diverse educators	Choose at least one innovative teacher preparation strategy.(GYO, Residency, etc)	Candidate enrollment documents
DEI PD to all educators/HCMS staff	PD for all educators to reduce bias an inclusive environment	Vendor contract, PD plan, attendance roster
Equity audits to improve DEI practices	Analyze HCMS database by demographics	Equity Audit Report

B.2: NOLA TSL Program Evaluation. (Requirement 11) Ed-cet, inc. will serve as the independent

evaluator for NOLA TSL with Peggy C. Kirby, Ph.D., President, as the lead evaluator. The

evaluator will provide assistance with all USDOE Intermediate and Annual Progress Reports;

create and validate a 1) rubric for assessing HCMS/PBCS against grant objectives and best

practices and 2) principal questionnaire to assess their perceptions of changes to HCMS/PBCS;

track progress towards objectives; analyze and report all data related to project measures

(PMs) and GPRAs; provide feedback on implementation fidelity monthly; and deliver an annual

evaluation report. The evaluator will use a utilization-focused approach, a method that emphasizes stakeholder participation in designing and refining goals and objectives, providing ongoing feedback about processes and progress (Patton, 2008). Performance measures, data sources, instrumentation, team meetings, and reports are designed to be of most value to stakeholders in achieving their desired goals. Primary stakeholders for purposes of this grant include the CMO partners (CMO administrators and educators), NSNO, TNTP, and the USDOE. The TSL Logic Model, which guides the evaluation process, is based on Stufflebeam's (2007) CIPP (Context, Input, Process, Product) model of evaluation. The GPRA and related PMs operationalize the outputs and comprise the "results" component of the evaluation (i.e., do we get the results we proposed). A process evaluation is as essential to assess implementation fidelity (i.e., did we do what we proposed to do).

Process evaluation. The process (also called, formative) evaluation ensures implementation fidelity of the strategies proposed in the logic model and informs continuous improvement. In the results-driven, change-oriented context of today's education reform, policymakers seek quantifiable outcomes to determine what works, often unaware of the real-world context of implementation (Viennet and Pont, 2017). Viennet and Pont synthesize various implementation models into a framework of four dimensions: smart policy design, inclusive stakeholder engagement, conducive context, and coherent implementation strategy. The researchers provide guiding questions and coherent strategies to address each question. The evaluation team will use these questions and strategies to assess fidelity of project implementation. The project objectives, as well as the Viennet and Pont guiding questions and strategies, will provide initial coding categories for the process evaluation. The evaluator will convene stakeholders to

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help frame additional questions for the formative evaluation. Tools for the process evaluation will include: NSNO Project Director and CMOs meetings, Project Team quarterly meetings notes, CMO HCMS/PBCS models pre- and post-grant award, TNTP's Insight survey, a Principal HCMS/PBCS Questionnaire (PHPQ) to assess principals' satisfaction with changes to these structures, the HCMS/PBCS Assessment Rubric, and CMO attendance and performance data. The HCMS/PBCS rubric will be designed based on a review of best practices as outlined in the grant proposal. The Insight Survey assesses educators' perceptions of instructional planning for student growth, workload, DEI, leadership, PD, evaluation, career progression, observation and feedback, hiring, school operations, and educator compensation. All TSL CMOs administer the Insight Survey biannually in the spring and fall. All meetings, focus groups, and interview notes will be analyzed quarterly. PD analyses will be conducted semi-annually. The HCMS/PBCS Assessment Rubric and Principal HCMS/PBCS Questionnaire will be developed and validated in the first quarter of the grant and used to assess baseline HCMS/PBCS and emerging systems throughout the grant. The HCMS/PBCS Rubric, Insight Survey, PHPQ, and residency enrollments will be completed annually. All analyses will be shared with the project team at the earliest possible quarterly meeting. Recommendations for mid-course changes will be discussed and any desired changes vetted by the USDOE program officer. See Appendix F.10 for details on the methodological tools and data analysis to be performed to evaluate each project outcome.

Outcome evaluation. The outcome evaluation will address the GPRAs and PMs proposed in the logic model. Instrumentation will include:

1. Teacher evaluation rosters, including teacher evaluation scores and component scores (e.g., student growth, observation), and retention tracking data with unique identifiers;

2. Louisiana standardized student achievement tests LEAP 2025 which assess proficiency in ELA, math, and social studies for students in grades 3-8 and proficiency in English I, English II, English III, Algebra I, Geometry, Biology, and U.S. History for high school students;

3. TNTP Insight Survey;

4. PHPQ; and

5. Teacher, middle leader, and leader evaluation rubrics by CMO.

Quantitative targets for each of the PMs will be developed on the basis of prior year results for each CMO; in most cases, grant year 1 will be the first measure and be considered the baseline. Targets will be finalized in consultation with key stakeholders prior to the final teacher evaluations in year 1 and approved by the USDOE Program Officer. Proximal outcomes of the proposed project are improved HCMS/PBCS; more equitable HCMS/PBCS practices; targeted PD for SPED/EL; more pathways to instructional leadership; and greater diversity across the workforce. Distal outcomes include expanding the educator pipeline, especially for SPED and EL; and improved educator retention, educator effectiveness, and student achievement as measured by standardized tests. The outcomes to be evaluated, tools for evaluation, and data analysis methods follow.

Outcome	Tools	Data analysis/Target
OBJ 1: Short-term Outcomes		
Increased educator satisfaction with HCMS/PBCS and opportunity to influence decision making	INSIGHT (Eval, Obs and Feedback, Career Pathways, Teacher Comp sub-scales); PHPQ; annually)	Baseline – year 1; ANCOVA with CMO as IV and baseline INSIGHT score as covariate/ DV in years 2 and 3; target $p<.05$
Increased percentage of schools that provide incentives for hiring, retention, & performance	PBCS for all CMOs	Comparison of percentage of schools at baseline to percentages at Years 2 and 3; target 100%

Increased number of instructional leaders	Career pathway roles on teacher rosters (BOY, EOY)	Baseline = 2020-21; target +5% in number of educators in instructional leadership roles by Year 2; 10% Year 3
Highest performing educators receive performance pay that is, on average, at least 10% of salary	PBCS database	Average percentage performance incentive of highest performing educators (defined by CMO) must be greater or equal to 10
OBJ 2: Short-term Outcomes		
Increased effectiveness and skill of instructional leaders	PBCS database	Percent effective instructional leaders improves by 2 percentage points over baseline
Increased principal satisfaction with support received from instructional leaders	Principal Interviews	Percentage of principals reporting greater satisfaction improves over baseline by 10%
Increased effectiveness of educators in appropriately modifying the grade-level standards-based curriculum for students classified as SPED/EL	Observation component of HCMS/PBCS	Percent effective educators as measured by observation sub-scale related to Tier 1 (varies by CMO) improves by 3 percentage points per year over baseline
OBJ 3: Short-term Outcomes		
Increased number of CMOs that include diversity tracking to ensure equitable HCMS	HCMS by CMO and Personnel rosters collected BOY, EOY	Target 100% by Year 2
Increased educator satisfaction in access to leadership roles	INSIGHT (Career Progression sub-scale)	Baseline – year 1; ANCOVA with CMO as IV and baseline INSIGHT score as covariate/ DV in years 2 and 3; target $p<.05$
Improved all educator perceptions of leaders' cultural competency	INSIGHT (DEI sub-scale)	Baseline – year 1; ANOVA with CMO as IV and INSIGHT score as covariate/ DV in years 2 and 3; target $p<.05$
Increased percentage of local and diverse candidates who complete preparation programs	Personnel rosters collected BOY, MY, EOY	Gap between percentage of female educators and all other gender groups and between BIPOC and Caucasian decreases from baseline by at least 5% from baseline by Year 2
All objectives: Medium Term Outcomes		
Strengthened educator pipeline of new and diverse educators	# of applicants per vacancy, by content area	Average number of applicants per vacancy Years 2 and 3 exceeds average number in Year 1 by at least 10%
Improved retention & overall percentage of effective teacher	Personnel rosters collected BOY, MY, EOY; PBCS database	Percent effective teacher improves by 2 percentage points over baseline; Effective teacher retention exceeds ineffective teacher retention by 5 percentage points;

		effective teacher retention improves by 5 percentage points per year over baseline
Improved retention & overall percentage of effective SPED/EL educators	Personnel rosters collected BOY, MY, EOY	Percent effective SPED and EL educator retention improves 5 percentage points per year over baseline
Increased percentage of SPED/EL certified teachers	Personnel rosters collected BOY, EOY	Chi-square: Percent SPED and EL educators with certification improves per year over baseline; target $p<.05$
Increased percentage of educators that demonstrate improvements on the student growth component of educator evaluation	PBCS database	Percent effective educators improves 3 percentage points per year over baseline
Increased diversity of the educator workforce at all levels	PBCS database	Chi square: comparison of percent BIPOC and/or non-female-identifying educators by role at baseline to percentages at Years 2 and 3; target $p<.05$
All objectives: Long Term Outcomes		
Improved performance of students classified SPED/EL on state standardized achievement tests	LEAP 2025 scores of students classified as SPED or EL (school-level)	Percent students classified SPED or EL rated Proficient or Above improves by 2 percentage points per year over baseline
Improved annual growth of students classified SPED/EL, such that growth rate is equal to general education students on state standardized achievement tests	LEAP 2025 scores of students by classification (school-level)	Gap between percent students classified SPED or EL rated Proficient or Above and those in general education decreases by 2 percentage points per year over baseline
Improved performance of all students on state standardized tests	LEAP 2025 scores (school-level)	Percent students classified SPED or EL rated Proficient or Above improves by 2 percentage points per year over baseline

See Appendix F.11: GPRA Performance Measures Evaluation

B.3: Ongoing performance feedback, periodic assessment of progress toward achieving

outcomes. The evaluation lead will schedule an initial meeting with TSL CMO Partners and the

NSNO Project Director to clarify stakeholders, objectives, tools, and the evaluation process.

Continuous quality improvement will be informed by annual Insight Surveys, semi-annual

retention data, annual HCMS/PBCS Assessment Rubric (evaluator-developed and validated),

and focus groups or individual interviews as determined by stakeholder input. Formative data

are shared through the following regular meetings of stakeholder groups:

- Monthly meetings with the evaluator and NSNO Project Director to track CMO progress

  towards meeting the project's goals and objectives and recommend necessary

  adjustments to ensure implementation fidelity and address partner concerns;

- Quarterly evaluation meetings with the Project Team (evaluation team, NSNO Project

  Director, TNTP, and partner staff as necessary) wherein representatives of stakeholder

  groups are provided the necessary data to make mid-course corrections as warranted;

- Regular contact with the USDOE Program Officer to ensure that any changes to initial

  inputs, activities, or outputs meet TSL guidelines.

C. Quality of the Management Plan. *(Requirement 10)*

Project Leadership: NSNO has a strong track record of successfully implementing four multi-

year federal grants totaling over $64M with complete program and reporting compliance

fidelity. The NSNO team has developed strong grant management expertise in leading a

consortium of partners, tracking progress toward milestones, working effectively with external

evaluators, course correcting rapidly after reviewing data, federal grant financial management,

and ensuring federal compliance. NSNO will hire a full-time NOLA TSL Project Director to

oversee the implementation of the NOLA TSL project by (1) holding partners accountable to

deadlines and program implementation, (2) gathering and disseminating information to

relevant parties, (3) liaising with the USDOE and the external evaluator, (4) verifying that CMO

partners are complying with financial requirements of the grant and collecting documentation

confirming reimbursements are only for allowable expenses, and (5) ensuring that federal grant

reporting is complete, accurate, and on time. (See Appendix F.12: NSNO's Grant TSL

Management Plan.) The Project Director will work closely with NSNO's Executive Director of

Finance, Grant Adolph, who has worked on NSNO's past federal grants to ensure financial

compliance of all partner organizations. NSNO's Chief Innovation Officer, ████████, is

ultimately responsible for NOLA TSL Grant Management and project success. ████████ is the

architect and director of a continuum of NSNO talent development programs. (See Appendix

F.13), overseen the management of numerous federal grants, and will provide technical

assistance, expertise, and oversight to the entire project team.

CMO Program Leadership: CMO Partners who have significant experience designing and

implementing HCMS and PBCS will share lessons learned and effective practices at semiannual

Cross-CMO Collaboratives. CMOs will build upon this institutional knowledge as they implement

project strategies. Ultimately, CMO's CEOs are responsible for the success of the program.

However, each CMO's designated TSL Director will serve as NSNO's point of contact and will

oversee the implementation of all school-level project strategies.

Key TSL Vendor: TNTP has a national reputation as a leader in helping districts and CMOs

design and implement comprehensive HCMS that support effective educators and has a proven

track record of success in New Orleans. They have extensive experience working with CMO

partners and were a crucial partner in working to create their original PBCS and HCMS through

the TIF 3 and TIF 5 grants. TNTP will deliver technical assistance to CMO Partners on three main

areas of support: (1) compensation design for school leaders, (2) career pathway development,

and (3) leader development and support. And finally, as part of the NOLA TSL evaluation and for

the benefit of CMO and school leaders, TNTP will administer, analyze, and share Insight at all

TSL CMO Partner schools. (See Appendix F.14: TNTP Scope of Work and Budget.)

External Evaluator: Ed-cet, inc. will serve as the independent evaluator for NOLA TSL with

Peggy Kirby, Ph.D., President, as the lead evaluator. Please see Appendix B: TSL Project Director

Job Description and Key Personnel Resumes.

D. Adequacy of Resources

D.1: Systematic Change and Improvement. The NOLA TSL Program will launch and sustain

system change to meet the needs of six CMOs impacting 27 schools and 1,225 educators.

NOLA TSL will create systemic change by drastically improving and expanding HCMS/PBCS to improve educator effectiveness and diversity through equitable systems.	
SHORT-TERM SYSTEMIC IMPROVEMENTS	**LONG-TERM SYSTEMIC IMPROVEMENTS**
Need 1: Increased Collaboration Within and Between CMOs	
• Integrating teacher priorities and perceptions into system development and improvement creates greater ownership • Non-TIF CMOs benefit from the lessons of TIF schools.	• HCMS/PBCS that meets the needs of all educators
Need 2: Well-Prepared Pipeline of Diverse, Effective Educators.	
• Increase in the quantity and quality of educators. • Reduced spending on recruitment redirected to student learning initiatives. • A more diverse staff increases the number of role models for a diverse student body.	• A more diverse staff increases the number of role models for a diverse student body, leading to higher graduation and college enrollment rates, better attendance, higher standardized test scores, and lower suspension rates
Need 3: Retention of Effective Educators	
• A greater number of diverse, local educators who are more likely to stay • Stronger recruitment pipeline frees the capacity of HCMS staff to focus on other responsibilities • Saving of $21,000 per retained teacher	• Greater educator effectiveness and stability, leading to better academic and life outcomes for students • A savings of $128,625 annually after achieving a 5% reduction
Need 4: Robust Career Pathways	

• Expand career pathways provide more leadership opportunities for high-performers to improve the instruction of other educators • Increased teacher and leader satisfaction, leading to higher staff morale • Teachers' commitment increases with new professional goals and opportunities	• An increase in the number of effective instructional leaders ensures schools have the critical mass of instructional support to improve the instructional skill of all educators, providing the necessary relief for principals
Need 5: Targeted, Personalize PD to Improve DEI Awareness, SPED/EL Instruction for All Educators & Instructional Leaders	
• Improves leader and HCMS staff ability to identify and address biases and inequities leads to greater staff diversity • Greater DEI awareness reduces instructional bias • Greater instructional capacity in inclusive settings to support students in SPED/EL programs.	• Greater diversity and DEI awareness amongst all levels of faculty and staff, leading to decreased in instructional bias and a more an inclusive and equitable workplace • Greater number of SPED/EL teachers and advanced expertise in SPED/EL instruction to ensure that all students learn grade-level standards

Allocating Funds to Achieve Outcomes. The plurality of the funds, 45.63%, supports the pursuit of objective 1 (Create, expand and improve HCMS/PBCS to ensure fair evaluations and robust career pathways that retain all effective educators). By achieving objective 1 during the grant period, TNTP supports could be limited to supporting CMOs to establish progress monitoring systems and targeting strategies in support of objectives 2 and 3, reducing the costs from $352,597 in the final grant to $150,000 and $125,000 in post-grant years 1 and 2. Additionally, 18.79% of funds are dedicated to the pursuit of objective 2 (PD to increase educator effectiveness), and 23.78% strategies to achieve objective 3 (increasing educator diversity.) Approximately 82.5% of the total budget goes straight to schools, while admin costs, including evaluation, equal 11.8%. See Appendix F.15: Budget Allocations to Support Project Objectives.

D.2: Building Local Capacity. Building local capacity is crucial to the long-term success of the NOLA TSL. Educator attrition reduces leadership and financial capacity for CMOs. Principals lose critical capacity diverting time from developing teachers' instructional skills and maintaining a

culture of excellence to recruitment and hiring (Donley et al., 2019). Ironically, research

indicates that this lack of leadership capacity in a school contributes to additional turnover

amongst teaching staff (Ibid). Additionally, in an urban district, like New Orleans, the cost of

replacing one lost teacher is $21,000 (Learning Policy Institute, 2017) resulting in $18.9 million

of annual teacher turnover costs in New Orleans. NOLA TSL builds local capacity through high

quality PD (emphasizing SPED and EL) that will increase the effectiveness of teachers and

instructional leaders. At the CMO/District level, this capacity is built through increasing time

saved through efficiency in hiring and PD, increasing knowledge and skill through retaining

effective educators who can collaborate with and teach others, and increasing financial health

by saving on hiring costs for new educators. At the school level, capacity is built through

retaining effective educators who can share their leadership skills and knowledge with others,

as well as developing evaluation tools that make the process of identifying and training

effective teachers more efficient (see Appendix F.16: Building Local Capacity for a more detailed

explanation of capacity).

D.3: Long-Term Sustainability and Support for the Program. (*Requirement 8 & 9*) Operational

and Financial Plan for Sustainability. As federal funding winds down, NSNO will apply lessons

learned in 2020 when the SEED grant expired: NSNO partnered with Xavier University to use

program evaluation data to identify program strategies that had effectively achieved the

aligned outcome and then redirected resources allocated to those strategies to support

objectives that either had not been achieved or had high-impact, such as candidate field

placements. The NOLA TSL project has been designed similarly from operational and financial

standpoints. In order to create operational sustainability, the program design enables ongoing

analysis of the effectiveness of each strategy in achieving the aligned objective, allowing easy

identification of strategies that have been maximized and can be ramped down when the grant

expires, reducing cost sacrificing project outcomes. For example, a major project outcome is to

increase the percentage and efficacy of SPED and EL educators. By strengthening this pipeline

during the first 3 years of the project - through hiring bonuses, credentialing and retention - it

may be possible to reduce these strategies and decrease ongoing costs. NSNO and TNTP will

work with CMO Partners to create an optimized version of the program - safeguarding those

strategies that must continue and eliminating those that have achieved their purpose - to

maintain project success and long-term financial stability after the grant period ends.

Ultimately, some of the most impactful activities of the NOLA TSL will need to be funded

through other sources. NSNO has a strong history with fundraising and has already secured a

combination of local public and philanthropic funding to provide the required matching funds

for the first two program years. Current conversations with national foundations are promising,

as they have expressed interest in filling gaps. CMOs intend to utilize a portion of Minimum

Foundation Program funding, per pupil flexible state funding, to meet matching funds

requirements to carry out grant activities. Additionally, NOLA-PS's Systemwide Needs Fund

supports recruitment and retention strategies and serves as another potential source of

revenue as funding.

Support of All Stakeholders. (*Requirement 3*) The deep commitment from all stakeholders is

necessary for long-term success of the NOLA TSL. See Appendix C for letters of support from

school-level stakeholders (students, parents, teachers, and all CMO principals); school-support

and teacher organizations (A+PEL and Louisiana Association of Public Charter Schools); policy

makers (NOLA-PS and LDOE); and DEI Vendor Beloved Schools. In addition to the teacher letters

provided, their support for the strategies outlined in this proposal is clear from survey

feedback. The Insight Survey is an opportunity for teachers to share their perspectives and

express their highest priorities. Given the high response rate of 89%, it is evident that teachers

support a program that meets their highest priorities: Career pathways to grow and advance in

their careers, PD that improves their instructional skill, fair compensation that rewards their

effectiveness, and voice in decision-making in their schools.

Requirement 6. The philosophy of all CMO Partners is that educator effectiveness is measured

in part with student achievement data. Just as standardized testing was waived for the 2019-20

school year due to the COVID-19 crisis, other normative student achievement assessments

were canceled in the spring of 2020. As discussed in Section A.4, the pandemic has taken a toll

on New Orleans students. It also took a toll on educators, who were asked to do extraordinary

things. Our educators rose to the challenge. They learned new instructional and technical skills,

provided instruction and support on online platforms, and struggled to stay in daily contact and

build relationships with students. Still, students' mastery on achievement tests fell to 19%. We

do not believe that this is an accurate measure of the effectiveness of educators in New Orleans

and, therefore, is not an appropriate baseline for the proposed project. As the last accurate

measure of educator effectiveness was assessed in the fall of 2019, we propose that students'

2022 achievement scores serve as the project's baseline of educator effectiveness. Additionally,

the independent evaluator will determine the appropriate secondary metrics to establish a

baseline measure of student achievement over the course of the grant cycle.

Appendix F.17: Bibliography