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Winston-Salem/Forsyth County Schools: Building an Equity-Centered Teacher and Leader

Pipeline

Almost 60 years ago, the Winston-Salem and Forsyth County (WS/FCS) school systems merged. Merging a thriving ‘urban’ city with all the agrarian towns and villages in the center of North Carolina was common practice. This county was the heart of tobacco – tremendous farms and the factories that made the cigarettes for the world. But this area was also rich in diverse higher education options that reflected the diversity and, at times, inequity that impacted the education of children. Over the decades, cultural changes shaped WS/FCS. Desegregation, busing, magnet and charter schools all cycled through the system. As the population became more diverse, schools in certain districts developed reputations, both for excellence and for concern; disparities became more and more evident. At the turn of the century, WS/FCS had changed greatly – tobacco was no longer king, both agriculture and industry were greatly diminished, and the city’s economic culture was reflected throughout the school system.

Today, Winston-Salem/Forsyth County Schools (WS/FCS) is the fourth-largest school system in North Carolina, and the 78th largest in the nation. Reflective of the merger in 1963 of the Winston-Salem and Forsyth County school systems, our school district still consists of a wide, rural county anchored by one large urban city. As demographics have continually shifted and expanded, there are still relatively segregated schools with wide disparities of resources and opportunities. Of the approximately 53,000 students enrolled in Winston-Salem/Forsyth County Schools, for the first time in history the number of Black and Hispanic students now exceed the number of White students. District-wide, 35% of students are White, 29% Black, and 28% Hispanic. The demographic make-up of students is as follows: Black 15,494; American Indian

71; Asian 1,423; White 18,239; Hawaiian/Pacific Islander 70; Hispanic 15,021; Multi-Racial 2,317. District-wide, the percentage of students receiving Free and Reduced-Price Lunch is 53.92%. The school system consists of a total of 80 schools, including 42 elementary, 14 middle, 15 high and 9 Non-Traditional. In the 2020-21 school year, 43 schools, including 27 elementary, have school-wide Title I Programs.

Winston-Salem/Forsyth County Schools' mission and vision address the engagement of all students as well as the desire for inclusiveness.

Mission - *WS/FCS will engage all students in high-quality, relevant learning experiences so they will graduate with interpersonal, academic, and workforce skills to compete globally and contribute to society.*

Vision - *WS/FCS will be the best place to learn and work through excellence, collaboration, and inclusiveness.*

Absolute Priority 1: Performance-Based Compensation Systems (PBCS)

In order to create an Equity-Centered Teacher and School Leader Pipeline, Winston-Salem/Forsyth County Schools proposes developing a performance-based compensation system (PBCS) aimed at increasing the effectiveness of teachers and school leaders in our highest-need schools. WS/FCS will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate teacher and school leader performance, with the ultimate goal of improving student academic achievement measured against a baseline performance measure consistent with the North Carolina Department of Instruction's statewide model for measuring student growth (SAS® EVASS™ for K-12).

This program will target all schools designated as either a "D" or "F" school according to their most recent school performance data. Nineteen elementary schools, five middle schools,

and four high schools will be reached by the proposed system – twenty-eight schools in all, all of which meet the grant program’s definition of a High Need School. WS/FCS plans to transform and enhance recruitment, retention, incentive pay, and instructional support through this proposal, while developing a robust, aligned, diverse pipeline for teachers and school leaders.

In the area of recruitment, we will incentivize the recruitment of highly-effective teachers in High Need Schools by developing a mechanism for hiring bonuses based on SAS EVAAS data. Similarly, highly-effective leaders who are successfully placed as principals and assistant principals in High Need Schools will be eligible for a hiring bonus.

A Performance-Based Compensation System will be utilized in the twenty-eight identified schools to enhance retention and reward both effective teaching and school-wide supports. Individual teachers will be eligible for a tiered performance bonus based on value-added student growth data, in alignment with North Carolina’s evaluation processes. In addition, all teachers, teacher assistants, and school leaders will be eligible for school-wide performance bonuses if a targeted school hits its annual targets for both growth and achievement. These Performance-Based Compensation measures will be reinforced by differentiated professional development opportunities centered on increasing teacher effectiveness. In addition, we propose developing a system that aligns with its newly-developed, equity-centered Strategic Plan goals, along with its ongoing work to create a diverse and robust principal pipeline.

Absolute Priority 2: High Need Schools

The Performance-Based Compensation System outlined in this proposal will be implemented in all schools designated as either a “D” or an “F” according to 2019 North Carolina School Performance grades. In total, 28 schools will participate in the Performance-Based Compensation System – 19 elementary schools, 5 middle schools, and 4 high schools. In

addition, all 28 targeted schools are High Need Schools as defined by the criteria set forth in the grant, with greater than 50% of children eligible for free or reduced-price lunch under the National School Lunch Program (NSLP) (see Appendix E for additional detail.)

The participating schools, their most recent North Carolina School Performance Grades, and their most recent data on percentage of low-income students, have been listed below:

School Name	NC School Performance Grade (2019)	% of low-income students (FY 2021)
Elementary Schools		
Ashley Academy School	F	100%
Bolton Elementary School	D	92.42%
Cook Literacy Model School	D	100%
Easton Elementary School	F	98.95%
Forest Park Elementary School	D	100%
Gibson Elementary School	D	94.65%
Griffith Elementary School	D	80.63%
Hall-Woodward Elementary School	D	99.43%
Ibrahim Elementary School	F	100%
Kimberley Park Elementary School	F	100%
Konnoak Elementary School	F	87.48%
Diggs-Latham Elementary School	D	100%
Moore Elementary School	D	68.73%
North Hills Elementary School	D	100%
Old Town Elementary School	F	90.19%
Petree Elementary School	F	100%

Smith Farm Elementary School	D	61.94%
Speas Elementary School	D	67.36%
Ward Elementary School	D	60.67%
Middle Schools		
East Forsyth Middle School	D	81.06%
Flat Rock Middle School	D	70.56%
Mineral Springs Middle School	D	95.82%
Northwest Middle School	D	73.35%
Philo-Hill Middle School	F	100%
High Schools		
Carver High School	D	100%
North Forsyth High School	D	71.62%
Parkland High School	D	69.39%
Winston-Salem Preparatory Academy	F	100%

Competitive Preference Priority 1: Supporting Educators and Their Professional Growth

Winston-Salem/Forsyth County School proposes meeting Competitive Preference Priority 1: Supporting Educators and Their Professional Growth, by developing new incentives, leveraging, and aligning existing programs, and expanding supports. To support high-need schools in recruiting and retaining qualified, experienced, and effective educators, we will institute a hiring bonus in the targeted schools for teachers with demonstrated success in achieving student growth. In an aligned effort to recruit and develop principals and school leaders, a hiring bonus will also be instituted for highly-effective principals and assistant principals who sign on to lead in the targeted schools. To increase access and deepen

understanding of critical components of educator and leader effectiveness, WS/FCS will create an online repository of professional development on key topics related to educator and leader effectiveness, including differentiated instruction, classroom management, model classroom instruction, facilitating PLCS, and coaching teachers through observations, for both teachers and administrators. WS/FCS will also leverage its inclusion in the newest cohort of the Wallace Foundation's Principal Pipeline initiative, which will see the district undertaking considerable investment and efforts in reimagining principal induction, mentoring, and evaluation. These mechanisms will underpin and reinforce the incentive pay system and will help our district to recruit and retain highly-effective leaders. The ongoing work of our district's instructional and teacher effectiveness coaches, along with the efforts of our Office of Professional Development and Teacher Academy, will serve as critical supports for teacher recruitment and retention.

Competitive Preference Priority 2: Increasing Educator Diversity

Winston-Salem/Forsyth County School proposes meeting Competitive Preference Priority 2: Increasing Educator Diversity through the institution and expansion of several key programs. The educator pipeline in a given district can serve as a strong mechanism for increasing both educator preparedness and the diversity of a candidate pool. We propose expanding and reinforcing several existing educator candidate support and preparation strategies and practices which focus on underrepresented teacher candidates.

WS/FCS' Transition 2 Teach program helps cohorts of teacher assistants obtain licensure in high-priority academic areas. Currently, our district partners with Winston-Salem State University, a local HBCU, to offer coursework and licensure for T2T candidates. We are proposing further embedding, expanding, and building the sustainability of this valuable program by developing an in-house licensure program. We also propose expanding the North Carolina

Teacher Cadet program, a “grow your own” initiative designed to create a diverse pipeline of students to be the next generation of teachers, from three high schools to every high school in the district.

Winston-Salem/Forsyth County Schools will also leverage additional existing district resources that are aligned to this competitive priority, both of which have been developed as part of the district’s comprehensive overhaul of equity policies. The district has worked to develop high-quality professional development aimed at addressing bias in instructional practice and has begun to implement anti-racism training for staff. Additional professional development and staff support opportunities specifically tied to discipline disproportionalities and fostering an inclusive school climate are currently in development, and this work will be further supported through the hiring of newly-established Equity Coaches who will work directly with school leadership teams to implement equity actions.

Need for Project

(i.) Specific gaps or weaknesses in services, infrastructure, or opportunities

District-Wide Needs

Across Winston-Salem/Forsyth County Schools, there are glaring gaps in student achievement. Significantly, the ELA and math scores of White students within our district consistently hover around 40% or higher than Black and Hispanic students. Over the past seven years, racial achievement gaps have been prevalent across the district. District academic and discipline disproportionality data show that several groups of students need targeted support, including Black/African American, Hispanic, English Language Learners, Economically Disadvantaged, and Exceptional Children (particularly those identified as SED). In addition to achievement gaps in all subject areas, the district has 28 CSI/TSI schools, which is the most of

any district in North Carolina. State assigned school grades include: 8 F; 20 D; 17 C; 17 B; 9 A; 6 non-graded. The initiatives described in this proposal will center on the eight F and twenty D schools, reaching twenty-eight schools across the elementary, middle, and high school levels.

Gaps and insufficiencies in student access to effective teachers in High Need Schools

There are several significant gaps and insufficiencies in student access to effective teachers and leaders in high need schools across WS/FCS. Gaps in resources and opportunities are sizeable, and staffing patterns and teacher characteristics vary significantly between high need and more affluent schools. Local data suggests that high need schools experience gaps and challenges regarding teacher turnover, teacher vacancies, teacher qualifications and experience, and teacher effectiveness relative to other schools within the district.

Teacher Turnover

In twenty-two of the schools targeted by the Equity-Centered Teacher and School Leader Pipeline, the teacher turnover rate meets or exceeds the district rate of 13.19%, with several schools seeing a turnover rate that doubles or even triples the district average. In the below chart, targeted schools with a turnover rate that exceeds the district's are shaded red, while those with a turnover rate below the district's average are shaded green. One school – Smith Farm Elementary – has the same turnover rate as the district's average and has been shaded yellow.

School Name	# Teachers	Turnover by # of Teachers	Turnover Rate
Ashley Academy	32.33	5	15.46%
Bolton Elementary	38.83	5.5	14.16%
Carver High	50	9	18%
Cook Literacy Model School	17.58	3	17.06%
East Forsyth Middle	53.5	12.5	23.36%

Easton Elementary	43.5	4	9.2%
Flat Rock Middle	59.17	8	13.52%
Forest Park Elementary	41.33	11	26.61%
Gibson Elementary	44.25	6	13.56%
Griffith Elementary	43	6	13.95%
Hall-Woodward Elementary	44.5	6.5	14.61%
Ibrahim Elementary	39.25	13	33.12%
Kimberley Park Elementary	22.58	2	8.86%
Konnoak Elementary	45.33	5	11.03%
Diggs-Latham Elementary	39.33	6	15.25%
Mineral Springs Middle	32	4.5	14.06%
Moore Magnet Elementary	38.33	5	13.04%
North Forsyth High	66.5	13	19.55%
North Hills Elementary	37.25	11	29.53%
Northwest Middle	60.25	6	9.96%
Old Town Elementary	47.33	7	14.79%
Parkland High	86.33	13	15.06%
Petree Elementary	30.5	7	22.95%
Philo-Hill Magnet Academy	38.5	14	36.36%
Smith Farm Elementary	45.5	6	13.19%
Speas Elementary	47.33	6	12.68%
Ward Elementary	51.03	9	17.64%

Winston-Salem Preparatory Academy	34.5	8.5	24.64%
LEA Totals	3769	497	13.19%

Teacher Vacancies

The schools targeted by the Equity-Centered Teacher and School Leader Pipeline initiative contain a disproportionate share of the teacher vacancies across the school district. According to the most recent school vacancy reports, produced at the end of July 2021, the nineteen targeted elementary schools represented 43.4 of the 65.4 current vacancies for licensed teachers across elementary schools in Winston-Salem/Forsyth County Schools. These targeted schools, which amount to 42% of the district's elementary schools, contain 66% of all elementary teaching vacancies across the district.

The five targeted middle schools represent 24.5 of the current 55.4 vacancies across all middle schools – these 29% of middle schools have 44% of current vacancies. Finally, our four targeted high schools, which represent just 25% of high schools, constitute 36% of current teacher vacancies (18.75 vacancies at target schools out of 52.42 vacancies district-wide).

Beginning and Provisional Teachers versus Experienced Teachers

According to the most recently-available data, Winston-Salem/Forsyth County Schools' high poverty schools have a higher percentage of both beginning teachers and provisional teachers, and a lower percentage of experienced teachers, in comparison to the district as a whole.

	Beginning Teachers	Provisional Teachers	Experienced Teachers
All WS/FCS Schools	10.7%	5.3%	81.2%
High-Poverty Schools	22.9%	6.5%	70.6%

Source: <https://ncreports.ondemand.sas.com/src/district?district=340LEA&year=2020&lng=en>

In the above chart, beginning teachers are defined as teachers who are in their first three years of teaching (either in NC or other state). As NCDPI notes in its background on the School Report Card, beginning teachers are less effective than more experienced teachers, so it is critical that schools have a balance between beginning teachers and highly effective, experienced teachers who can mentor them. Teachers with Permits to Teach, Emergency License, and Provisional Licenses are captured in the “Provisional Teachers” category. Permits to teach and emergency licenses are both temporary, non-renewable licenses that allow prospective teachers to enter the profession while completing the requirements to be a fully-licensed teacher, while provisional licenses are granted to licensed teachers in North Carolina who are adding additional teaching areas to their licenses on a provisional basis.

Gaps in Educator Effectiveness

22 of the 28 targeted schools have a higher percentage of teachers designated as “red” or “below average/did not meet expected growth” compared to the average for Winston-Salem/Forsyth County Schools. While a majority of schools (18 out of 28) meet or exceed the average percentage of teachers rated “above average/exceeded expected growth,” room for growth remains at all of the below schools – and indeed, for all of the schools in our district.

School Name	% Of Teachers Rated “Red”	% Of Teachers Rated “Green”	% Of Teachers Rated “Blue”
Philo-Hill Magnet Academy	54%	0%	46%
North Forsyth High	36%	5%	60%
Cook Literacy Model School	30%	10%	60%
Petree Elementary	29%	6%	65%
Diggs-Latham Elementary	29%	5%	67%
Carver High	25%	3%	72%

Moore Magnet Elementary	25%	14%	61%
Parkland High	25%	12%	63%
Mineral Springs Middle	24%	5%	71%
Ibraham Elementary	22%	0%	78%
Ashley Academy	21%	16%	63%
Old Town Elementary	20%	7%	73%
Smith Farm Elementary	18%	11%	71%
Speas Elementary	17%	8%	75%
Easton Elementary School	16%	12%	72%
Forest Park Elementary	16%	4%	80%
Northwest Middle	16%	24%	60%
Winston-Salem Preparatory Academy	14%	10%	76%
Konnoak Elementary	14%	3%	83%
Bolton Elementary	14%	18%	68%
Ward Elementary	14%	5%	81%
Gibson Elementary	13%	0%	87%
Hall-Woodward Elementary	12%	12%	76%
East Forsyth Middle School	11%	11%	77%
Kimberley Park Elementary	9%	0%	91%
Flat Rock Middle	8%	30%	62%
Griffith Elementary	7%	20%	73%
North Hills Elementary	0%	8%	92%
District-Wide Average	13%	21%	67%

(ii.) The extent to which the proposed project will integrate with or build on similar or related efforts to improve Relevant Outcomes

Recent years have seen many transitions across Winston-Salem/Forsyth County Schools. At the beginning of the 2019-2020 school year, the district underwent a leadership change and the development of a new **Strategic Plan**. The Board of Education, Superintendent, and stakeholders from staff and community have collaboratively created a robust plan that keeps equity front and center as WS/FCS attempts to tackle the district's challenges and execute our mission and vision.

The five goals of the strategic plan are as follows:

- **Goal 1:** WS/FCS will raise student achievement, close achievement gaps, and enable all students to take ownership of their learning.
- **Goal 2:** WS/FCS will ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. WS/FCS will provide quality instructional facilities and learning environments for all students.
- **Goal 3:** WS/FCS will build and strengthen partnerships and communication with families, local businesses, educational organizations, community agencies and advocacy groups in order to engage families and community stakeholders in the entire educational process for all students.
- **Goal 4:** WS/FCS will recruit and retain a highly effective and diverse workforce that supports district goals to ensure excellence for all.
- **Goal 5:** WS/FCS will foster an inclusive climate that values the safety and well-being of all students, faculty and staff and foster an environment that creates a sense of belonging.

Each of the five goals of the strategic plan have specific targets assigned that are monitored by senior team and department leads. Some of the targets which align with this proposed initiative follow:

- Close gaps in Math & Reading for Black/African American and Hispanic students
- Increase underrepresented employees that mirror student demographics
- Increase Black/African American, Hispanic, and Asian principal demographics

Of particular significance to our work to build an equity-centered teacher and school leader pipeline is Goal 4 – *“Winston-Salem/Forsyth County Schools will recruit and retain a highly-effective and diverse workforce that supports district goals to ensure excellence for all.”* Key objectives associated with this goal include:

Objective A – Improve effectiveness and build the capacity of a diverse workforce.

Objective B – Develop a coherent onboarding and succession plan to support and retain a high-performing workforce within WS/FCS.

Objective C – Attract, recruit, and retain a diverse workforce within WS/FCS.

This coordinated, district-wide focus on recruiting and retaining a highly-effective and diverse workforce will provide critical reinforcement to the initiatives described in this proposal and will ensure a high level of alignment in communication, evaluation, and expectations.

Perhaps the most significant and synergistic program underway is the district’s selection for inclusion in the **Wallace Foundation’s Equity-Centered Pipeline Initiative**, a five-year initiative aimed at answering the following question: *“How can large, high needs districts, in partnership with their stakeholders, create comprehensive, aligned principal pipelines and other supports that are capable of producing and supporting equity-centered leaders within the district ecosystem?”* Winston-Salem/Forsyth County Schools’ participation in the ECPI will begin in the

2021-22 school year and will run through the 2025-26 school year. Across all five years, the Wallace Foundation will commit up to [REDACTED] to WS/FCS in service of the development of an equity-centered principal pipeline.

The five-year vision developed for the ECPI work with the Wallace Foundation is to have a sustained and comprehensive talent management system that allows the district to recruit, select, prepare, hire, develop, evaluate, and support, school leaders with the knowledge and skills to make educational equity a reality. This vision will come to life through newly-developed equity actions aligned to the Professional Standards for Educational Leaders and North Carolina Leadership Standards. These equity actions will be the driving force behind all pipeline components, and they already have significant buy-in – they were developed and agreed upon by all current Principals and Assistant Principals in the district.

WS/FCS has been able to collaborate with numerous state and local colleges and universities – including two well-established HBCUs as resources for professional development and recruitment of future employees. Throughout the course of the Wallace Foundation’s Equity-Centered Pipeline Initiative, WS/FCS will partner with Appalachian State University’s Reich College of Education as well as UNCG’s School of Education. Both programs are committed to co-creating with the district, principal preparation programs that produce equity-centered leaders.

Winston-Salem/Forsyth County Schools is mounting a substantial investment in annual bonuses for teachers and staff that will extend beyond the lifecycle of this grant, constituting both a critical source of matching funds and a commitment to compensating our district’s employees adequately and equitably. The district has also invested substantial energy, funding, and personnel in the creation of “grow your own” and teacher pipeline programs. WS/FCS’ Transition 2 Teach Program (T2T) is currently working to assist three cohorts of teacher

assistants in obtaining licensure in partnership with Winston-Salem State University. The first cohort, which targets Special Education teachers, is currently underway. A second cohort centered on Secondary STEM and Elementary Education, will begin in Summer 2022, with a third cohort (focus to be determined) launching in Summer 2023.

Teacher Academy, a program developed by Winston-Salem/Forsyth County Schools and supported by the Winston-Salem Foundation, focuses on supporting teachers and improving instruction. The Teacher Academy program has two pathways for teachers – the Quality Colleague Pathway and the Professional Development Pathway – which utilize high quality WS/FCS teachers as Teacher Leaders. Teachers participating in the Quality Colleague Pathway are placed with a Teacher Leader for a year-long relationship of support including a pre-program conference, observations with debriefings, and face-to-face meetings throughout the year. The Teacher Leader provides guidance on lesson planning, lesson materials, and projects that are specific to each teacher’s focus area – providing an intensive form of support for teachers. Quality Colleague Teacher Leaders can mentor two teachers a year and are compensated at a rate of [REDACTED] a mentee. Teacher Leaders also create and deliver numerous professional development opportunities throughout the school year and are compensated for each professional development opportunity they design and present at a rate of [REDACTED] a session, up to [REDACTED] a year.


Project Impact, a unique partnership between the local corporate and philanthropic communities and the school district, has invested significant funding in the district’s younger learners through pre-kindergarten expansion, transitions to school for children and families, and early learning experiences in literacy for kindergarten through second grade. This focus on early learning and literacy has included training kindergarten and first grade teachers in Reading Research to Classroom Practice, as well as the Heggerty Phonemic Awareness curriculum. Six

Early Learning Partners have also been hired to work in all 45 of the district's elementary schools to support kindergarten and first grade teachers. Two pre-kindergarten coaches provide support for the district's pre-kindergarten classrooms, which are located in Title I schools.

Project Impact also funded a [REDACTED] purchase of new English Language Arts textbooks for 12,000 students in kindergarten through third grade. This purchase allowed the district to have a unified reading curriculum for the first time in nearly two decades.

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

Goal 1 of the district's strategic plan states that *WS/FCS will raise student achievement, close achievement gaps, and enable all students to take ownership of their learning.* In support of that goal, we have created a Framework for Teaching and Learning to guide the vision and strategic direction of all teaching and learning decisions focused on improving academic outcomes for all students. In the 2020-2021 school year, the Instructional Services Division utilized the newly developed Teaching and Learning Framework to guide their efforts to secure standards-aligned curriculum resources, improve instructional teaching strategies, provide a wide range of professional development sessions, and utilize assessment data to drive instructional decisions. The Framework for Teaching and Learning will be utilized to design and implement rigorous standards-aligned and culturally relevant curriculum resources focused on student engagement and ownership. As the Framework for Teaching and Learning is implemented, Winston-Salem/Forsyth County Schools will develop and monitor assessment data to evaluate the fidelity and success of the Framework. Finally, the district will utilize a Continuous Improvement Cycle to revise and refine professional development and curriculum resources based on the needs of teachers and students. The Framework for Teaching and Learning can be found below:

	Growth Mindset & High Expectations	Differentiated & Personalized	Equitable & Culturally Responsive	Positive Social Emotional & Academic Learning Environment
Rigorous Curriculum	supports development of skills and talents within teaching and learning to promote critical, creative, and flexible thinking.	addresses individual learner needs as it is being designed, taught, and evaluated.	includes positive representation of our diverse community.	provides the opportunity to cultivate a rich learning environment that promotes student success and growth.
Effective Instruction	aligns to the content standards promoting inquiry, problem solving, active learning, and growth.	considers individual learning profiles to create engaging learning experiences.	represents all learners in lesson resources and in academic discovery facilitated by the teacher.	creates safe spaces with a culture of growth and innovation, which promotes self-awareness, self-management, social awareness, relationship skills, and responsible decision making.
Systematic Use of Data	reflects multiple authentic opportunities where learners demonstrate mastery of standards with opportunity for acceleration	empowers learners to set goals, measure progress, and follow their own path to success.	promotes instructional decisions resulting in equitable access to a rich curriculum that develops learners' self-efficacy and provides a more meaningful education.	utilizes Professional Learning Teams to establish reflective practices review data and plan for student success.
High Quality Professional Development	challenges adult learners to set high expectations and reflect on instructional practices to improve academic outcomes for students.	offers adult learners ongoing, differentiated learning opportunities aligned with content standards.	considers the diverse learning, developmental, linguistic, and cultural needs of all learners, including adults.	creates opportunities for teachers to share ideas, collaborate, and receive constructive feedback on their learning in highly effective Professional Learning Teams.

Once the new framework was developed, WS/FCS' Instructional Services has focused on providing high-quality curriculum and professional development for teachers and administrators. New reading and mathematics print and/or digital textbooks were purchased for K-12 students. All district-created curriculum was redesigned to align to both the state standards and the key components of the new Teaching and Learning Framework.

Successfully securing a district-wide textbook adoption was a huge accomplishment for the district, as it had been over a decade since new reading and mathematics textbooks were purchased for students in WS/FCS. Project Impact generously provided \$1.7 million to fund K-3 textbook resources that directly aligns with the goal of increasing the reading proficiency of K-3 students.

A robust system of professional development also underpins these efforts. Since the summer of 2020, over 300 professional development sessions have been provided to help teachers and administrators learn how to effectively utilize the new textbook resources and redeveloped district curriculum, use digital resources such as Canvas, Discovery Education, iReady, Teams, and Zoom, and use instructional strategies to support concurrent teaching of both students who are face-to-face and those who are learning remotely. With funds from the Winston-Salem Foundation's Peer Project Grant, Instructional Services has also offered professional development to teacher assistants, thereby ensuring they had the knowledge and skills to support classroom teachers and students with remote learning instruction.

Coaching and support is another area of high focus. Housed in our Instructional Services Department, the district has teams of coaches which focus on both curriculum and content (ELA, Math, Social Studies, Science), and instructional effectiveness by geographic area (teacher effectiveness coaches.) These coaches support teachers and schools by providing individualized support and collaboratively designing and implementing differentiated professional development.

Finally, our district has instituted Professional Learning Teams (PLTs) in the belief that we can improve our schools through collaborative teams focused on student learning. WS/FCS PLTs are a *specific model* based primarily on the work of Dufour and Hord, et. al. Learning Team Meetings are designed to provide an opportunity for job-embedded professional development that addresses identified student needs. Learning Team Meetings focus on exploring knowledge and strategies that address curriculum, instruction, assignments, and assessments and their relation to improving student achievement.



Collectively, these newly-developed strategies constitute a robust system of supports for educators across our district.

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

The proposed project is designed to correct and fill the many gaps and needs that face our district, with goals in the realm of student achievement; teacher and school leader effectiveness, recruitment, and retention; and the expansion of a diverse and qualified pipeline for educators and administrators. Each goal is tied to at least one specific objective and outcome, and each is also aligned to existing priorities, supports, and initiatives within Winston-Salem/Forsyth County Schools.

Goal	Objective	Aligned WS/FCS Supports and Initiatives
Increase student achievement, with a targeted focus on schools with low levels of proficiency and large achievement gaps	1: Increase third grade reading proficiency to 67%; Increase grades 3-8 math and reading proficiency for Hispanic students to 62%; Increase grades 3-8 reading proficiency for African-American student to 63% and math to 56%; Increase overall grades 3-	Strategic Plan Goal 1 – WS/FCS will raise student achievement, close achievement gaps, and enable all students to take ownership of their learning.

	<p>8 math proficiency to 69%; increase overall grades 3-8 ELA proficiency to 72%</p> <p>2: Increase percentage of schools meeting or exceeding expected growth to 90%</p>	<p>“90 by 25” Initiative – 90% of third-grade students will be proficient in reading by 2025.</p>
<p>Increase number of highly-effective teachers in high need schools</p>	<p>3: Increase percentage of teachers who “exceed expected growth” in target schools by 10%</p>	<p>Strategic Plan Goal 1</p> <p>Strategic Plan Goal 2 -- WS/FCS will ensure equal and equitable access to quality instruction and strive to eliminate barriers to rigorous and diverse opportunities. WS/FCS will provide quality instructional facilities and learning environments for all students.</p>
<p>Increase number of highly-effective school leaders in high need schools</p>	<p>4: 90% of Principals in targeted schools will have an EVAAS growth rating of 1.0 SE or higher</p>	<p>Strategic Plan Goal 1</p> <p>Strategic Plan Goal 2</p> <p>Wallace Foundation ECPI</p>
<p>Reduce teacher turnover in high need schools</p>	<p>5: Decrease average teacher turnover in targeted schools to district average (13%)</p> <p>6: Increase number of targeted schools with above 85% favorable rating of school leadership portion of FCAE Working Conditions survey</p>	<p>Strategic Plan Goal 2</p> <p>Strategic Plan Goal 4: WS/FCS will recruit and retain a highly effective and diverse workforce that supports district goals to ensure excellence for all.</p>
<p>Reduce number of teacher and administrator vacancies in high need schools</p>	<p>7: Reduce Day 1 vacancy rate at target schools to district average</p>	<p>Strategic Plan Goal 2</p> <p>Strategic Plan Goal 4</p> <p>Wallace Foundation ECPI</p>
<p>Increase licensing of teacher assistants, particularly in high need schools and hard-to-fill positions</p>	<p>8: 90% of participants in Transition 2 Teach obtain licensure</p> <p>9: Retain 80% of Transition 2 Teach participants as teachers in High Need Schools</p>	<p>Strategic Plan Goal 4</p>

Increase diversity of teacher and school leaders	10: Increase diversity of teacher and principal workforce by 2%	Strategic Plan Goal 4 Wallace Foundation ECPI
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Quality of Project Design

(i) The extent to which the proposed project Demonstrates a Rationale, and

(ii) The extent to which the design of the proposed project includes a review of the relevant literature, a plan for project implementation, and the use of appropriate methodological tools

Rationale: *In service of the WS/FCS strategic plan, the Equity-Centered Teacher and School Leader Pipeline will develop and recruit a more diverse and effective educator workforce by offering financial and professional incentives to current and future educators, which will lead to improved academic achievement and reduced achievement gaps.*

Learnings from prior PBCS/TIF implementation

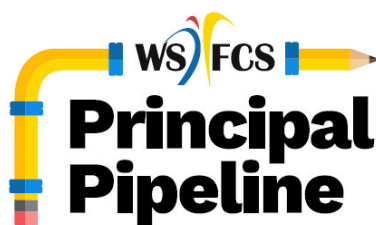
Winston-Salem/Forsyth County Schools previously received a Teacher Incentive Fund grant in the third year of its grant cycle, which the system utilized to implement the STAR³ program. STAR³, which stood for School Transformation by Actively Recruiting, Rewarding, and Retaining, was designed with a focus on professional development and an incentive pay plan. Specifically, the grant was awarded in part based on the use of a value-added system to measure student growth (SAS® EVASS®) and the inclusion of both sign-on and retention bonuses for effective teachers in subject areas that were traditionally hard to staff (STEM, EC, and ESL). WS/FCS was awarded \$19.6 million for five years of program implementation spanning the 2010-11 school year through the 2014-15 school year.

The STAR³ program was implemented at 16 Title 1 schools – half were randomly assigned to receive PBCS based on EVAAS® growth, while the other received a 1% annual bonus. The eight schools selected to receive incentive pay included Ashley Elementary, Middle Fork Elementary, Griffith Elementary, Hall-Woodward Elementary, Diggs-Latham Elementary,

Gibson Elementary, Philo Middle, and Mineral Springs Middle. The eight schools assigned to receive a 1% annual bonus were North Hills Elementary, Kimberley Park Elementary, Easton Elementary, Old Town Elementary, Konnoak Elementary, South Fork Elementary, Hill Middle, and Wiley Middle. During the life of the program, two schools – Hill Middle and Philo Middle merged. The STAR³ program consisted of four pillars in all: 1) professional learning communities, 2) standardized lesson planning, 3) implementation of response to intervention, and 4) targeted professional development.

Interestingly, proficiency data gathered over the life of the program indicated that 1% bonus schools performed better than PBCS schools at the end of the grant cycle. A final evaluation report conducted at the conclusion of the STAR³ grant included several key recommendations that have been considered in this new program design, in an effort to improve upon outcomes. First, focus groups conducted during the STAR³ program indicated the importance of leadership in how schools grew and changed over time – as one facilitator included in the focus group noted, “principals have a tremendous influence.” Additionally, the evaluation report found that STAR³ lacked cohesion with other district-level initiatives, noting that “it appeared that not all staff members seemed to understand what STAR³ was exactly, and how it differed from other programs/projects that have similar support structures” (WS/FCS Dept. of Research and Evaluation 2016). Additionally, the evaluation report noted the importance of strong communication and transparency with staff at PBCS STAR³ schools in order for staff members to understand their eligibility and ineligibility for bonuses. Finally, Central Office staff indicated the need for principals to use recruitment bonuses more effectively in the future by communicating information about the bonuses more consistently.

In light of these learnings, the Equity-Centered Teacher and Leadership Pipeline described in this proposal has incorporated several key design changes. Critically, this initiative has taken to heart the need to foster a sense of cohesion with other initiatives, and has been designed with a high degree of district-wide alignment in mind. The activities described in this proposal all align with the district’s five-year Strategic Plan, which in turn is aligned with each school’s School Improvement Plan. Central Office and school-level leadership have all developed a high degree of familiarity with the goals and concepts contained in the strategic plan, which will anchor the district’s collective work through 2025. Winston-Salem/Forsyth County Schools’ newly-adopted equity framework, including key terminology and concepts, has been embedded throughout this proposal and will feature prominently in professional development, coaching supports, and communications with teachers and principals. This focus on equity has also been designed to align with the Equity-Centered Pipeline Initiative that is being funded by the Wallace Foundation. The key concepts that animate the pipeline development work, including the district’s development of “equity actions for leaders” have already begun to be communicated. Principals received a presentation on the district’s equity actions for leaders at the annual Summer Leadership Retreat in July of 2021, and the personnel involved in this project will make a concerted effort to clearly and consistently communicate with school leaders around the many aligned supports and structures that the district is putting in place. Below, a logo for the Equity-Centered Principal Pipeline has been included, which will be the basis for branding the Equity-Centered Teacher and Leader Pipeline.



Winston-Salem/Forsyth County Schools has also taken care in this project design to carefully consider the eligibility requirements around the proposed Performance-Based Compensation System as well as the recruitment bonuses. Principals and teachers will receive clear communications at the onset of the initiative around the structure of the PBCS, as well as how eligibility will be determined. Our district's Equity and Accountability will work closely with both our Human Resources and Finance departments to facilitate clear communication and coordinated payouts.

Impact of Proposed Activities in Local Context

The evidence base supporting the impact of effective teachers on student achievement cannot be overstated. The effects of teachers on student achievement are both additive and cumulative, and as teacher effectiveness increases, lower-achieving students are the first to benefit (Sanders and Rivers 1996). Sanders, Horn, and Wright's study on teacher effects on student achievement (utilizing the TVASS system from which Winston-Salem/Forsyth County Schools' EVAAS is derived) found that, in short, teachers make a difference. Teacher effects are dominant factors that affect student academic gains, while variables including student heterogeneity and class size have relatively little influence (Sanders 1997). Forsyth County, North Carolina has among the lowest rates of income mobility in the United States (Chetty et al 2014). Local studies have found that the percentage of experienced teachers as well as rates of teacher turnover in the district are strong predictors of both school and student achievement (Blizard 2020).

Together, the components described in this proposal will help our district move towards a more aligned and comprehensive approach to human capital management by adding, enhancing or expanding the following features: strengthening a recruiting base for teacher positions by

providing aspiring teachers with clinically-rich training, recruiting and hiring well-matched and qualified staff for teaching positions by using meaningful data, and enhancing performance management and retention through performance-based compensation based on demonstrated effectiveness (Milanowski 2017).

Element 1: Performance-Based Compensation System in High Need Schools

Winston-Salem/Forsyth County Schools proposes instituting a comprehensive Performance-Based compensation aimed at rewarding teacher and school performance as tied to student achievement at twenty-eight of our district's high need schools. Individual teachers with EVAAS ratings directly tied to our district's strategic planning goals and school performance grades will be eligible for an individual, tiered bonus. Research has shown that financial incentives can further improve the performance of high-performing teachers and can lead teachers to exert more effort and obtain higher levels of student achievement (Dee and Wyckoff 2015, Ahn 2011). Critically, the introduction of school-level incentives has a stronger effect than individual incentives alone (Ahn 2011). Perhaps unsurprisingly, higher salaries are associated with lower teacher attrition, and in surveys of teachers, self-reported dissatisfaction with salary was associated with higher attrition and decreased commitment to teaching (Guarino 2006). Clotfelter, et al found that an annual bonus awarded to certified math, science, and special education teacher in North Carolina schools with either high poverty rates or low test scores was sufficient to reduce mean turnover rates of the targeted teachers by 17%, with experienced teachers exhibiting the strongest response to the program (Clotfelter et al 2008). A 2020 meta-analysis of merit pay that examined 26 US-based studies found that the effect of teacher merit pay on student test scores is both positive and statistically significant (.043 standard deviations) (Pham et al 2020). An evaluation of the ten districts that participated in the Teacher Incentive

Fund grant program found that pay-for-performance led to slightly higher student achievement in both reading and math – critically, the evaluation also found that teachers did not fully understand the pay-for-performance criteria and that they underestimated the pay increases they were eligible to receive (Chiang et al 2017). Again, this finding has informed the straightforward and significant compensation plan set forward in this proposal.

Educators in Winston-Salem/Forsyth County Schools, as in school systems across the state of North Carolina, are evaluated using SAS® EVAAS™ (Education Value-Added Assessment System) for K-12. The North Carolina State Board of Education has selected EVAAS as the statewide model for measuring student growth when common assessments are administered (for example, the End of Course and End of Grade assessments). Beginning in 2011-12, EVAAS data became part of the North Carolina Educator Evaluation System for teachers and school administrators, and beginning in the 2012-13 school year, the State reports on EVAAS data in the school accountability model. SAS EVAAS for K-12 builds upon the Tennessee Value-Added Assessment System (TVAAS) methodology originally developed by Dr. William L. Sanders and his colleagues at the University of Tennessee at Knoxville.

As a value-added model, SAS EVAAS not only considers current levels of student achievement, but instead measures each student's improvement through a gain score. The end result of value-added assessment is an estimate of teacher quality that describes both a teacher's impact on improving student performance and how his or her performance compares with other teachers. The EVAAS growth model sees "expected growth" set at zero, meaning that positive gains demonstrate students exceeded expected progress and negative gains demonstrate students made less than the expected progress. At the teacher level, each teacher is assumed to be the state or district average in a specific year, subject, and grade until the weight of evidence pulls him or

her above or below that average. The “layered” teacher model also incorporates current and previous teacher effects, considers all the students’ testing data over the years, and incorporates the percentage of instructional responsibility a teacher has for each student. These elements of the teacher value-added modeling all protect against misclassification when arriving at a teacher estimate (SAS® EVASS for K-12 Statistical Models White Paper). EVAAS has been a consistent and reliable tool for Winston-Salem/Forsyth County Schools, and is well-understood at the teacher, school, and district level, making it an ideal tool for determining performance-based pay for teachers.

The specific structure of this proposed performance-based compensation system is tied to district priorities. At the elementary level, all classroom teachers with EVAAS measures in ELA, as reflective of Winston-Salem/Forsyth County School’s goal of achieving 90% reading proficiency by 2025, will be eligible for a bonus. At the middle and high school levels, all core teachers in tested subject areas in Math, Science, and ELA will be eligible for a bonus. These individual incentives target high-priority subject areas in high need schools that are key to moving the needle on student achievement. These positions are also among the most difficult for the district to fill, historically, so we see particular value in offering meaningful incentives in a desire to enhance retention. These bonuses will also be tiered by teacher index, with levels of award for teachers with growth indexes $>.5$ SE, >2.0 SE, and >2.5 SE. These teachers are noted as “Tested Teachers” in the chart below.

In addition to this teacher-level incentive, we propose instituting a “school-level” incentive to administrators, teacher assistants, and all other classroom teachers (“Non-Tested Teachers.”) This school-level incentive will be awarded if the school hits its annual targets for

both growth and achievement, as measured in comparison to progress towards the district's strategic plan goals. Pay levels vary for administrators, teachers, and teacher assistants.

Below, a chart lists the various payout levels possible for each participating school:

Level	Administrators		Instructional Staff		
	Principal	Assistant Principal	Tested Teachers	Non-Tested Teachers	Teacher Assistants
Whole School Performance based on EVAAS Campus Composite and School Achievement	\$5,000	\$5,000	\$1,250	\$1,250	\$1,000
Teacher Performance Based on EVAAS Teacher Composite					
A. ≥ 0.5 SE			\$2,000		
B. ≥ 2.0 SE			\$3,000		
C. ≥ 2.5 SE			\$4,000		
Maximum Potential Payout Per Employee	\$5,000	\$5,000	\$5,250	\$1,250	\$1,000

Element 2: Recruiting Highly-Qualified Teachers and Administrators

Winston-Salem/Forsyth County Schools recognizes the need to recruit highly-qualified teachers and administrators across our district. In our highest-need schools, the need for these excellent educators and administrators is magnified – as are the challenges associated with recruitment and retention. A local policy brief from the Center for the Study of Economic Mobility at Winston-Salem State University, issued in 2020, recommended that WS/FCS continue to pursue plans, and expand existing ones, to draw more experienced and educated teachers to the district's low-performing schools and shrink the share of novice teachers (Blizard 2020). As noted earlier in this proposal, the schools targeted by this program face disproportionate challenges around teacher effectiveness, teacher qualifications, and position

vacancies. In response to these challenges, WS/FCS proposes instituting a hiring bonus for both school leaders and teachers recruited to serve in the targeted schools.

The importance of highly-effective teachers cannot be overstated – when it comes to student performance on reading and math assessments, teachers are estimated to have two to three times the effect of any other school factor, including differences in services and facilities (Oppen 2019). In addition to the relationship between individual teacher effectiveness and student achievement, collective teacher effectiveness as an organizational property of schools is positively associated with achievement levels (Heck 2009). In his analysis of the economic value of higher teacher quality, Eric Hanushek estimates that a teacher who is one standard deviation above the mean effectiveness annually (which would translate to an EVAAS teacher index of 1.0) generates marginal gains of over \$400,000 in present value of student future earnings (Hanushek 2011). Research – as well as our district-level data – supports the notion that teacher shortages are unevenly distributed, with a higher number of vacancies in High Need Schools. It is vital that school districts target strategies to those places and subjects where shortages exist (Gill 2017).

Teachers in core subjects who are recruited to teach in any of the twenty-eight schools targeted by this proposal will be eligible for a hiring bonus if their EVAAS data shows that they *exceeded expected growth* in the previous school year (Standard Error index is 2 or higher). This incentive will attract and reward teachers with histories of effectively growing student achievement – a necessity in the targeted schools. All teachers recruited through this process will receive a sign-on bonus and will be eligible for the individual teacher and school-level incentives included in the Performance-Based Compensation System after their first year of service in the school.

In recognition of the value that experienced and highly-effective leaders bring to a school, assistant principals and principals will also be eligible for hiring bonuses – and will also be eligible for school-level incentives after their first year of service. Principals who have four years of school-level EVAAS data demonstrating meeting or exceeding growth – with at least two years of exceeding growth – will receive a [REDACTED] sign-on bonus. Assistant principals who will be serving as first-time principals will also be eligible for a [REDACTED] bonus if they have completed WS/FCS’ Aspiring Principal Pipeline Program, have completed a Principal Project that has received top scores on the rating rubric, and have received an exemplary recommendation from supervisors. Assistant principals who sign on to teach in one of the twenty-eight targeted schools will be eligible for a [REDACTED] bonus if they meet one of two criteria. If the assistant principal has previously served as an assistant principal, they must have completed an Assistant Principal Project and received top ratings, as well as having received ratings of either Accomplished or Distinguished in the domains of Instructional Leadership and Strategic Leadership on the Assistant Principal Evaluation Instrument. If assistant principals are entering the role from a teaching position, they must have both completed the Aspiring Leaders Pipeline Program and have exceeded expected growth in their most recent year of teaching if they are in a teaching role evaluated by EVAAS. The structure, requirements, and payouts for all hiring bonuses are included in a chart below.

Role	Hiring Bonus
Experienced Principal – Principal entering from another principalship	[REDACTED]
New Principal – Principal who has formerly served as an Assistant Principal	[REDACTED]
Assistant Principal – entering from either an assistant principalship or a teaching role	[REDACTED]
Teacher in core subject	[REDACTED]

Element 3: Building an Equitable Teacher Pipeline

In order to build a more robust and equitable teacher pipeline, WS/FCS proposes investing in the expansion of two existing programs that allow the district to “grow our own” local talent – the NC Teacher Cadet program and Transition 2 Teach (T2T).

Teacher Cadet

Winston-Salem/Forsyth County Schools currently offers the North Carolina Teacher Cadet program at three of its high schools, and proposes expanding the program to eleven of the district’s high schools (the remaining high school, Winston-Salem Preparatory Academy, has its own Educators Rising program.) The North Carolina Teacher Cadet Program is an in-state teacher recruitment and leadership program designed to create a pipeline of students to be the next generation of teachers and one that is reflective of the diverse demographic makeup of the students served. Teacher Cadet is a solution for the teacher shortage and the lack of educators who reflect student demographics, both which lead to increased student achievement, graduation, and career preparedness.

Offered as an honors course, the Teacher Cadet curriculum is geared towards high school juniors and seniors and is designed to develop future educators at a time when students are exploring career options. Hands-on teaching methods and field experiences are key elements of the curriculum’s structured course of study. The Teacher Cadet curriculum, which is owned, administered, written, and copyrighted by the North Carolina Foundation for Public School Children, introduces students to the science of learning, the role of the learner, a teacher’s professional expectations and responsibilities, and a global perspective of educational systems past, present, and future. The curriculum is activity-based and uses observation and reflection, student choice, projects, individualized contracts, and research to effectively engage students in learning. The curriculum also teaches basic concepts of human growth and development, current

educational research and practices, the history of education, and the development of the education profession. In addition to these course offerings, the Teacher Cadet program aims to build a state-wide network of future educators. Cadets convene for two days annually in Raleigh for a conference that is both designed and led by students. An executive committee and cabinet of officers is also elected by their peers each year at the state conference. Teacher Cadet also partners with North Carolina's university system, and some universities offer college credit hours to students who present a completed Teacher Cadet Portfolio.

To expand the Teacher Cadet Program to additional high schools, Winston-Salem/Forsyth County Schools will identify a teacher at each high school to instruct classes. Over the course of the 2021-22 school year, all teachers will complete a two-day, fourteen-hour curriculum training led by the Teacher Cadet Council. Classrooms will open in WS/FCS high schools across the 2022-23 school year. As stated throughout this proposal, urban districts and high need schools find it challenging to recruit and retain quality teachers, particularly from other counties and states. Statistics have shown that teachers who grow up in these areas are more likely to return to them after graduating – Lichtenberger, White, and DeAngelis' study of new teachers in Illinois found that about two-thirds of new teachers work within 20 miles of the high school they attended as students, and that new teachers tend to choose schools with high proportions of students of a similar race or socioeconomic background as their own (Lichtenberger et al 2015). Additional studies have found that effective recruitment of underrepresented teachers should begin in secondary school, and that high school recruitment programs can be highly effective recruitment tools for building a diverse educator pipeline (Fenske et al, 1997; Torres et al, 2004). Winston-Salem/Forsyth County Schools aims to mitigate some of the challenges facing the district around both teacher recruitment and retention, while

cultivating a diverse population of local students with a deep understanding of – and commitment to – the local community and school system. Early indicators suggest that this investment has paid off to date – approximately 100 former Teacher Cadets currently work as teachers within WS/FCS across all grade levels.

Transition 2 Teach (T2T)

Winston-Salem/Forsyth County Schools has currently invested approximately \$250,000 to license 46 teacher assistants to become licensed teachers in the areas of Special Education, Elementary Education, and Secondary STEM through our Transition 2 Teach (T2T) program. Research suggests that these investments in teacher assistants can pay off. Expanding innovative pathways to teaching, including programs that prepare paraprofessionals for licensed teaching jobs, has been identified as a key strategy for building a high-quality teacher pipeline (Gill 2017). Paraprofessional educators who obtain licensure have an increased likelihood of remaining in the teaching profession for more than three years and to continue to work in urban school districts upon the completion of their training, a finding that is promising for a program that aims to recruit and retain teachers in our urban district’s high need schools (Clewell and Villegas 2001).

Recruiting paraprofessionals can serve as a powerful tool for boosting the diversity of a school district’s workforce (Villegas and Clewell 1998), which is critical given the lack of diversity in a national teaching workforce where 80% of teachers are white and 70% are female (Gill 2017). Gaps in teacher entry result in White adults becoming teachers at two to three times the rate as Black and Hispanic adults (Lindsay et al 2017). Licensure exam takers are much less diverse than the college-enrolled population as a whole, and underrepresented minorities are less likely to pass the exam (Rucinski and Goodman 2019). Evidence also suggests that streamlined

routes to credentialing may provide more incentive to enter teaching than monetary rewards (Guarino 2006).

Once teachers of color are credentialed, they are more likely to both work and remain in high-poverty, hard-to-staff schools and districts than are white teachers. As Partree notes, “in fact, they often consider it an important duty to do so. What’s more, teachers of color are known to be personally committed to the success of children of color, and they affect a wide range of student academic outcomes” (Partree 2014). This commitment pays off for students – the presence of teachers of color in the classroom is tied to positive outcomes in the areas of advanced-level course enrollment, college attendance rate, retention, school attendance, and standardized test score achievement (Partree 2014). Transition 2 Teach will specifically and intentionally target paraprofessionals of color to participate in its cohorts.

WS/FCS has seen tremendous value in the early days of Transition 2 Teach, but we acknowledge that the current funding model is not a sustainable expense for WSFCS to combat the ongoing teacher shortage. Although we greatly value our partnerships with our local IHEs, the concern lies with our ability to continue to grow in-house educators at this expense, which is currently entirely grant-funded. Creating an in-house Educator Preparation Program (EPP) will significantly reduce the amount of funds needed over time to grow our own.

WS/FCS Teaching Residency is planned to be a state-approved alternative route educator preparation program for the Residency license. It will function as a teacher pipeline, specifically targeting current Teacher Assistants, past and current employees, substitutes and local residents in the Winston-Salem and Forsyth County area. Teachers in the program will teach under the Residency License in the areas of general elementary, secondary science, secondary ELA, secondary math, and special education. Winston-Salem/Forsyth County Schools has followed

best practices on building a teacher pipeline by using data to train candidates in subjects that are traditionally harder to staff (Gill 2017). Teacher assistants who graduate from the licensure program must also be willing to serve for three years in one of the district's High Need Schools, in recognition of the considerable gaps in staffing that exist across our district.

The goal of the WS/FCS Teaching Residency program is to be a high quality, research-based, accelerated training and licensure program that recruits, prepares, and retains a diverse teaching population to meet the academic, social, emotional, and cultural needs of WSFCS students. WS/FCS Teaching Residency also has a program vision:

Every student taught by a WSFCS Teaching Resident will attain the best education, by the best educators who focus to close achievement gaps, enable students to take ownership of their learning, and encourage and embrace the culture of our students and families.

The WSFCS Teaching Residency program will achieve this vision by preparing each resident to utilize deep content knowledge, skill, and mindsets to create rich, academic experiences for students; understand how the continuous cycle of practice and feedback impacts their instructional practices; draw on students' strengths to challenge them in maximizing their academic potential in pursuit of college and career readiness, and incorporate each student's personal and cultural identity in a meaningful way, every day in every class.

The program will begin in the spring of each year with enrollment courses and test preparation, followed by a summer training, and finally a school-year clinical residency. The Residents will be teachers of record with a Residency License while completing coursework to be recommended for their Initial Professional License in the fall. A key element of the program is summer training where candidates must meet a performance bar. Research shows that teachers

who demonstrate an understanding of pedagogy and creating an equitable and positive classroom culture during summer training, are more successful during the school year (Steiner 2021). Summer training may also support teacher professional learning of student-centered practices—particularly strategies to support students' social and emotional learning and positive behavior management, and low-pressure, positive, and supportive summer trainings can enhance teachers' professional learning – a particularly critical design element for onboarding new and aspiring teachers (Steiner 2021). This summer training is designed to give candidates opportunities to practice these foundational skills followed by immediate feedback in order to develop a responsive teacher. It is highly important that Residents can ultimately prepare to execute basic classroom management skills and content delivery.

During the school year, Residents will receive various supports in order to meet program, district, and state requirements for initial licensure. These requirements include completing online coursework, passing required state tests, submitting edTPA, and completing all administrative tasks within guidelines and meeting all beginning-teacher state requirements. The supports put in place for residents to meet these requirements will include cohort meetings, scheduled office hours, coaching and collaboration with their WS/FCS Clinical educator, testing tutors and a plethora of resources provided through Canvas. Research strongly supports the significance of coaching and collaboration, cohort-based collaboration, and availability of resources in retaining new teachers (Ingersoll 2004).

To support the work involved in the Teaching Residency program, Winston-Salem/Forsyth County Schools proposes hiring a Residency Coordinator position, who will manage the program's daily operations. In addition to this role, this program will see our district further commit to aligning and embedding this work by investing in additional capacity to

include Program Director, Project Evaluator, and .5 FTE Administrative Assistant. A timeline that lays out roles and responsibilities for each part of this plan has been included on page 43.

Building an Accessible Digital Repository for Professional Development

Winston-Salem/Forsyth County Schools has dedicated significant resources and energy to building robust systems of professional development and instructional support. In order to magnify the impact of our existing and new professional development, as well as to increase access to some of the most popular and frequently-requested professional development topics, WS/FCS proposes creating an online repository of professional development. Material will center on key topics related to educator and leader effectiveness, including differentiated instruction, classroom management, model classroom instruction, facilitating PLCS, and coaching teachers through observations. These materials, which will include videos, presentations, and documents, will be available for both school leaders and teachers, and will provide an additional on-demand layer of support for the programs described in this proposal. Many materials will be created by excellent exemplars – teachers and leaders – within WS/FCS.

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

Rationale for Evaluation

Evaluating the effectiveness of the Equity Centered Teacher and School Leader Pipeline is of the utmost importance for WS/FCS. It is essential to understand program impact as well as what programmatic improvements can be made to better serve staff and students over the life of the program. To adequately meet that goal, a fulltime evaluator has been requested to oversee both the formative and summative aspects of the evaluation as well as create and support implementation of the teacher incentive pay process. Once the evaluator is hired, they will work in conjunction with the program staff to outline a formal evaluation plan which encompasses

both grant-specific and WS/FCS program goals. A complete logic model has been included as Appendix A.

Data Collection

The data needed to effectively evaluate the Teacher Incentive Pay grant is drawn largely from EVAAS data and Human Resources (HR) records. The Teacher Observation Tool, FCAE Working Conditions Survey, and School Performance Grade (SPG) data are reported by NCDPI and can be obtained through the state report cards or other public sources. The Office of Equity and Accountability has worked extensively with the proposed outcome data and offers a wealth of experience in how best to use and present this data. Furthermore, The Office of Equity and Accountability currently has access to all proposed data needed to evaluate both grant program goals as well as WS/FCS proposed goals. The office of Equity and Accountability will work, in-kind, with the program evaluator to use and report on this data. The table below outlines both the grant-specific goals and WS/FCS program goals and their proposed measure(s) to assess outcomes.

Equity-Centered Teacher and Leader Pipeline Performance Measures (PM)	
Program Goal: To improve student achievement by recruiting and retaining highly-effective educators and leaders in WS/FCS' High Need Schools.	
Grant Specific Performance Measures	Data Source
PM (a): The percentage of teachers and School Leaders within the TSL-assisted schools rated effective or higher by their districts' evaluation and support systems	EVAAS
PM (b): 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	EVAAS
PM(c): 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	EVAAS
PM (d): the percentage of teachers and School Leaders in TSL-assisted schools for whom evaluation ratings were used to inform	Teacher Observation Tool & EVAAS

decisions regarding recruitment, hiring, placement, retention, dismissal, professional development, tenure, promotion, or all of the above	
PM (e): the percentage of teachers and School Leaders within the participating district(s) who earned performance-based compensation based on their individual evaluation ratings	Teacher Incentive Pay System
PM (f): the percentage of teachers and School Leaders in TSL-funded schools who earned performance-based compensation based on their individual evaluation ratings	Teacher Incentive Pay System
PM (g): the number of teachers receiving performance compensation disaggregated by race, gender, and where available, disability status	Teacher Incentive Pay System & Teacher Demographics (from HR)
PM (h): the number of School Leaders receiving performance compensation disaggregated by race, gender, and where available, disability status	Teacher Incentive Pay System & Teacher Demographics (from HR)
PM (i): the number of teachers receiving performance compensation for leadership responsibilities disaggregated by race, gender, and where available, disability status	Teacher Incentive Pay System & Teacher Demographics (from HR)

WS/FCS Program Outcome	Data Source
1: Increase third-grade reading proficiency to 67%; Increase grades 3-8 math and reading proficiency for Hispanic students to 62%; Increase grades 3-8 reading proficiency for African-American student to 63% and math to 56%; Increase overall grades 3-8 math proficiency to 69%; increase overall grades 3-8 ELA proficiency to 72%	NC DPI
2: Increase percentage of schools meeting or exceeding expected growth to 90%	EVAAS, SPG
3: Increase percentage of teachers who “exceed expected growth” in target schools by 10%	EVAAS
4: 90% of Principals in targeted schools will have an EVAAS growth rating of 1.0 SE or higher	EVAAS
5: Decrease average teacher turnover in targeted schools to district average (13%)	HR Records
6: Increase number of targeted schools with above 85% favorable rating of school leadership portion of FCAE Working Conditions survey	FCAE Working Conditions Survey
7: Reduce Day 1 vacancy rate at target schools to district average	HR Records
8: 90% participants in Transition 2 Teach obtain licensure	HR and Licensure Records
9: Retain 80% of Transition 2 Teach participants as teachers in High Need Schools	HR Records

10: Increase diversity of teacher and principal workforce by 2%	HR Records
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Quality of the Management System

- (i) *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget*

District Experience with Large-Scale Initiatives

WS/FCS has been able to successfully implement large scale change initiatives over the years. **Project Impact** is a strong example – a unique, public/private partnership that has brought millions of dollars into the district to provide pre-k education and summer learning for the most vulnerable students in the county, along with instructional support for their teachers. The district has demonstrated its commitment to initiatives through the provision of staff, facilities, and other resources for all stakeholders.

Inspire 340 is a large-scale initiative that has aligned the entire system around supporting our most under-performing schools. The **Inspire 340** network engages schools, district departments, families, businesses, and community partners in implementing action-oriented strategies to lead systemic change and improve learning outcomes for at-risk students in underserved communities. Additionally, The University of Virginia Darden/Curry Partnership for Leaders in Education has collaborated with the district to support Inspire 340 schools. They have worked to build leadership capacity of systems leaders and principals, shift the paradigm in under-performing schools, spread success, and improve conditions across the district.

WS/FCS' approach to handling COVID included a dedicated team to work with community organizations, businesses, YMCA and Parks and Recreation to establish Remote Learning Centers where students could safely attend during the day. Internet access and computer resources were made available, and meals were provided each day. The school-based team was the first line of intervention; however, when unsuccessful to locate or engage a student,

a community-based CARES team was deployed. The team consisted of community liaisons, tech assistants, bilingual parent assistants, and others. The district launched a Virtual Academy in August to accommodate those who preferred to stay remote as reopening plans proceeded. By December 2020, 3,800 classrooms were outfitted with web cameras software and training for concurrent instruction. By spring, bipolar ionization systems were installed in each school and property.

The district maintains various data dashboards that can be used to track student achievement, attendance, graduation, growth, and other metrics in real time to support ongoing decision-making. Various leaders have access to state-maintained websites that provide information on teacher growth indicators. Strategic plan metrics are tracked using a district data dashboard which aligns action steps with outcomes. Aggregate level data for schools and the district are reported via district data dashboards. Teacher level value-added growth data is available to school administrators via the state-maintained EVAAS site.

Key Personnel

Key to this proposed initiative is the installation of the district's eighth **Superintendent – Ms. Tricia McManus**, and her proven ability to instill consistent equity standards and expectations. Having been named as the Interim Superintendent while the student body was in remote learning, she led “Our Safe Return” plan as schools phased back to in-person learning. Prior to WS/FCS, McManus was the Assistant Superintendent for Leadership, Professional Development, and School Transformation in Hillsborough County Schools in Florida since 2016. Before that role, she served for five eight years as a Director and Executive Director of Leadership Development and the Principal Pipeline. McManus has a proven track record for turning around underperforming schools as a principal and as an Assistant Superintendent. From

1990 to 2009, McManus spent time in a variety of roles within the district. She served as an elementary teacher, resource teacher, elementary assistant principal and then principal.

McManus has a bachelor's degree in Elementary Education from the University of South Florida and a Master of Arts in Educational Leadership from the University of South Florida.

██████████ is Winston-Salem/Forsyth County Schools' Area Superintendent for Leadership Development, a newly-created role for the district. In this role, ██████████ will work with stakeholders and consultants to design and oversee a comprehensive talent management system where the most talented, equity-centered leaders are recruited, prepared, hired, developed, evaluated, supported, and retained. As a result of this work, WS/FCS aims to eliminate all race-related data disparities. ██████████ will also develop and oversee all components of the equity-centered principal pipeline and will work closely with university and community partners. Because the Area Superintendent for Leadership Development reports directly to the Deputy Superintendent and sits on the Superintendent's senior team, this role will serve as a critical connector to other Area Superintendents, which in turn work directly with district principals by region. Before this role, ██████████ served as the principal at Reynolds High School and John F. Kennedy High School. Earlier in her career she spent three years as the assistant principal at Wiley Magnet Middle School. She has also served as a curriculum coordinator, a literacy specialist, and a media specialist and media coordinator, starting her career as an English teacher at Glenn High School. ██████████ earned a bachelor's degree from ██████████, a master's degree from the ██████████, and Doctorate of Education from ██████████.

Winston-Salem/Forsyth County Schools' **Office of Equity and Accountability** will be critical partners in this work, including the Office's Grant Department (Director of Grants

██████████ and Grants Coordinator **Latandra Baldwin**), Chief Equity and Accountability Officer ██████████, Director of Data Collection ██████████, and Data Collection Program Manager ██████████. A **Project Evaluator** (to be hired), who will manage the overall evaluation process for this grant, will be housed in the Department of Equity and Accountability. This project's **Program Director** (to be hired) will be dually housed in the Office of Equity and Accountability and Instructional Services. Collectively, this team will manage the compliance, reporting, and evaluation components of this grant, in addition to managing communications and implementation. They will be supported in this work by a **.5 FTE Administrative Assistant**.

██████████, Executive Director of Professional Learning and Effectiveness will also be a critical partner in this work, particularly as we seek to address both Competitive Preference Priorities. Her oversight will guide the development and expansion of project elements tied to Transition 2 Teach (T2T).

Timeline for Implementation:

Activity/Milestone	Timeline	Responsible Party
Hire Program Director, Project Evaluator, Admin Assistant, and Residency Coordinator	Oct.-Nov. 2021	Human Resources; Office of Equity and Accountability; ED of Professional Learning and Effectiveness
Finalize project budget with key stakeholders	Oct.-Nov. 2021	Office of Equity and Accountability, Instructional Services, Finance Department
Establish baseline data	Nov. 2021	Office of Equity and Accountability (Evaluation Dept); Project Evaluator
Roll out PBCS and hiring bonuses model to schools	Nov. 2021	Area Superintendents; Program Director
Complete NC EPP Application for T2T	Oct.-Dec. 2021	Residency Coordinator; ED of Professional Learning and Effectiveness
Generate, collect, offer materials for online professional development resource repository	Beginning Fall 2021; ongoing	Area Superintendent of Leadership Development; Marketing & Communications; PD Office

Train teachers for new Teacher Cadet classrooms – NC Teacher Cadet Curriculum Workshop	Jan.-Apr. 2022	State-level N.C. Teacher Cadet leads; current WS/FCS Teacher Cadet teachers
Brand and recruit WS/FCS Teacher Leaders to create T2T residency courses	Jan.-May 2022	Residency Coordinator; ED of Professional Learning and Effectiveness
Collect data on educator effectiveness, school-level outcomes, student achievement	June-Sept. 2022; annual	Project Evaluator; Office of Equity and Accountability
Creation of residency courses for T2T	June-Oct. 2022	Residency Coordinator; ED of Professional Learning and Effectiveness
Evaluate and review Year 1 data, outcomes, progress	Sept. 2022; annual	Project Evaluator; Program Director; Office of Equity and Accountability
Teacher and school-level bonuses paid	Oct. 2022; annual	Program Director; HR; Finance Department; Office of Equity/Accountability
Implement Year 2 of program, utilizing learnings	2022-2023 school year	Program Director; Project Evaluator
NC Teacher Cadet program expansion to 11 high schools	2022-2023 school year	Teacher Cadet leads (state-level and local); Human Resources
Recruitment, selection of Cohort 1 of Teacher Residency Program	Spring 2023	Residency Coordinator; ED of Professional Learning and Effectiveness
Summer training and initial coursework for Cohort 1 of Teacher Residency	Summer 2023	Residency Coordinator; ED of Professional Learning and Effectiveness
Clinical Residency for Cohort 1 of Teacher Residency	2023-2024 school year	Residency Coordinator; ED of Professional Learning and Effectiveness
Monitor, evaluate, and report on outcomes	Ongoing	Program Director; Project Evaluator; Office of Equity and Accountability

Adequacy of resources

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

Winston-Salem/Forsyth County Schools feels confident that this proposed project, in concert with several other significant and aligned district-level initiatives, will result in system change. As noted previously, our district is significantly impacted by student achievement gaps, as well as by significant gulfs in school-level performance. This proposal targets the district's highest-needs schools by providing incentives for recruitment, individual teacher performance,

and school-wide outcomes. Across these incentives, the district will utilize EVASS value-added metrics that are well-understood by both teachers and administrators.

Critically, our district has the necessary infrastructure to support an initiative of this kind. Area superintendents and central office leadership will provide aligned supports and consistent communication to school-level leaders, who will in turn manage messaging to school-level staff. The district already has several strong and consistent mechanisms for managing communications and aligning strategies between central office and school leaders. WS/FCS has recently rehired a re-envisioned cohort of Area Superintendents, each of whom is responsible for a set of schools within a defined geographic area. These Area Superintendents will play a vital role in hiring, coaching, and evaluating highly-effective and equity-centered school leaders, including principals and assistant principals. Area Superintendents will also identify opportunities for differentiated and personalized supports for individual school leaders, individual schools, and cohorts of schools within our district. In turn, these open lines of communication will inform the content of the district's Joint Principal and Management Trainings (JPMTs), monthly sessions that bring Central Office and school-based leadership staff together for shared learning, professional development, and collective problem-solving. The JPMT will serve a critical role as a venue for sharing information about these Equity-Centered Teacher and School Leader Pipeline initiatives, as well as gathering ongoing feedback to allow for continuous improvement.

Finally, this proposal represents the culmination of a systems-level approach to talent cultivation in Winston-Salem/Forsyth County Schools. The initiatives contained within this proposal for an Equity-Centered Teacher and School Leader Pipeline, in tandem with the district's ongoing work on a Principal Pipeline with the Wallace Foundation, allows for the development of a true "top to tail" pipeline. High school students in our Teacher Cadet program,

teacher assistants seeking licensure, teachers seeking leadership opportunities, assistant principals seeking principalships, and principals seeking additional leadership opportunities, will all be supported and cultivated.

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

The Equity-Centered Teacher and School Leader Pipeline will build and enhance critical capacity across Winston-Salem/Forsyth County Schools to meet the needs of our highest-needs schools and students. This is a time of great opportunity within our district, where a number of systems, leadership roles, and structures have undergone significant reimagining. There is the potential for tremendous synergy with major district initiatives, including the Wallace Foundation principal pipeline work, the district's strategic plan, and large-scale, community-facing goals like "90 by 25," which aims to see 90% of children in all subgroups achieve 3rd grade reading proficiency by 2025.

This project can build upon and multiply the impact of these initiatives by strengthening and diversifying the district's teacher and leadership pipeline and increasing our capacity to both attract and retain highly-effective school leadership and educators. Through the work described in this proposal, along with several other synergistic large-scale initiatives, Winston-Salem/Forsyth County Schools is undertaking the critical work of building a more equitable school system that better meets the needs of both our students and our employees. Collectively, these actions have the potential to impact our district's students and educators for years to come.

(iii.) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant

Winston-Salem/Forsyth County Schools will invest substantial state, local, and private funds to augment and supplement the opportunities provided in this grant, and to sustain these

activities after the grant period ends. WS/FCS has invested in annual teacher and staff bonuses that will extend beyond the lifecycle of this grant that amount to roughly \$6m a year – approximately \$1.2m bonuses each year will be dedicated to staff in the schools which would be served by this opportunity.

Several of the support programs described in this proposal receive private grant funding. The Winston-Salem Foundation has committed [REDACTED] to Teacher Academy through the 2021-22 school year. The Winston-Salem Foundation has also committed [REDACTED] to the school district for a comprehensive racial equity and anti-racism learning program. The Transition 2 Teach Program (T2T) has also been awarded grant funding totaling [REDACTED] over the next three years to assist three cohorts of teacher assistants in obtaining licensure in partnership with Winston-Salem State University. Several of our highest-needs elementary and middle schools, all of whom are in the cohort of schools we propose to reach with this proposal, also participate in the district's Opportunity Culture program with Public Impact. Winston-Salem/Forsyth County Schools received a grant from the Department of Public Instruction for an Advanced Teaching Roles program, which is designed to afford teachers the opportunity to innovate new instructional models to improve school-wide performance. WS/FCS is working with Public Impact to design paid school-level roles that create an "Opportunity Culture" for skilled teachers to lead a team of teachers while continuing their own teaching practice. Under the Opportunity Culture model, Multi-Classroom Leaders (MCLs) are teachers with track records of high-growth student learning who lead lesson planning, data analysis, and teaching changes for a small teaching team. Expanded Impact Teachers (EITs) teach on a team led by an MCL and work with an expanded number of students. Reach Associates (RAs) are advanced paraprofessionals who support EITs and MCLs. Salary differentials are associated with each of these roles and are paid

through each participating school's existing budget. MCLs are eligible for differentials of up to [REDACTED] while EITs are eligible for up to [REDACTED] and RAs receive a differential of [REDACTED]

As previously mentioned, Winston-Salem/Forsyth County Schools was the recipient of an Equity-Centered Pipeline Initiative from the Wallace Foundation. In Year 1 of that grant opportunity, the 2021-22 school year, WS/FCS will receive [REDACTED] to begin developing the equity-centered pipeline for district principals. In years 2 through 5 of the Wallace Foundation opportunity, we anticipate receiving approximately [REDACTED] a year in support of the pipeline work. Winston-Salem/Forsyth County Schools has also made significant investments in organizational capacity and personnel that will support this funding opportunity. The district's newly-reconfigured Area Superintendent roles, hired in July of 2021, will be critical implementation partners. Our district's area model of school support is designed to provide all schools and departments with the differentiated support they need to reach the full potential of the Continuous Improvement Process to maximize student outcomes, as well as to train and support instructional leaders and hold them accountable for achieving district goals and equip staff to support struggling students. Area Superintendents will provide essential support at the district leadership level to ensure uniform and transparent communication and support to school-level leaders. Winston-Salem/Forsyth County Schools anticipates approximately [REDACTED] in in-kind supports will be furnished across all five Area Superintendent roles for each year of the grant's lifecycle and beyond. The district's Director of Leadership Development, newly hired in Summer 2021, will also provide critical support, alignment, and infrastructure in executing the programs described in this application. This is a permanent position that will continue to implement our vision for high-quality leadership and is tasked with supporting and developing current and aspiring district leaders, principals, assistant principals, and non-instructional staff.

This role will consistently assess and measure the district's leader development programs to ensure they are relevant and aligned to the district's strategies and will support relationships with university partners to deliver professional development for Central Office, principal supervisors, principals, assistant principals, and aspiring leaders. The Director of Leadership Development's salary and benefits will be leveraged to ensure alignment of the Equity-Centered Teacher and School Leader Pipeline.

WS/FCS plans to hire three Mentor Principals in each of its five geographic areas to support new principal induction. Mentor Principals will have a proven track record of closing achievement and opportunity gaps and leading bold initiatives and training in their schools to eliminate inequities. WS/FCS has assembled an Equity-Centered Pipeline Task Force that includes school- and district-level leaders, university partners, community members, and representatives from the Forsyth County Association of Educators that will meet quarterly to review data, provide feedback, and make recommendations to staff. Those recommendations will be vital as we continue to refine and expand our efforts. The Executive Director of Professional Learning and Effectiveness, as well as the Director of New Teacher Induction and Teacher Academy, will also serve critical supports in developing, executing, and refining our teacher pipeline. This will be reinforced by our ongoing investment in coaching, professional development, and instructional support for teachers and leaders.

School and district leaders have been actively involved in the design of the many aligned initiatives that underpin the work described in this proposal. Multiple letters of support have been included as an appendix to this report. We will continue to evaluate the impact of hiring bonuses and the Performance-Based Compensation System, with a goal of transitioning to Title I funding at the conclusion of the grant if outcomes support its continuation.

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