Learning Acceleration Partnership
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INTRODUCTION

The USDOE initiative to "Raise the Bar: Lead the World" has inspired a local call to action in Maricopa County, Arizona to boldly improve learning conditions by accelerating learning for underserved students and stabilizing the educator workforce. Four local education agencies (LEAs) will come together with the Maricopa County Education Service Agency to form the Learning Acceleration Partnership, seeking to enhance their Human Capital Management Systems to meet the needs exacerbated by the COVID-19 pandemic. It is well established that teacher effectiveness contributes greatly to student academic outcomes, and with the learning setbacks students have experienced nationwide due to the pandemic, there is even more urgency to ensure that students have equitable access to effective teachers, particularly for underserved students who have experienced substantial learning loss. To address the current need, the Learning Acceleration Partnership will take an approach to classroom instruction that *accelerates* learning. Rather than looking back at all the material that students potentially missed when school was disrupted, learning acceleration employs scaffolding at just the right time to help students successfully access grade-level material. This requires a focus on supporting strong Tier 1 instructional practices through building the capacity of teachers and leaders with professional learning in alignment with each LEAs performance-based evaluation system. To ensure success, LEAs will: (1) build instructional coherence so that every component of the student academic experience is designed and tightly aligned to work together to advance core grade-level instruction, and (2) support educators to develop the *tools, tactics, and mindsets* to implement learning acceleration. TNTP (The New Teacher Project) and Basis Policy Research will also support implementation of the Learning Acceleration Partnership, providing necessary

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tools, support, and infrastructure necessary to reimagine teaching and leading.

Learning Acceleration Partnership					
District Name	District Enrollment	# of Teachers	# of School Leaders	# of Schools	# High-Need Schools
Liberty Elementary School District	4448	199	12	7	3
Nadaburg Unified School District	1219	62	5	3	1
Phoenix Elementary School District	5148	346	30	15	8
Tolleson Elementary School District	2853	135	8	5	4
Total	13,668	742	55	30	16

ABSOLUTE PRIORITY 1
Human Capital Management Systems and Career Advancement Opportunities

→ *Develop, implement, improve, or expand, in collaboration with teachers, principals, other school leaders, and members of the public, a PBCS or HCMS.*

1.1 Absolute Priority: Develop, implement, improve, or expand, in collaboration with teachers, principals, other school leaders, and members of the public, a PBCS or HCMS.

Note: This section also addresses Application Requirements #1(i) and #4 (iv).

Learning Acceleration Partnership LEAs seek to expand their current Human Capital

Management Systems to reflect the goal of this project to boldly improve learning conditions and

stabilize the educator workforce. Current state statute informs foundational elements of each

HCMS in the areas of educator evaluation, placement of educators, promotion and dismissal, and

performance-based compensation, which requires measures of student academic achievement

(see Appendix F, p. 165: Arizona Legislation to Support HCMS Implementation).◆Beginning in

fall 2023, each LEA and participating high-need school will complete the HCMS Self-

Assessment (Appendix F, p.72) to provide administrators and key staff, in collaboration with

other stakeholders, the opportunity to use a common set of research-based indicators to assess,

plan, design, and execute strategies for ongoing refinement of HCMS practices. Altogether, 56

quality indicators are included in the instrument, and they address six areas of HCMS

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functioning (e.g., Recruitment/Selection/Placement; Professional Development; Evaluation). This process will serve to build commitment and ownership on the part of the district- and school-level staff who participate in the process; promote team building and consensus among district and school leaders; increase the capacity for strategic thinking in the field of HCMS; and build an understanding of an ideal model for HCMS implementation. Additional information on how this tool will be used can be found in the response to Competitive Preference Priority #2, page 17. ◆All LEAs will enhance their Human Capital Management Systems over the course of the project to meet the following project outcomes: (a) alignment of performance management practices with learning acceleration strategies; (b) implementation of data-driven hiring and selection processes to ensure inclusive and bias-free HR practices; (c) implementation of a career advancement model to include the hiring and placing of a Learning Acceleration Specialist in prioritized high-need schools utilizing a bias-free process to ensure diverse representation; (d) implementation of school structures to provide additional opportunities for teacher leadership (collaborative team meetings; mentorships; instructional coaching; master teachers); (e) implementation of Stay interviews as a retention strategy; (f) job-embedded professional learning via student-centered coaching cycles; (g) implementation of inclusive and bias-free HR practices (e.g., multiple measures) that promote and support development of educator diversity; and (h) implementation of school-level year-long PD plans aligned to learning acceleration. ◆In addition, each LEA is looking to confirm, refine, and/ or enhance their current evaluation processes and tools to support learning acceleration implementation. LESD will increase the rigor and measurability of components and increase the connection of PD to the results of the evaluation process. NUSD will establish "look-fors" in alignment with their observation tools. PESD will validate the use of a professional responsibilities rubric and a revision to their

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principal observation tool and launch teacher goals aligned to the revised teacher observation tool. Tolleson will review their teacher observation tool to confirm that it continues to yield the results and information consistent with their vision of instructional improvement.

1.1(a) How the system reflects clear and fair measures of educator performance, based in part on demonstrated improvement academic achievement.

Three of the four Learning Acceleration Partnership LEAs established performance-based evaluation and support systems via past participation in Teacher Incentive Fund (TIF) grants (NUSD, PESD, TESD) and are still implementing the clear and fair measures of educator performance established with those programs. For example, they are all using the Learning Observation Instrument which was developed and validated in the field as part of TIF. Also, due to the fact that Arizona statute 15-341 requires the establishment of educator evaluation ratings, based in part on student academic progress (between 20-33% of the evaluation outcomes), they have been meeting the student academic achievement requirement. ARS §15-341 mandates: "The governing board shall adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between twenty per cent and thirty-three per cent of the evaluation outcomes." In LESD, they are seeking to adopt a more rigorous teacher evaluation instrument that better aligns to Arizona's Professional Teaching Standards (Appendix F, p. 180) and the district's common vision of instructional improvement. Beginning in the Fall of 2023, LESD will begin the process of adopting and implementing an evidence-based system with clearly defined, objective indicators of classroom practice, comprehensive qualified evaluator training, and multiple measures, including student growth from Arizona's Academic Standards Assessment (AASA). Partnering with the Maricopa County Education Service Agency will provide the district access to

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experience and resources gleaned from participation in past TIF grants which yielded the

Learning Observation Instrument and a host of accompanying professional learning materials.

1.1 (b) Provides educators with ongoing, differentiated, targeted, and personalized support and feedback for improvement, including professional development opportunities designed to increase effectiveness.

◆All partner LEAs approach the observation process as job-embedded professional learning

with provision of feedback in the form of reinforcements and refinements and through the pre-

conference setting. This feedback will be upgraded to align with learning acceleration techniques

and practices as a part of the project. The *Learning Coherence Tool* (Appendix F, p. 166) will be

used to check for alignment between current observation tools and learning acceleration so that

adjustments can be made to the feedback educators received. Collaboratively developed "look

fors" will also be established at the school level to increase clarity, bridging the gap between

learning and implementation to help teachers understand the target (Sweeney and Mausbach,

2018). When these "look-fors" are used in conjunction with walk-throughs, they will provide

context and lead to more effective feedback. A tandem resource, the *Leading Coherence Tool*

(see Appendix F, p. 173), will mirror this process for school leaders. ◆A unique aspect of this

project will be the implementation of student-centered coaching cycles with teachers in high-

need schools, which is a key component of the Logic Model. See Selection Criteria A.4, p. 30

and Selection Criteria B.1, p. 32 for more information. These job-embedded cycles provide

personalized support and strengths-based feedback nested within a cycle from a school-based

Learning Acceleration Specialist (LAS). Based on teacher need, the LAS may vary their

frequency of support. An LAS may co-plan and co-teach with one teacher on their caseload just

once a week, whereas with another teacher, the LAS may co-plan twice a week and co-teach

three times a week. An LAS may also vary the duration of the co-planning and co-teaching

sessions. Some teachers may need less than the suggested 30–45-minute co-planning session, while another teacher may need even more. With co-teaching, some teachers may benefit from the LAS being in the classroom the entire content block, and other teachers may benefit simply from the co-taught lesson and student evidence collection. This approach leads to improvement as the teacher discusses how they might adjust teaching practices to better support learning for students. Teachers get to explicitly see the cause-and-effect relationship between their teaching and student learning. ◆All LEAs will have access to a Learning Library application in the Decision Support System which has resources aligned to performance-based evaluation systems. This system provides just-in-time professional learning in alignment with an educator's evaluation results (see Learning Library Description in Appendix F, p. 177). Currently, there are 130 learning acceleration resources to support teachers and leaders with learning acceleration.

1.2 Absolute Priority: Institute career advancement opportunities

This project will provide a pathway for a unique career advancement opportunity. Learning Acceleration Specialists (LAS) will be hired and placed in high-need schools and will partner with teachers, teacher-leaders, and principals to develop and refine the *tools, tactics, and mindsets* needed to successfully implement the core component of Learning Acceleration (see Logic Model, Appendix A). This career advancement opportunity is a co-teaching model in which an LAS partners with classroom teachers to co-plan and co-teach within student-centered coaching cycles to promote effective lesson design, delivery, and assessment. LASs will support teachers and students with learning acceleration practices, including scaffolding, to ensure students have what they need to successfully access rigorous grade-level content. Student-centered coaching is an evidence-based instructional coaching model that shifts the focus from "fixing" teachers to collaborating with them to design instruction that targets student outcomes.

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The LAS position represents an approach to teacher leadership that enables exceptional teachers to continue to directly impact student access to rigorous grade-level learning while improving the caliber of instruction and professional learning outside of their own classroom. School leaders will team with their LAS to identify talented and invested teachers that desire to reach more students, promote school-wide improvements in instruction and learning, and foster a school culture built on high expectations and inclusive practices. This will lead to the identification of additional career pathways. Over the course of the project, each principal will implement a plan to identify, strengthen, and formalize opportunities for teacher leadership (e.g., collaborative team meetings; mentorships; instructional coaching; master teachers) so that there is alignment of professional learning, support, and accountability for Tier 1 instruction and learning acceleration. See the table below for an example of the leadership positions that currently exist in LEAs and will be reimagined to inform a career advancement model that increases coherence and advances learning acceleration at the school level. Implementation of a career advancement model is a key component of the proposed project (see Selection Criteria B.1, p. 32).

Teacher Leadership Opportunities		
Opportunity	**Description**	**LEA**
Master Teacher	Serves as instructional leader of teams of educators in multiple classrooms, supporting teams towards achieving academic goals.	PESD
Instructional Enrichment Intervention Specialist	Assists the principal in the performance of various leadership responsibilities; plays a lead role in data-based problem solving and strategic planning, collaborating with the school leadership team to support achievement across the school.	PESD
Instructional Coach	Supports cadres of teachers at a school and are often content-specific; works with teachers to improve the quality of their lessons and integrate learning acceleration practices.	LESD PESD TESD
School Team Teacher Leader	Leads building-level collaborative teams to effectively impact student learning levels; facilitates team meetings that focus on achieving grade-level and school goals.	LESD
Grade-level Team Leader	Facilitates Collaborative Team Meetings/PLCs and planning for their grade or grade-level band.	PESD
New Teacher Mentor	Provides support for new teachers.	NUSD PESD

| Multi-Classroom Leader | Lead teacher and student teams and is responsible for student and teacher outcomes on their team. | NUSD |
| Content Alignment Specialist | Field tests curriculum; writes/modifies curriculum. | PESD |

ABSOLUTE PRIORITY 2
High-Need Schools

→ *Concentrate proposed activities on teachers, principals, or other school leaders serving in high-need schools.*

2.1 Demonstrate the majority of the schools participating in the proposed project are high-need schools; describe how the grant activities are focused on those schools.

The Learning Acceleration Partnership will be implemented in 16 high-need schools. A description of how the TSL-assisted grant activities will be focused on those schools includes:

◆**HCMS implementation:** Support for school-level teams to participate in the HCMS Self-Assessment process. ◆**Instructional Coherence Training Series:** TNTP-facilitated professional learning with school-level teams to define instructional coherence and their role in supporting it, understand the level of coherence in their existing system, and develop a plan for improving coherence in service of accelerated learning and improved student outcomes.

◆**Learning Acceleration Specialists:** Assignment of Learning Acceleration Specialists at high-need schools to support strong Tier I instructional practices by building the capacity of educators with job-embedded professional learning. ◆**Student-Centered Coaching Cycles:** Implementation of student-centered coaching cycles, which include co-planning and co-teaching between teachers and Learning Acceleration Specialists, to help build capacity to deliver accessible and equitable core instruction designed to meet the needs of underserved students.

◆**Principal support from the Leadership Administrator:** Support for individual principals in implementation of learning acceleration plans including: the creation of a shared vision, supervision of instruction, the monitoring of learning acceleration techniques, and interpretation of impact on student progress; support for principals in identification of leaders among the

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teachers and coaches to provide mentor opportunities that build their leadership capacity and a stronger school-wide focus. ◆**Learning Acceleration Specialist Support** to help school leaders implement year-long professional development plans aimed at helping teachers advance their understanding of content standards and prerequisite skills along a continuum of learning; scaffolding approaches to accelerate learning; and culturally responsive teaching techniques.

◆**Videographer Support:** Educators in high-need schools will have access to a videographer to leverage the benefits of video technology for professional growth. For example, rather than having to recall lesson details when reflecting on a taught lesson, teachers can sit alongside their Learning Acceleration Specialist and watch a recording, pausing it to talk through the strengths and opportunities. Another example is that teachers could have the opportunity to observe their colleagues as video provides an opportunity to watch and learn from other teachers and even receive instructional support from peers. ◆**Stay Interview Implementation:** Principals at high-need schools will receive support on Stay interview implementation including identification of a core set of questions and a way to track the data. ◆**Landscape Analysis:** Identifying current academic learning needs and the areas where a more intentional focus on recovery and acceleration should be prioritized.

> **2.2 Include a list of all schools in which the TSL-funded project would be implemented; indicate which schools are high-need schools.**
>
> **2.3 Provide the most recently available school-level data supporting each school's designation as a high-need school.**

The list of 16 participating high-need schools and the associated free and reduced lunch rates which serves as the school-level poverty data are included in Appendix E, High-Need School Data. This list also represents that the schools where the TSL-funded project would be implemented are all high-need schools.

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COMPETITIVE PREFERENCE PRIORITY 1
Promoting Equity in Student Access to Educational Resources and Opportunities

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→ *Proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students in one or more educational setting.*

The Learning Acceleration Partnership will be implemented across <u>elementary and middle school settings</u> in 16 high-need schools. In responding to this priority, <u>sources of inequity and inadequacy</u> were examined. These include the impact of the COVID-19 pandemic on student learning; over-reliance on intervention programming (remediation) to "fix" students; lack of student access to grade level material; unfocused instructional coaching programs; staff shortages and inexperienced staff; and nominal support for principals. ◆In April 2022, the Helios Education Foundation issued a *Call to Action* for Arizona, explaining that the COVID-19 pandemic "remains a prominent and influential factor in the educational experience for students in Arizona" and that the "the ability for schools to resume pre-pandemic 'normal' operations remains elusive." In addition, the report stated that, "Given the extent of the disruption and loss caused by the pandemic, Arizona will need to sustain a multi-year recovery effort structured around intentional strategies to address incomplete learning, accelerate student progress, and provide targeted supports to students and educators. Policies and programs that support the implementation and sustainability of such strategies are also vitally important." According to the report, student proficiency has decreased state-wide across grade levels (see Proficiency Levels, p. 12). With respect to student sub-groups, there are moderate, large, or severe impacts from COVID-19 on all subgroups across ELA and Math (see Selection Criteria A.1, p. 25, for additional information). In addition, student enrollment has decreased while mobility has increased. In the words of the Helios Education Foundation, "Educators, school staff, and school and district leaders have all endeavored to meet the educational and basic needs of their students and school communities. However, the illness, loss, and economic hardship that the pandemic is

inflicting—in addition to the disruptions of school settings—continue to negatively affect students' educational opportunities and achievement, despite the return to in-person learning."

Proficiency Levels
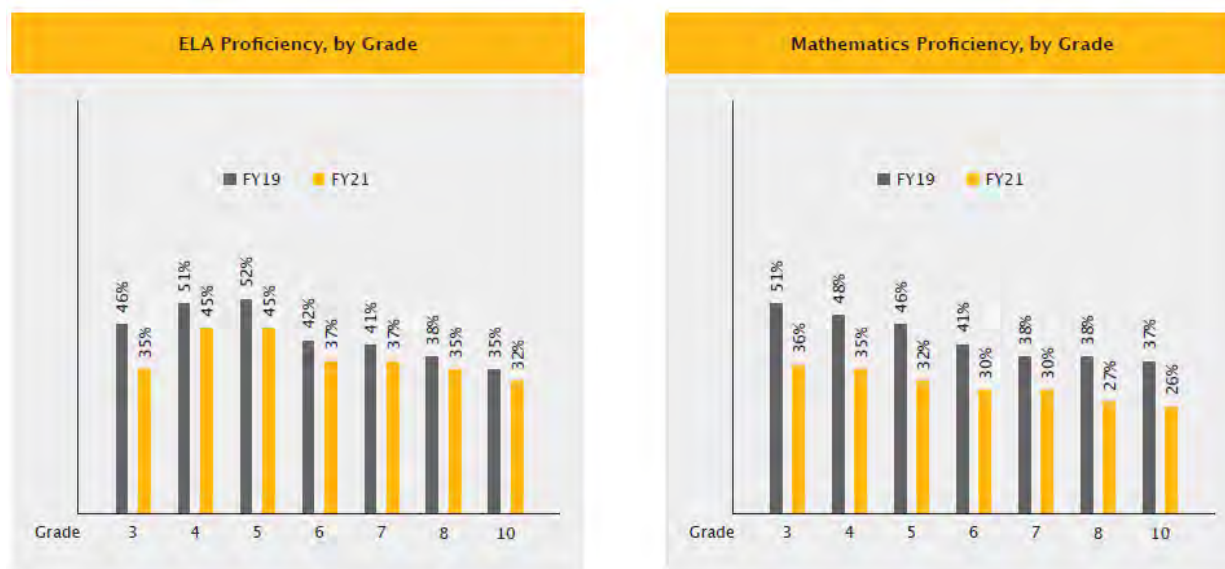
◆Other sources of inadequacy and inequity are demonstrated by the Auditor General's School District Spending Report. Across participating LEAs, many teachers are in the first 3 years of teaching (ranging from 17%-25%) and/or are inexperienced core academic teachers (10%-42%). Many schools are experiencing challenges in filling positions. The Arizona School Personnel Administrators Association (ASPAA) survey results indicated that a few weeks into the 2022-2023 school year, for the 130 districts who reported data, 68.3% of their teacher positions either remained vacant or were filled by individuals not meeting standard teacher requirements (ASPAA, 2022). Teachers are also experiencing large workloads and stress. In a recent survey of 4,000 teachers in Maricopa County, 60% of respondents stated that their workloads are unmanageable. In addition, 81% of respondents stated that they experience frequent stress. This is eight percentage points above the national average.

CPP #1(b): (2) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Motivated by the U.S Department of Education's call to action to boldly improve learning conditions by eliminating educator shortages, including through effective teacher retention efforts such as career advancement opportunities for teachers, the Learning Acceleration Partnership seeks to realize this mission by supporting and stabilizing the educator workforce! Three specific strategies illustrate the response to improve the retention of effective educators in high-need schools, including: (1) Provide a unique career advancement opportunity; (2) Support educators with the *tools, tactics, and mindsets* to implement learning acceleration; and (3) Build collective efficacy.

Provide a Unique Career Advancement Opportunity: While most professional development is rated by teachers as not being relevant or useful, there are many studies that share that teachers do want more guidance, particularly in how best to support students who have more significant needs. For teachers who report positive workplace culture as a main reason for staying at their school, they describe their professional development as "readily available, useful, focused on practice, aligned with school improvement, and collaborative" (Berry, et al., 2019). This project will leverage a new type of career advancement opportunity called a Learning Acceleration Specialist who will work side-by-side with teachers to ensure all students have access to high-quality Tier 1 instruction. They will provide teachers with the tools and approaches to accelerate learning built on a foundation of formative assessment; communicate an in-depth understanding of mathematics and English language arts standards to co-plan and co-deliver lessons, units, and assessments designed to accelerate learning; provide student-centered coaching built on collaboration and a shared vision of student success; foster culturally responsive teaching practices and supportive classroom communities; and strengthen teacher efficacy as instructional

decision makers. This position will also serve as a model for LEAs for what a teacher-leader position could look like (see LAS job description, Appendix F, p, 62). The position overview shown below highlights the unique nature of this position. Implementation of this career advancement opportunity will increase retention by building a stronger workforce due to job-embedded professional learning, and by providing an aspirational pathway for educators.

POSITION OVERVIEW
Educators represent the most significant in-school factor for student outcomes, so it is essential that those educators are poised to launch lasting and impactful solutions to help students realize achievement! The diverse group of highly-skilled Learning Acceleration Specialists (LAS) holds the keys to unlocking teachers' and students' potential. Partnering with the LAS in co-teaching models, teachers and schools will increase their capacity to identify and address learning gaps, shift mindsets toward mastery, and ensure that all students' urgent need to engage in appropriate grade-level learning is met. Equity-minded current and former classroom teachers, coaches, leaders, and mentors can pursue this exciting career advancement opportunity!
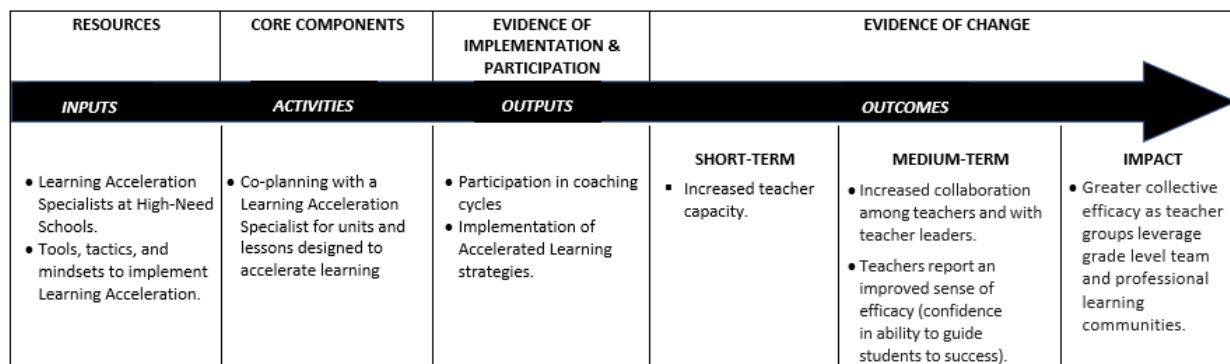
Tools, Tactics, and Mindsets: Even the most experienced teachers may not have the resources and know-how to assess their students' needs and integrate unfinished learning into new learning to accelerate learning. An overreliance on intervention programming has impacted equitable access of students to core Tier 1 instruction. Learning acceleration provides teachers with a high-leverage process to help students recover from missed learning by using *tools, tactics, and mindsets* (see table, p. 15) to get students access to grade-level content quickly and to ensure all students master essential grade level standards. The research shows positive outcomes for students in classrooms where teachers used learning acceleration strategies and students who experience learning acceleration had more access to grade-level Tier 1 content and struggled less with grade level material (TNTP, 2021). Teachers in high-need schools will be supported to develop these *tools, tactics, and mindsets*, which will reduce stress and increase teacher efficacy, leading to better retention – as well as more effective teachers.

Tools	Tactics	Mindsets
• Real-time assessments to assess essential pre-requisite skills	• Filling in the most critical gaps at the moment needed.	• Prioritizing access to grade-level content without delay.
• Scaffolds • Anchor Charts	• Providing just-in-time support to get students on the fast track to grade level.	• Believing that students of color and those from low-income families are ready to engage with grade-level work. • Addressing inequity head on by focusing on closing learning gaps for ALL students.
• Success Starters and Jump Start Lessons	• Sparking student interest and curiosity in new learning.	• Abandoning the notion that students need to go backward to fill in learning gaps.
• Adapted materials • Realia and Manipulatives	• Building Background for greater understanding of new learning.	• Understanding that there are proven strategies to accelerate learning. They may not be new, but they require a new level of focus.
• Standards Walls	• Closing the Vocabulary Gap.	• "My students could be successful on this upcoming unit if they only knew _____."

Build Collective Efficacy. Efficacy is developed mainly by mastery experiences, and mastery experiences are the most powerful driver for increasing teacher efficacy (see Teacher Efficacy section in Literature Review, Appendix F, p. 266). In this project, Learning Acceleration Specialists (LASs) will partner with teachers, teacher leaders, and teacher teams. Their work co-planning and co-teaching lessons to implement learning acceleration should result in improved student outcomes which will result in optimism about their ability to create student success. When teacher teams have evidence that their collaboration is impacting student achievement, they begin to believe that together they can achieve more because of their collective ability to positively affect students. Collective efficacy has a 1.39 effect size according to Hattie's Visible Learning research (2018), which is the most impactful influence in the study. Working with individual teachers and teacher teams on learning acceleration using a student-centered coaching model will lead to increased teacher efficacy, collective efficacy, improved student outcomes,

and increased teacher retention. A continuum in the Logic Model serves as a representation of our response to improving educator retention as a result of greater collective efficacy. The Logic Model is included in Appendix A.

RESOURCES	CORE COMPONENTS	EVIDENCE OF IMPLEMENTATION & PARTICIPATION	EVIDENCE OF CHANGE		
INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**		
			SHORT-TERM	MEDIUM-TERM	IMPACT
• Learning Acceleration Specialists at High-Need Schools. • Tools, tactics, and mindsets to implement Learning Acceleration.	• Co-planning with a Learning Acceleration Specialist for units and lessons designed to accelerate learning	• Participation in coaching cycles • Implementation of Accelerated Learning strategies.	▪ Increased teacher capacity.	• Increased collaboration among teachers and with teacher leaders. • Teachers report an improved sense of efficacy (confidence in ability to guide students to success).	• Greater collective efficacy as teacher groups leverage grade level team and professional learning communities.

The proposed project includes a specific objective with aligned outcomes related to this Competitive Preference Priority (see box below). LEAs will identify an explicit talent strategy to retain effective educators; Learning Acceleration Specialists will support professional learning via job-embedded student-centered coaching cycles; and individual teacher efficacy (belief about one's own ability to promote positive change for students) will be nurtured and collective efficacy (beliefs of a particular group of teachers about their collective ability to promote successful student outcomes) will be realized.

GOAL: Boldly improve learning conditions by accelerating learning for underserved students
Objective 3: The Learning Acceleration Partnership will hire and retain diverse educators in high-need schools.
Outcomes: LEAs have an explicit talent strategy to retain an effective and diverse educator workforce; Student-centered coaching cycles implemented as job-embedded professional learning; Teacher efficacy in high-need schools maintained/increased; Inclusive and bias-free HR practices (e.g., multiple measures) that promote and support development of educator diversity implemented.

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COMPETITIVE PREFERENCE PRIORITY 2
Supporting a Diverse Educator Workforce and Professional Growth
to Strengthen Student Learning.

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→ *Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.*

The Learning Acceleration Partnership (LAP) seeks to address this priority through the

establishment of the following goal, objectives, and expected outcomes (see table below).

GOAL: Boldly improve learning conditions by accelerating learning for underserved students and supporting and stabilizing the educator workforce.
Objective 3: The Learning Acceleration Partnership will hire and retain diverse educators in high-need schools**.**
Outcomes: LEAs have an explicit talent strategy to retain an effective and diverse educator workforce; student-centered coaching cycles implemented as job-embedded professional learning; Teacher efficacy in high-need schools maintained/increased; Inclusive and bias-free HR practices (e.g., multiple measures) that promote and support development of educator diversity implemented.
Objective 4: The Learning Acceleration Partnership LEAs and high-need schools will strengthen the educator workforce by improving or expanding a Human Capital Management System with increased human resource alignment
Outcomes: Improved ratings on the HCMS Self-Assessment Tool; Alignment of performance management practices with learning acceleration strategies; Implementation of data-driven hiring and selection processes to ensure inclusive and bias-free HR practices

As this project launches, the HCMS Self-Assessment Tool (see Appendix F, p. 72) will be used

to lay a foundation for LEA- and school-level leaders to build their capacity to hire, support, and

retain an effective and diverse educator workforce. The assessment is a comprehensive

instrument designed to guide LEAs "in examining their human capital practices with a critical

eye toward improvement." The instrument identifies activities, tasks, processes, and

collaborations that, when well implemented, can result in a high-quality HCMS leading to an

improved workforce and improved student outcomes. A central premise of this self-assessment is

that all LEAs have strengths upon which to build and, through ongoing reflection, can identify

existing best practices and use them as cornerstones for promoting broad-based HCMS

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implementation. In Year 1 of the project, LEA staff and school leaders will (1) i**dentify and recruit key stakeholders** to complete the self-assessment in order to enlist input from key stakeholder groups (e.g., have individual stakeholders fill out the tool separately, and then compile the individual results for group discussion and self-assessment completion); (2) **review supporting evidence and data** (e.g., LEA/school-level plans, reports, mission/vision statements, policies; written documentation and data gathered through interviews with stakeholders; monitoring tools; professional development plans); (3) **complete the self-assessment** and use the notes section to record any explanatory or expanded information; and (4) r**eflect on the self-assessment and** identify HCMS areas that require refinement. Altogether, 56 quality indicators are included in the instrument. They address six areas of HCMS functioning: General System Design; Recruitment/Selection/Placement; Induction/Mentoring; Professional Development; Evaluation; and Recognition and Reward. ◆As an outcome of ongoing self-assessment processes, LEAs and schools will build capacity in four prioritized areas in alignment with this competitive preference priority – all aligned to increasing the proportion of well-prepared, diverse, and effective educators serving underserved students by hiring, supporting, and retaining an effective and diverse workforce. These four areas are: (1) Attention to performance competencies; (2) Job Description Redesign; (3) Day Zero and Onboarding; and (4) Stay Interviews.

→ **Performance Competencies (hire, support, retain):** ◆According to the LAP Theory of Change included in Selection Criteria D, p, 59, and in alignment with a key component of the Logic Model (see Selection Criteria B, p. 32), **If** HR practices are aligned so that districts acquire, develop, and motivate educators with the performance competencies needed to improve educator practice and increase student achievement, **then** learning conditions and outcomes will

improve and effective educators will be retained. This project proposes to elevate performance competencies as a means to increasing the *proportion of well-prepared, diverse, and effective educators serving underserved students.* By identifying performance competencies that align with effective teaching, leading, and learning, LEAs can identify educators with the needed skills to support academic success for all students and further support educators in building these skills. Therefore, the overall quality of educators will improve. For example, one competency might be *belief in learning potential* (a belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates). If a principal screens for and hires a teacher leader with a *belief in learning potential*, this educator comes with a built-in trait that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates. In the proposed project, Learning Acceleration Specialists (see Competitive Preference Priority 1, p, 11) will partner with teachers in high-need schools for student-centered coaching cycles, creating multiple opportunities for teachers to have both vicarious and mastery experiences related to *the belief in learning* competency. Because of the high student mastery rate of learning acceleration techniques and student-centered coaching, the teachers will experience that the *tools, tactics, and mindsets* (see Appendix F, p. 32) that result in student mastery, which they know from watching it work for the Learning Acceleration Specialists (vicarious experiences) and by seeing their own results (mastery experiences). Teachers who continue to use these techniques after the coaching cycles have ended demonstrate they have not only developed the knowledge, skills, and abilities that support student mastery, but also have developed or rekindled a *belief in learning potential.* Seeing others' successes with the techniques can increase efficacy across a grade level or school. Teachers who experience success using these manageable practices are more likely to

experience job satisfaction, positive working conditions, be rewarded for their effectiveness, and are more likely to be retained or even move into a teacher-leader position where they can help others. ◆Learning Acceleration Partnership LEAs will identify performance competencies that capture effective teaching, assess candidates on those competencies, standardize processes to improve the use of data, and use multiple forms of data in the selection process to hire those most likely to enact effective teaching practices. These data-driven hiring practices emphasize equity in the selection process and focus on reducing bias, expanding the reach to more diverse candidate pools, and promoting inclusivity. ◆Identifying performance competencies and skills that align with effective teaching and learning in a district will also enhance development of career advancement pathways. LEAs can identify educators with the needed skills to support academic success for all students and further support educators in building these skills. Supporting teacher leaders and principals to identify, develop, and support these skills leads to improvement in the overall quality of the teachers and leaders. A subset of competencies for the Learning Acceleration Specialist position is shown below.

LEARNING ACCELERATION SPECIALIST CORE COMPETENCIES

COMPETENCIES	DEFINITION
Achievement	The drive and actions to set challenging goals and reach a high standard of performance despite barriers.
Belief in Learning Potential	A belief that all students, regardless of circumstances, can learn at levels higher than their current achievement indicates.
Planning Ahead	A bias toward planning in order to reach goals and avoid problems.
Impact & Influence	Acting with the purpose of influencing what other people think and do.
Cultural Engagement	Noticing, anticipating, and acting to meet people's practical and emotional needs, considering the possible effect of culture, past experiences, or personal characteristics—**including race, gender, sexual orientation, religious, economic, and/or other backgrounds**—in order to create positive impact on individuals and groups.

→ **Job Description Redesign (hire):** Performance competencies also relate to job description redesign. It might not sound very exciting as a strategy, but there is tremendous potential to positively impact hiring practices to promote inclusive and bias-free human resources practices related to educator diversity. LEAs will participate in job description redesign as they implement

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their career pathway models, guided by a Job Description Redesign Toolkit (Appendix F, p. 107) developed with funds from a prior Teacher Incentive Fund grant. Job descriptions communicate performance competencies required to be successful in a position. Compelling job descriptions catch the attention of promising candidates; increase employee engagement; inform hiring, selection, and placement processes; inform training opportunities; and serve as a foundational tool related to compensation and performance management. Job descriptions that prioritize equity and inclusivity contribute to recruiting, hiring, and retaining a more diverse educator workforce. An elevated job description with a "Diversity & Inclusion" statement conveys the organization's commitment to a culture of equity, particularly for roles that are generally occupied by majority (e.g., White) populations. Incorporating diversity and inclusion best practices (including addressing gender-coding, age and experience biases; cultural and racial biases; and physical disability biases) in the recruitment and hiring process encourages a full range of diverse and talented candidates to apply for open positions and affirms the organization's commitment to building an inclusive workplace, which is also signaled to existing employees. Stating competencies in the job description (intrinsic traits; patterns of thinking, feeling, speaking, and acting) also helps ensure the organization remains purposeful about the candidates they are attracting. Furthermore, these competencies lend themselves to reducing biases in data-driven interviewing and selection processes. Redesigning outdated job descriptions can identify gaps in competencies and job tasks and responsibilities that have become obsolete. This is also an opportunity to connect with existing employees on their roles and expectations, leading to further improved retention.

➔ **Day Zero and Onboarding (hire, support, retain**): According to the articulated Theory of Change included in Selection Criteria D, p, 60, **if** high-need schools are able to retain a diverse

educator workforce and accelerate equitable access to effective teaching and leading, **then**
learning conditions and outcomes will improve and effective educators will be retained. High-
need schools will be supported in developing year-long onboarding plans aimed at ensuring the
first year of an employee's experience is engaging and rewarding, and that they are prepared for
a long tenure with the school. This plan will emphasize psychological safety (a core component
of diverse and inclusive practices) and open communication throughout the year. A guided,
phased approach will provide principals with timelines and action plans necessary to follow
through with school-level teacher and teacher-leader onboarding activities (See Onboarding
Guide, Appendix F, p. 147). Principals will also implement *Day Zero* practices during the brief
but critical window of opportunity after a new employee has been hired to provide early supports
that will ensure the employee is able to transition into a new role smoothly. *Day Zero* training
materials will provide principals with a timeline and roadmap for how to implement impactful
techniques between the day an offer has been accepted, and the day a new role begins.

→ **Stay Interviews (retain):** The *Stay* interview, also aligned to the Theory of Change, is a
proactive, targeted teacher retention strategy that aims to identify triggers for educator attrition
and provide school sites with data to implement evidence-based interventions. These are
conducted in a systematic and procedural manner while also providing principals with the
opportunity to build relationships and connect with staff members who may be at risk of exiting
their positions. As one strategy in a comprehensive HCMS, the Stay interview also elicits data
surrounding educator growth and development opportunities, potentially influencing overall
professional development plans. Historical participants in Stay interviews report an improved
sense of work satisfaction and appreciation for the opportunity to openly discuss personal
experiences in their role as an educator. This project will prioritize revisiting the concept of Stay

interviews through the lens of diversity, identifying questions/topics, processes, and responses that consider the needs of a diverse workforce. For example, topics discussed could be recognition, professional development, coaching styles, work-life balance, perceptions of inclusivity, and school culture. As part of the Learning Acceleration Partnership, principals will formalize Stay interviews as a strategy to support and retain effective educators. They will provide educators with a chance to have their voices heard, which yields information to prevent teachers from leaving the school. Schools will establish timelines for Stay interviews that consider the school calendar (e.g., prior to issuing of contracts in early February). Action plans will be driven by a *Stay Interview Process Map* in each school. See the Stay Interview Toolkit in Appendix F, p. 161. ◆A *Stay Interview Data Tracker* will be refined in Year 1 to enable principals to analyze and respond quickly to information provided by educators during Stay interviews. It will be used to gather responses during the interviews, which are then coded according to sentiments expressed. By transforming qualitative date into quantitative data, leaders can conduct a trend analysis that is more immune to unconscious bias.

→ **Data systems, timelines, and action plans:** ◆A 3-year management plan with project periods for each year of the project, aligned with personnel responsible for each activity, has been established to guide project implementation (see LAP Management Plan, Appendix F, p. 322). Examples include:

Key Activity	Grant Year	Project Period			Person(s) Responsible
LEAs/schools complete HCMS Self-Assessment and establish areas of refinement. (Obj 3, 4)	Year 1	X			PL; FS Team
LEAs/schools complete HCMS Self-Assessment and establish goals for SY 2025-26. (Obj 3, 4)	Year 2		X		PL; FS Team
LEAs/schools complete HCMS Self-Assessment to monitor progress. (Obj 3, 4)	Year 3		X		PL; FS Team
LEAs engage with the HCMS Self-Assessment Tool to build toward Moderate to Exemplary Implementation, including implementation of	Year 2	X	X	X	LEA

plans for a diverse teacher pipeline, career pathway, and effective educator retention. (Obj 2, 3, 4)					
LEAs engage with the HCMS Self-Assessment to ensure Moderate to Exemplary sustainability of their HCMS plans, including the use of high-quality data to attract, hire, place, engage, support, retain, and reward an effective and diverse workforce. (Obj 2, 3, 4)	Year 3	X	X	X	LEA
Meet with LEAs on HCMS-related resources and support (i.e., job-description redesign, onboarding toolkits).. (Obj 2, 3, 4)	Year 1	X			HA; FS Team
Identify LEA- and school-level needs for recruitment, onboarding, job-description redesign, process-mapping, Stay interviews, and implement support plan. (Obj 2, 3, 4)	Ongoing	X	X	X	HA; FS Team
Implement Onboarding Plan for LAS team. (Obj 2)	Year 1			X	PL; HA
Implement "Day Zero" hiring strategies to increase teacher retention. (Obj 2, 3, 4)	Year 1-3			X	LEA; Principals
Begin refinement of the Stay interview data tracker. (Obj 2, 3)	Year 1	X			HA
Principals implement Stay interviews for a subset of staff as a retention strategy. (Obj 2, 3)	Year 1-3	X	X	X	HA; FS Team; Principals
Gather stakeholder input on Learning Acceleration Specialist job description; performance competencies identified. (Obj 1, 2, 3, 4)	Year 1		X		PL; HA
Refine Hiring Matrix Tool to identify staffing needs, analyze staff diversity; reduce thinning of candidate pool	Year 1	X	X		HA
Refine and increase HCMS-related resources in the Learning Library to support inclusive and bias-free hiring practices (Obj 4)	Year 2-3	X	X	X	HA
Explore inclusion of the Hiring Matrix Tool in the Decision Support System.	Year 2-3	X	X	X	HA

◆Additional timelines and action plans for project implementation are included under Selection Criteria B.2, p, 32. ◆Additional action steps will be identified in real-time based on the results of the LEA- and school-level HCMS Self-Assessment results. ◆A Hiring Matrix Tool (Appendix F, p. 100) will be refined during Year 1 and will facilitate decision-making around staffing needs. It will also assist to identify potential areas of inefficiency in staffing and related cost-saving opportunities. Demographic data can be added to analyze staff diversity. A scope of work planned for this project will be the deployment of the Hiring Matrix tool within the Decision Support System so that reporting will be available to facilitate a diverse educator workforce. ◆Participating LEAs will have access to a Decision Support System consisting of multiple HCMS-related applications, including reports designed to inform workforce decision-

making. The Decision Support System (DSS) is a web-based data management solution platform consisting of various web applications (e.g., Observations, Profile, Learning Library). DSS enables access for users across all major web browsers and mobile devices and empowers users through a thoughtfully designed user experience that is both intuitive and empathic. ◆In conclusion, the visual below represents a path on the Logic Model that highlights intentions related to this competitive preference priority resulting in long-term, positive impacts to retain a diverse educator workforce and to place an effective, diverse workforce in leadership roles.

RESOURCES	CORE COMPONENTS	EVIDENCE OF IMPLEMENTATION & PARTICIPATION	EVIDENCE OF CHANGE		
INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**		
FOR SYSTEMS: • HCMS Self-Assessment Tool. • Bias-free HR practices that promote and support development of educator diversity.	**FOR SYSTEMS:** • Support to complete HCMS Self-Assessment; crosswalk observation tools to learning acceleration techniques and practices.	**FOR SYSTEMS:** • Implement strategies based on goals from HCMS Self-Assessment • Implement enhanced performance-based evaluation processes.	**SHORT-TERM** • Teacher leadership roles are defined and compensated. • Human Resource Alignment is increased.	**MEDIUM-TERM** • Greater instructional coherence. • Greater HR alignment • Educator competencies are acquired and supported.	**IMPACT** • Diverse educator workforce retained. • Effective educators are identified in alignment with performance competencies and placed in leadership roles in the highest-need schools.

SELECTION CRITERIA A
Need For Project

A.1 The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project.

Arizona's State Board of Education recently released a report with startling information on the impact of the COVID-19 pandemic on student growth. Statewide, proficiency is down across all demographic subgroups and grade levels, and achievement gaps remain. In the area of Mathematics, all demographic subgroups dropped in the percent proficient. Hispanic students, Native American students, non-English learner students with disabilities had the deepest mathematics' proficiency impact (see table, p. 26).

Pandemic Impact on Student Growth, by Subject and Student Group		
Student Population Group	**ELA Impact**	**Math Impact**
All Students	Moderate*	Large
English Learner Status		
English Learners	Large	Large
Non-English Learners	Large*	Large
Ethnicity		
American Indian or Alaska Native	Large	Severe
Asian	Moderate	Large
African American	Moderate	Severe
Hispanic or Latino	Large	Severe
Multiple Races	Moderate	Large
Native Hawaiian or Pacific Islander	Large	Severe
White	Moderate	Large
Family Income		
Income Eligibility 1 and 2	Large	Severe
Not Income Eligible	Moderate	Large
Disability Status		
Students without Disabilities	Large	Large
Students with Disabilities	Moderate	Large

◆Another gap relates to student access to high-quality Tier 1 instruction. In the article, *Kids are Far Behind in School* (2022), Kane wrote that, "students at low-poverty schools have lost the equivalent of 13 weeks of in-person instruction… while students at high-poverty schools have lost the equivalent of 22 weeks." To remedy this, "Educators need a plan ambitious enough to remedy enormous learning losses." ◆Other identified gaps or weaknesses include inexperienced teachers and teacher stress. The State of Arizona Auditor General School District Spending Report highlights that across the participating LEAs, many teachers are in the first 3 years of teaching (ranging from 17%-25%) and/or are inexperienced core academic teachers (10%-42%). Teachers are also experiencing large workloads and stress. In a recent survey of 4,000 teachers in Maricopa County, 60% of respondents stated that their workloads are unmanageable. In addition, 81% of respondents stated that they experience frequent stress, which is eight percentage points above the national average. ◆LEAs also report gaps in infrastructure related to hiring and

placement of educators and consistent implementation of evaluation systems; gaps in opportunities for students and teachers such as an over-reliance on remediation, depriving students access to Tier 1 instruction, and a lack of career pathways for educators (including for aspiring principals). ◆The proposed project will address these gaps by: (1) increasing student access to high-quality Tier 1 instruction, (2) instituting a career advancement opportunity designed to support learning acceleration in classrooms, (3) providing aligned resources, and (4) building the capacity of LEAs to improve Human Resource alignment. The Logic Model has specifically been designed to address these gaps (see section B.1, p. 32).

A.2 The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams.

Note: This section also addresses Application Requirement #9.

As LEAs work to improve their performance-based evaluation systems to meet the relevant outcomes of increased human resource alignment, increased student access to high-quality instruction, and strengthening the educator workforce, they will be reviewing their current Classroom Site Fund (CSF) plans, which contain a performance-based compensation component. The Classroom Site Fund is a state-level funding stream established by Arizona Revised Statute § 15-977 and includes a provision that monies going to educators be based on performance. These plans will be strengthened over the course of the project. This funding source will integrate with the implementation of LEA Human Capital Management Systems and each partner LEA has committed to strengthening current PBC practices as a result of TSL activities and will sustain activities beyond the grant with CSF funds. ◆LEAs also have policies in place that are supported by Arizona Revised Statutes. This supporting legislation informs LEA policies related to HCMS implementation, which will integrate with HCMS implementation (see Appendix F, p. 165; AZ legislation to Support HCMS Implementation). For example, Arizona

Revised Statute §15-341 requires LEAs to develop and adopt definitions of four performance classifications (highly effective, effective, developing, and ineffective), which is directly related to implementation of each LEA's Human Capital Management System. ◆Another potential state-level funding source will come from the Arizona Department of Education for Project Momentum, which is moving from a pilot project to wider implementation. This project is a school improvement initiative that supports educators with implementation of high-yield instructional strategies. Currently, the Liberty ESD has participated in the pilot. This funding source will integrate with implementation of learning acceleration. ◆Title II-A funds are used to support the increase in student academic achievement through strategies to improve the quality and effectiveness educators. Presently, the four LEAs use Title II-A funding for a variety of professional development activities for teachers and leaders. For instance, TESD provides well-planned, weekly after school professional development sessions as well as two full release days per school year for professional learning opportunities. LESD utilizes Title II-A monies to fund recruitment and retention stipends for hard to fill teacher positions in addition to ongoing professional development. This funding source will integrate with implementation of learning acceleration and partner LEAs have expressed their intent to transform professional development activities in conjunction with the TSL grant and to continue to do so using Title II-A funds at the grant's conclusion (see Multi-Year Financial and Operating Models in Appendix F. p. 310). ◆LEAs have a variety of teacher leader positions and some of these have salary enhancement or stipends attached (e.g., new teacher mentor; instructional coach). LEAs will reimagine these positions to align with learning acceleration implementation.

A.3 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.

The proposed project emphasizes instructional program coherence to accelerate learning for all students within high-need schools. The project will ensure that every component of the instructional program is aligned and designed for equitable student academic experiences and outcomes with <u>core grade-level instruction</u>. As teachers partner with a Learning Acceleration Specialist (LAS) and in collaborative teacher teams, they work towards rigorous goals for student learning. The LAS and teachers will co-plan instruction using specific learning acceleration techniques that are especially critical for diverse learners with differentiated needs. The LAS and teachers will utilize an ongoing formative assessment process to monitor and inform instruction and to identify students who may require additional support. As part of their ongoing work, they also will continually examine the alignment and coherence of their planned Tier 1 instruction with supplemented Tier 2 interventions. Moreover, the use of learning progressions will also support rigorous academic standards for students as they assist in identifying "must-learn" material that "enables teachers to plan instructional sequences that give students systematic rather than sporadic opportunities to master each building block in the learning progression. If the teacher has a clear road map that designates pivotal stops along the way, it is far easier to incorporate those stops" (Popham, 2007). Learning Progressions and Learning Targets will inform meaningful pre-assessments, direct daily and weekly lesson planning, and assist teachers in creating success criteria so students have a clear roadmap of where they are and where they need to continue to learn.

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A.4 The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

The Learning Acceleration Partnership is appropriate to and will successfully address the needs of three target populations in high-need schools: **students, teachers, and school leaders**.

◆**Students:** Students need access to and mastery of grade-level content. If schools stick with traditional practices, they may find themselves addressing the problem by: (1) trying to make up for the 22 weeks of unfinished learning by over-supporting remediation; (2) diving into grade-level content regardless of student readiness; or (3) ramping up Tier 2 and 3 efforts. Although these approaches may seem well-meaning, they will cause students to lose academic ground and exacerbate inequities by causing a vicious cycle of students being exposed to less grade-level content year after year. The project design includes implementation of *learning acceleration* to provide underserved students equity of access to core, grade-level instruction by incorporating essential unfinished learning into new learning through filling in the most critical gaps at the moment they are needed with proven techniques (e.g., scaffolding, success starters, vocabulary instruction, motivation) to put students on a fast track to grade-level learning. ◆**Teachers and Teacher Leaders:** To effectively implement learning acceleration, educators will need to develop the knowledge, skills, and mindsets to successfully promote equity in student access and mastery of grade level content. The project design includes job-embedded professional learning for teachers by partnering with a Learning Acceleration Specialist (LAS) in student-centered coaching cycles that include co-planning and co-teaching. For example, one of the most important practices that teachers implement is using formative assessments to plan instruction. This teaching practice will be developed as the LAS and teacher analyze student work together and collect student evidence during the class period. Teachers also become more effective in student goal setting and creating learning targets. Together the LAS and the teacher will unwrap

standards to build a clear understanding of what students must know and be able to do. They will align instruction and assessments to the rigor of the learning targets. When the LAS and teacher collaboratively plan lessons based on student evidence, they understand student needs and they plan for the learning acceleration techniques that will best support students to access grade-level content. Likewise, the LAS team will enjoy the support of the PD Coordinator to successfully provide embedded support to teachers. The PD Coordinator will ensure LASs build their capacity to deliver equitable and core instruction to meet the needs of all students. This guidance will include training on student-centered coaching cycles to foster deliberate planning and reflection based on the use of formative data and student work. They will also be supported to work with teachers, teacher-leaders, and principals to develop and refine the *tools, tactics, and mindsets* needed to successfully implement learning acceleration. See *LAS Professional Learning Series Scope and Sequence* (Appendix, p. 67) for an example of the LAS professional learning plan. ◆**School Leaders:** Principals need help to (1) implement *learning acceleration*; (2) build instructional coherence across Tiers 1, 2, and 3 instruction; (3) support student-centered coaching cycles; (4) identify, equip, and place staff members in career pathway positions or intentional assignments with effective formal and informal mentoring to build leadership capacity; and (5) improve teacher retention. The design of the project will include job-embedded meetings at school sites where the Leadership Administrator will provide support aligned to the *Rubric for Leading Student-Centered-Coaching* (see Appendix F, p. 40) so that they can implement a system of accountability and support for teachers by monitoring school goals connected to implementation of learning acceleration strategies. School leaders will also engage with an annual HCMS Self-Assessment, establishing school-site priorities for HCMS implementation and will receive support from field specialists to implement strategies where gaps exist (e.g.,

implementation of a teacher leader pathway). The project design will focus on building the

leaders' knowledge, skills, and mindsets that are based on the research of effective school leaders

for high-need schools.

SELECTION CRITERIA B
Quality of the Project Design

B.1 The extent to which the proposed project demonstrates a rationale.

Note: This section also addresses Application Requirement #10.

The goal of the Learning Acceleration Partnership is to boldly improve learning conditions by

accelerating learning for underserved students and supporting and stabilizing the educator

workforce. This will be achieved by creating the conditions to disrupt educator turnover and

ensure underserved students receive comprehensive and rigorous Tier 1 instruction. The project is

informed by research findings in the areas of learning acceleration, instructional coherence,

educator retention, and human resource alignment and is visually represented in the Learning

Acceleration Logic Model below. A full-size version is included in Appendix A. Key

components aligned to research-based findings have been identified so that the desired

impacts can be realized and internalized. Note: Fourteen Evidence of Support tables were

constructed during a review of the research to report on the alignment to *What Works*

Clearinghouse Standards and ESSA Tiers of Evidence (see Appendix F, p. 299). Three

studies meet the What Works Clearinghouse standards. Three studies meet ESSA Tier 2

(Moderate Evidence) and eleven studies meet ESSA Tier 3 (Promising).

Learning Acceleration Partnership Logic Model

PROBLEM STATEMENT: School systems are faced with the daunting challenge of recovering from pandemic-related school closures and there is a need to deviate from traditional methods of addressing gaps in learning for underserved students. A new career advancement opportunity is needed to disrupt teacher turnover, retain a diverse workforce, and empower teacher leadership in a way that advances equity of student access to high-quality teaching that promotes learning acceleration.

GOAL: Boldly improve learning conditions by accelerating learning for underserved students and supporting and stabilizing the educator workforce.

RESOURCES	CORE COMPONENTS	EVIDENCE OF IMPLEMENTATION AND PARTICIPATION	EVIDENCE OF CHANGE		
INPUTS	**ACTIVITIES**	**OUTPUTS**	**OUTCOMES**		
FOR TEACHERS/TEACHER LEADERS: • Learning Acceleration Specialists at high-need schools. • Classroom-embedded student-centered coaching. • Tools, tactics, and mindsets to implement learning acceleration. • PD to maximize time and resources in addressing gaps during core instruction; PD on inclusive teaching practices. • Feedback on student-centered coaching cycles **FOR SCHOOL LEADERS:** • Support for year-long PD plan. • Support to equip teachers to make instructional decisions to increase student access to grade level content. **FOR SYSTEMS:** • HCMS Self-Assessment Tool. • Observation and feedback tools aligned to learning acceleration practices. • Instructional coherence training series for all educator groups. • Bias-free HR practices that promote and support development of educator diversity.	**FOR TEACHERS/TEACHER LEADERS:** • Co-planning/co-teaching to address learning needs of subgroups and accelerate learning • Student-centered coaching cycles. • Implementation of inclusive teaching practices. • Teacher leader opportunities to influence school-wide learning acceleration **FOR SCHOOL LEADERS:** • Support to communicate LAP vision and goals • Support to analyze data and assess teacher readiness. • Support to implement year-long PD. • Support to implement a system of accountability and adjustment of support for teachers. **FOR SYSTEMS:** • Support to complete HCMS Self-Assessment; crosswalk observation tools to learning acceleration techniques and practices; Support to prioritize instructional coherence with learning acceleration.	**FOR TEACHERS/TEACHER LEADERS:** • Implementation of Learning Acceleration strategies. • Participation in coaching cycles. • Lesson plans that address critical grade-level content. • Real time supports to address gaps during core instruction. • Teacher leaders taking an active role in the success of implementation. **FOR SCHOOL LEADERS:** • A shared vision with the staff on the role and intended outcomes of Learning Acceleration. • Execution of a management system to ensure implementation of learning acceleration • Review of evidence that gaps are closing, and students are reaching mastery of grade-level content. **FOR SYSTEMS:** • Implement strategies based on goals from HCMS Self-Assessment • Align talent and resources to execute an action plan for instructional coherence. • Implement enhanced performance-based evaluation processes.	**SHORT-TERM:** • Underserved students provided grade-level instruction. • Students experiencing success with grade-level materials. • Students supported via inclusive teaching practices. • Increased teacher capacity. • Teachers equipped to address gaps in critical skills and content. • Teachers identifying strategies for instructional scaffolding. • Leaders execute a plan to monitor Learning Acceleration. • Teachers recognize the assets and cultural characteristics of their students. • Teacher leadership roles are defined and compensated. • Human Resource Alignment is increased.	**MEDIUM-TERM:** • Student mastery of grade-level content. • Increased emphasis on effective core instruction. • Increased collaboration among teachers and with teacher leaders. • Teachers report an improved sense of efficacy (confidence in ability to guide students to success.) • Less disconnect between the written, taught, and assessed curriculum. • Teachers affirm and leverage the cultures and life experiences that students possess. • Greater instructional coherence. • Greater HR alignment • Educator competencies are acquired and supported.	**IMPACT:** • Common vision for instructional improvement. • Equitable academic outcomes for underserved students. • Internalized approaches to addressing student needs to successfully master essential grade level content. • Greater efficacy as teacher groups leverage grade level and PLCs. • Seamless integration of performance-based evaluation into human capital processes. • Educators are awarded financially for attaining performance competencies aligned to common vision. • Diverse educator workforce retained. • Effective educators are identified in alignment with performance competencies and placed in leadership roles in the highest-need schools.

→ **Key Component: Learning Acceleration.**

> **References:** *A systematic review and meta-analysis of the evidence on learning during the COVID-19 pandemic (2023); Kids are far, far behind in school (2022); Are we fixing or breaking students? (2017); Accelerate, don't remediate: New evidence from elementary math classrooms (2021); Visible learning: A synthesis of over 800 meta-analyses relating to achievement (2009)*

Research findings show positive outcomes for students in classrooms where teachers used learning acceleration, and it is particularly effective for students of color and those from low-income families. Students that experience learning acceleration have more access to grade-level Tier 1 content and struggle less with grade-level material, regaining their pre-pandemic success despite learning interruptions. Learning acceleration techniques and practices also provide

teachers with a high-leverage process to help students recover from missed learning during COVID-19 school closures by using *tools, tactics, and mindsets* (see LAP Tools, Tactics, & Mindsets in Appendix F, p. 32) to get students access to grade-level content quickly and to ensure all students master essential grade level standards. John Hattie's *Visible Learning* study ranked 138 influences on student achievement using the statistical measurement of effect size to describe the impact of an influence on student achievement (Hattie, 2009). The study indicated that the influences with an effect size of 0.4 or greater can produce effects that give students an opportunity to make significant progress when implemented with fidelity. For example, scaffolding is an evidence-based instructional strategy key to learning acceleration. Hattie found an effect size of 0.82 for scaffolds. As teachers grapple with how to best support their students in real time to successfully master grade level concepts, even when there are aspects of the task that the student cannot yet manage, it will assist them to have a repertoire of instructional scaffolds from which to draw. For example, describing a concept to students in a variety of ways, teachers may employ visual supports, provide realia, increase practice time, or provide a jump start vocabulary lesson. See Literature Review in Appendix F, p. 260 for a table with learning acceleration technique effect sizes. The following table provides evidence that learning acceleration meets the criteria for demonstrating a rationale. See Appendix F, p, 299 for additional evidence of support (Evidence of Support Tables).

Evidence of Support Study: Accelerated Learning	
Citation	TNTP. (2021, May). *Accelerate, don't remediate: New evidence from elementary math classrooms*. Retrieved December 3, 2021.
WWC Rating	Meets *What Works Clearinghouse* standards with Reservations
ESSA Rating	Tier 2: Well-designed, well-implemented quasi-experimental study using a large-multi scale sample. Has a statistically significant positive effect on a relevant outcome and the intervention improves outcomes for sub-groups.
Evidence	Moderate
Study Outcomes	The study shows positive outcomes for students in classrooms where teachers used learning acceleration. Students had more access to grade level content and struggled

| | less with grade level material. They also regained their pre-pandemic success despite learning interruptions. Learning acceleration is particularly effective for students of color and those from low-income families. |

→ **Key Component: Instructional Coherence.**

References: *Instructional program coherence: What it is and why it should guide school improvement policy (2001); Systemic instructional coherence (n.d.); Instructional coherence: A key to high-quality learning acceleration for all students (2022).*

Schools with stronger instructional coherence make higher gains in student achievement in reading and math than schools that implement a wide variety of uncoordinated instructional components. When children see themselves developing competence, they are more motivated to work because fulfilling the basic human need for mastery builds confidence that exerting effort will bring success (Ames & Ames, 1984; Blauner, 1964; Kanfer, 1990). In contrast, when faced with incoherent activities, students are more likely to feel that they are targets of apparently random events and that they have less knowledge of what should be done to succeed. Where curriculum, instruction, and special programs are coordinated, one can expect enhanced student achievement. More coherent experiences can provide absorbing activities that increase students' motivation to engage in learning and offer improved opportunities for cognitive processing. The Learning Acceleration Partnership will support school leaders and staff to ensure that every element of the instructional program and its strategies - from core instruction to interventions to extended time - work together to advance the same set of grade-level student experiences. The following table provides evidence that instructional coherence meets the criteria for demonstrating a rationale.

Evidence of Support Study: Instructional Coherence	
Citation	Newman, F. M., Smith, B., Allensworth, E., & Bryk, A. S. (2001). *Instructional program coherence: What it is and why it should guide school improvement policy*. Education Evaluation and Policy Analysis.
WWC Rating	Meets *What Works Clearinghouse* Standards with Reservations
ESSA Rating	Tier 2: Well-designed, well-implemented quasi-experimental study using a large-multi scale sample. Has a statistically significant positive effect on a relevant outcome and the intervention improves outcomes for sub-groups.

Evidence	Moderate
Study Outcomes	Newman's research demonstrated that schools with stronger instructional program coherence make higher gains in student achievement.

→ **Key Component: Student-Centered Coaching.**

References: *Professional development: An effective research-based model (n.d.); The research supporting student-centered coaching (2018).*

Student-centered coaching has a higher impact on student learning compared to other types of

coaching models. On average, it is expected that students will increase their proficiency 68% in a

4-6-week coaching cycle. Teachers also increase in their effectiveness in the implementation of

effective research-based teaching practices including the use of formative assessments, planning

instruction, differentiating instruction, direct modeling, delivery of focused lessons, and

conferring with students. Using this coaching model will ensure teachers are successful with

implementation of learning acceleration strategies resulting in high levels of student mastery of

essential grade level content. The following table provides evidence that student-centered

coaching meets the criteria for demonstrating a rationale.

Evidence of Support Study: Student-Centered Coaching	
Citation	Sweeney, D. (2019, January 3). *White paper: Research study on the impact of Student-Centered Coaching*. Central Rivers AEA.
ESSA Rating	Tier 3: Well-designed, well-implemented correlational study with a large-multi scale sample. Has statistically significant positive effects on relevant outcomes.
Evidence	Promising
Study Outcomes	Students grew an average of 68% proficiency in a 4-6-week coaching cycle. Teachers increased in their effectiveness in the implementation of effective research-based teaching practices including the use of formative assessments, planning instruction, differentiating instruction, direct modeling, delivery of focused lessons, and conferring with students.

→ **Key Component: Career Advancement Opportunities and Teacher Collaboration.**

References: *The teacher leadership landscape (2014); Inequitable opportunity to learn: student access to certified and experienced teachers (2020); Teacher leadership: leading the way to effective teaching and learning (2010); Is the U.S. catching up? (2012); Teaching students and teaching each other: the importance of peer learning for teachers (2009)*

Schools with greater teacher collaboration can produce improved student outcomes, greater teacher satisfaction, and reduced teacher turnover. A well-designed career advancement system ensures that collaboration with teacher leaders provides job-embedded support for teacher teams; increased pay for teacher leaders; and improves workplace conditions by having teacher teams collaborate and share the workload. Teacher leadership can improve teacher retention, build teacher capacity, facilitate school staffing innovations, and ultimately strengthen the teaching profession. Research on one model of career advancement showed that the average student growth increased by 22% for teachers led by excellent teacher leaders compared to teachers working in isolation (Hanushek, Peterson, & Woessmann, 2012). A different study found that schools staffed by credentialed and experienced teachers who work together over an extended time generate large student achievement gains. Students of less-experienced teachers who had access to the most-accomplished teacher leaders made the greatest achievement gains (Jackson & Bruegmann, 2009). A system of career advancement will strategically increase teacher collaboration around effective teaching and learning, and should improve working conditions, retain a diverse and effective teaching force, and show results in stronger student achievement growth.

Evidence of Support Study: Career Advancement	
Citation	Natale, C., Gaddis, L., Bassett, K., & McKnight, K. (2016). Teacher Career Advancement Initiatives: Lessons Learned from Eight Case Studies, a joint publication of Pearson and the National Network of State Teachers of the Year.
ESSA Rating	Tier 3: Well-designed, well-implemented correlational study with a large-multi scale sample. Has statistically significant positive effects on relevant outcomes.
Evidence	Promising
Study Outcomes	Presents the results of an analysis from 8 school career advancement initiatives. Based on these case studies, career advancement initiatives are feasible, can be implemented in a variety of types of schools and districts, and produced significant benefits to educators. Though each model had slightly different goals, the career advancement initiatives showed improvements for recruitment, retention, student achievement, a culture of growth and collaboration, and innovative staffing.

→ **Key Component: Human Resource Alignment**

> **References:** *Strategic staffing (2012); Human capital in turnaround schools (2012); Is the U.S. catching up? (2012); Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains (2012).*

Research on Human Capital Systems and teacher selection validates the notion that districts need to move to less subjective hiring processes. Districts should identify performance competencies that capture effective teaching, assess candidates on those competencies, standardize processes, and use multiple forms of data in the selection process to hire those most likely to enact effective teaching practices. By identifying performance competencies and skills that align with effective teaching and learning in a district, career advancement pathways can identify educators with the needed skills to support academic success for all students and further support educators in building these skills. Rewarding teacher leaders who have these performance competencies and demonstrate excellent student achievement will lead to better retention and extend their reach to ensure more students and teachers have access to effective educators.

Evidence of Support Study: HR Alignment (HCMS/PBCS)	
Citation	Ferris, K. (2012). Human capital in turnaround schools. *School Administrator*, *69*(7), 36-39.
ESSA Rating	Tier 3: Well-designed, well-implemented correlational study with a large-multi scale sample. Has statistically significant positive effects on relevant outcomes.
Evidence	Promising
Study Outcomes	This study looked at Human Capital Management turnaround efforts in two districts. The study found that the best outcomes came from going beyond additional pay to ensure that changes to working conditions made the hard work more doable and rewarding for teachers and leaders. Essential components for success in recruiting, retaining, and supporting top talent in the turnaround environment include a team approach with collaboration built into the system; strong leaders and teacher-leader teams; and empowerment where teacher-leaders had authority to make decisions for teacher teams, and teachers had authority to act based on the needs of their students.

Additional tables for Teacher Efficacy; Teacher Leadership; Diversifying the Educator Workforce; Performance Competencies; and Disrupting Teacher Turnover are available in Appendix F, p. 299 (Evidence of Support Tables). Additional information is also included in

Section D.1, p. 59, which includes a Theory of Change visual that is a companion to the Logic

Model.

B.2 The extent to which the design of the proposed project includes a high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure achievement of project objectives.

Note: This section also addresses Application Requirement #7.

→ **High-Quality Review of The Relevant Literature:** A thorough, high-quality review of the

relevant literature was completed (88 references) to inform the design of the Logic Model

(Appendix A) and Theory of Change (see Selection Criteria D.1). Please see the full literature

review and bibliography in Appendix F, p. 260-309 that informed this section. Several themes

emerged in the areas of instructional coherence and learning acceleration; job-embedded

professional learning; educator collaboration, efficacy, diversity, and leadership; and human

resource alignment. ◆ Coherent instruction develops competence more effectively than

incoherent instruction; schools with stronger instructional coherence make higher gains in

student achievement than schools that implement a wide variety of uncoordinated instructional

components. In addition, research shows positive outcomes for students in classrooms where

teachers used learning acceleration. Students have more access to grade-level content and

struggle less with grade level material. It is particularly effective for students of color and those

from low-income families.◆ In terms of coaching models, student-centered-coaching has a

higher impact on student learning compared to other types of coaching models, with students

expected to increase their proficiency 68% in a 4-6-week coaching cycle. ◆Related to coaching,

teacher leadership can improve teacher retention, build teacher capacity, facilitate school staffing

innovations, and ultimately strengthen the teaching profession. Research on one model of career

advancement showed that average student growth increased by 22% for teachers led by excellent

teacher leaders compared to teachers working in isolation (Hanushek, Peterson, & Woessmann, 2012). Students of less-experienced teachers who had access to the most-accomplished teacher leaders made the greatest achievement gains (Jackson & Bruegmann, 2009). ◆Teachers want more support, particularly in how best to support students who have more significant needs. Job-embedded professional learning can be an important aspect of this need. For teachers who report positive workplace culture as a main reason for staying at their school, they describe their professional development as "readily available, useful, focused on practice, aligned with school improvement, and collaborative." ◆Teacher efficacy is also mentioned in the literature as being developed mainly by mastery experiences, which are the most powerful driver for increasing teacher efficacy. When teacher teams have evidence that their collaboration is impacting student achievement, they begin to believe that together they can achieve more and that they have the ability to positively affect students. Collective Efficacy has a 1.39 effect size according to Hattie's Visible Learning research, which is the most impactful influence in the study. ◆As teachers decide whether to enter, remain in, or leave the teaching profession, working conditions, including school leadership, professional collaboration and shared decision making, accountability systems, and resources for teaching and learning are main factors. ◆To solve the teacher shortage, there must be a concerted effort to improve working conditions and other factors that contribute to the teacher shortage, particularly in high-poverty schools. ◆A recommendation consistent in the literature was around the need to improve the quality of principals. Teachers who are leaving the profession are asking that leaders be trained on making hiring decisions, being instructional leaders, setting norms for students and staff, nurturing a positive and encouraging culture, and keeping schoolwide systems running smoothly (Dixon, Griffin, & Teoh, 2019). Investing in the development of high-quality principals who work to

include teachers in decision-making and foster positive school cultures is a key factor in teacher retention (Learning Policy Institute). ◆Having a diverse workforce benefits all students, but particularly supports students of color. The underrepresentation of minority teachers relative to the proportion of minority school-aged students could be a key factor in limiting minority students' educational success (Figlio 2022). ◆Heneman and Milanowski (2011) recommend that districts identify performance competencies that capture effective teaching, assess candidates on those competencies, standardize processes to improve the use of data, and use multiple forms of data in the selection process to hire those most likely to enact effective teaching practices. Aligning Human Resources and professional learning systems to support the identification, selection, development, retention, and compensation of educators with effective performance competencies should lead to improved educator practice, greater retention, and access to effective educators. ◆In summary, the Learning Acceleration Partnership will support educators to ensure that every element of the instructional program and its strategies - from core instruction to interventions to extended time - works together to advance the same set of grade-level student experiences. Learning acceleration will provide teachers with a high-leverage process to help students recover from unfinished learning by using *tools, tactics, and mindsets* to get students access to grade-level content quickly, and to ensure all students master essential grade level standards. Using a student-centered coaching model will ensure teachers will be successful with implementation of learning acceleration strategies through coaching cycles resulting in high levels of student mastery of essential grade level content, which should lead to improved student outcomes, increased teacher efficacy, collective efficacy, and increased teacher retention. A system of career advancement will strategically increase teacher collaboration around effective teaching and learning, and should improve working conditions, retain a diverse

and effective teaching force, and result in stronger student achievement. Support for school leaders from an external partner will significantly assist principals and schools to achieve stronger instructional program coherence. Partnering with high-poverty districts to support them in these efforts is critical, not only to disrupt teacher turnover, but for ensuring all students have access to effective teaching. To close both access and student achievement gaps, schools need to establish, support, and retain a diverse workforce.

→**A High-Quality Plan for Project Implementation:** The Learning Acceleration Partnership Operational Plan will be launched upon award and will be comprised of: (1) Goals, objectives, and outcomes; (2) Key activities for each year of the project organized in three project periods with assigned personnel; (3) Work teams required for collaborative efforts; and (4) Fiscal resources that will be applied to meet project objectives. The Management Plan contains the key activities, timeline, and persons responsible for carrying out the activities (LAP Management Plan, Appendix F, p. 322). Additional information on timelines is also included in Selection Criteria C (Quality of the Management Plan, p. 50). ◆During Year 1, the LAP will collaborate with The New Teacher Project (TNTP) to pursue instructional coherence through a professional learning series: *Instructional Coherence: Unlocking Opportunity and Acceleration*. This training series will focus on supporting teams of educators to develop their understanding of Instructional Coherence and Learning Acceleration, the connections between the two, and how to support them from their seat in the system. ◆LEAs will engage with the HCMS Self-Assessment Tool to establish priorities to enhance their current systems. ◆LEAs will utilize the *Learning* and *Leading Coherence Tools* to check alignment of evaluation tools to learning acceleration implementation which will inform the collaborative establishment of "look-fors" at the school-level. ◆The Learning Acceleration Specialist Cadre will be hired and placed in high-

need schools. ◆Basis Policy Research will launch a program evaluation plan to provide performance feedback that permits periodic assessment of progress toward achieving intended outcomes. Additional information is included in section B.3, p. 49.

Subset of Year 1 Key Activities from Management Plan
• Launch Instructional Coherence Training Series. (Obj 1)
• LEAs/schools complete HCMS Self-Assessment and establish areas of refinement. (Obj 3, 4)
• LEAs engage with the HCMS Self-Assessment Tool to build toward Moderate to Exemplary Implementation, including implementation of plans for a diverse teacher pipeline, career pathway, and effective educator retention. (Obj 2, 3, 4)
• Crosswalk educator observation tools/processes to learning acceleration using the Learning and Leading Coherence Tools; identify next steps. (Obj 4)
• Conduct landscape analysis in TESD (NIET Learning Recovery Data Deep Dive).
• Meet with LEAs on HCMS-related resources and support (e.g., job-description redesign). (Obj 2, 3, 4)
• Gather stakeholder input on earning Acceleration Specialist job description; performance competencies identified for Learning Acceleration Specialist position. (Obj 1, 2, 3, 4)
• Launch hiring plan for Learning Acceleration Specialists. (Obj 1, 2)

◆During Year 2, teachers in high-need schools will begin partnering with Learning Acceleration Specialists via student-centered coaching cycles to boldly improve learning conditions by acceleration learning for underserved students. The LAS cadre will participate in a professional learning series to ensure they are equipped with the *tools, tactics, and mindsets* necessary to implement learning acceleration. The full *LAS Professional Learning Scope and Sequence* is included in Appendix F, p. 67. ◆Principals will receive coaching on leading their schools with learning acceleration, and they will identify teacher leader opportunities to support school-level implementation. ◆LEAs will engage with the HCMS Self-Assessment Tool to advance toward *moderate* to *exemplary* implementation by: (1) building an explicit talent strategy to acquire, develop, train, support, reward, and retain the most effective educators, and (2) developing a system in which PD supports leaders by creating opportunities and structures for exemplary educators to take responsibility for instructional leadership and mentoring. LEAs will continue to build their capacity to strengthen a diverse educator workforce by engaging in recruitment and

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retention strategies via job description redesign, implementation of Stay interviews,

identification of performance competencies for career advancement opportunities, and

onboarding and *Day Zero* strategies (see Competitive Preference Priority 2, p. 9). ◆LEAs will

implement revised evaluation and monitoring tools that support learning acceleration and system

coherence within collaborative planning; teaching competencies and expectations; aligned

professional learning; and the support, feedback, and rewards teachers receive as they support

student growth and mastery.

Subset of Year 2 Key Activities from Management Plan
• Implement ongoing student-centered coaching cycles based on teacher and student needs. (Obj 1)
• Provide feedback to LAS team on implementation of student-centered coaching cycles. (Obj 1)
• LAS Monthly Professional Learning Series continues. (Obj 1)
• Provide differentiated support to principals in promoting a mindset that all students deserve the opportunity to master grade level content. (Obj 1)
• Work with teachers, teacher-leaders, and principals to develop and refine the *tools, tactics, and mindsets* needed to successfully implement learning acceleration. (Obj 1)
• Support LEA year-long PD plans to reflect a priority on strong Tier 1 instruction. (Obj 1, 2, 3)
• LEAs/schools complete HCMS Self-Assessment and establish goals for SY 2025-26. (Obj 3, 4)
• Principals implement Stay interviews for a subset of staff as a retention strategy. (Obj 2, 3)
• Implement "Day Zero" hiring strategies to increase teacher retention. (Obj 2, 3, 4)
• Identify, equip, and place teaching staff in career pathway positions or intentional assignments with effective formal and informal mentoring to build leadership capacity. (Obj 2, 3)
• Teachers receive differentiated support on targeted areas of their teacher observation tool to improve Tier 1 instruction and learning acceleration practices (based on the look-fors from the Learning Observation Coherence Tool). (Obj 1)

◆During Year 3, the LAS cadre will partner with teacher leaders to improve the quality of

student-centered coaching cycles, support teacher efficacy and favorable working conditions, and

retain effective educators. LEAs will continue to engage with the HCMS Self-Assessment Tool

to advance toward *moderate* to *exemplary* implementation of their HCMS plans, including the

use of high-quality data to attract, hire, place, engage, support, retain, and reward an effective

and diverse workforce to ensure equitable opportunity for learning and mastery at all

campuses. They will continue using the *Learning and Leading Coherence Tools* to ensure that

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they can continue to guarantee equitable opportunities for learning across the LEA and schools.

LEAs will strategically place teacher leaders in career pathway positions and use the evaluation

and monitoring tools that support learning acceleration and system coherence to support school

teams with adjusting support for teachers to ensure that all students have access to excellent

teaching. The LAS cadre will build sustainability and the capacity of school and district teacher-

leaders by partnering with teacher leaders to improve the quality of student-centered coaching

cycles, support teacher efficacy and favorable working conditions, and retain effective

educators.

Subset of Year 3 Key Activities from Management Plan
• Implement ongoing student-centered coaching cycles based on teacher and student needs. (Obj 1)
• Refine implementation in the field (student-centered coaching cycles) based on fidelity data. (Obj 1)
• Conduct ongoing workshops for teachers on key features of learning acceleration. (Obj 1)
• LEAs engage with the HCMS Self-Assessment Tool to build toward Moderate to Exemplary Implementation, including implementation of plans for a diverse teacher pipeline, career pathway, and effective educator retention. (Obj 2, 3, 4)
• Provide differentiated support to LEAs/schools on instructional coherence. (Obj 1)
• Communicate and clarify specific tactics, methods, and expectations for implementing strategies and reaching school goals. (Obj 1)
• Place effective teaching staff to extend their reach to more students and serve as support to other teachers to influence school-wide learning acceleration. (Obj 2, 3)
• Strategically place teacher leaders in career pathway positions and use the evaluation and monitoring tools that support learning acceleration and system coherence to support school teams. (Obj 2, 3, 4)
• LAS acts as a support on teacher individual Educator Goals Plans. (Obj 1,3)
• Evaluate the impact of prioritized strategies for monitoring learning acceleration. (Obj 1)
• Report final ratings on the Leading Student-Centered Coaching Rubric. (Obj 1)
• Collaborate with teacher leaders to refine approaches to student-centered coaching; coordinate professional development plans. (Obj 1)

➔ **Appropriate Use of Methodological Tools to Ensure Completion of Project Objectives:**

The LAP Objectives & Outcomes are shown in the table below. To see the complete set of

Goals, Objectives, and Performance Measures, please see Appendix F, p. 318.

GOAL: Boldly improve learning conditions by accelerating learning for underserved students and supporting and stabilizing the educator workforce.
Objective 1: Learning Acceleration Partnership high-need schools will promote equity in student access to educational resources and opportunities via learning acceleration
Outcomes: Increased access for underserved students to grade-level material; Student-centered coaching cycles implemented; Mastery on coaching cycle post-assessments; Instructional coherence increased
Objective 2: The Learning Acceleration Partnership high-need schools will implement career advancement opportunities for educators
Outcomes: Learning Acceleration Specialists hired and placed in prioritized high-need schools utilizing a bias-free process to ensure diverse representation; School structures implemented to provide additional opportunities for teacher leadership (collaborative team meetings; mentorships; instructional coaching; master teachers)
Objective 3: The Learning Acceleration Partnership will hire and retain diverse educators in high-need schools
Outcomes: LEAs have an explicit talent strategy to retain an effective and diverse educator workforce; Stay interviews implemented as a retention strategy; Educator Goal Plans implemented to ensure educator development of competencies; Student-centered coaching cycles implemented as job-embedded professional learning; Effective educators receive performance-based compensation/retention stipends; Teacher efficacy in high-need schools maintained/increased; Inclusive and bias-free HR practices (e.g., multiple measures) that promote and support development of educator diversity implemented
Objective 4: The Learning Acceleration Partnership LEAs and high-need schools will strengthen the educator workforce by improving or expanding a Human Capital Management System with increased human resource alignment
Outcomes: Improved ratings on the HCMS Self-Assessment Tool; Alignment of performance management practices with learning acceleration strategies; Implementation of data-driven hiring and selection processes to ensure inclusive and bias-free HR practices

A diverse set of methodological tools will be used to ensure successful achievement of project objectives. The table below lists a underline subset of the identified tools, along with a description and the year of implementation. The full list of tools is in Appendix F, p. 344. To illustrate an example, a key activity will be the implementation of student-centered coaching cycles where teachers and Learning Acceleration Specialists work together to set standards-based goals, develop learning targets, pre-assess to establish baseline student proficiency levels, co-plan and co-teach, and post-assess to measure student progress toward the learning targets and determine next instructional steps. This process is documented by the LAS and teacher via the ***Results-Based Coaching Tool*** (see Appendix F, p. 47). After each coaching cycle, a Learning Acceleration

Specialist will complete an online End-of-Cycle Summary. This data will be extracted and sent to the program evaluation team (Basis Policy Research) and they will generate measures of adherence (co-teaching/co-planning model is delivered as intended) and exposure (the extent participating teachers are exposed to learning acceleration strategies) and assign a level of implementation (unacceptable, acceptable, ideal). This will assist the LAP management team in monitoring progress toward outcomes and objectives. For example, this specific data would help measure progress toward Objective 1 on promoting equity in student access to educational resources and opportunities.

Subset of Methodological Tools

Tool	Year(s)	Description	How Tool Will Help Meet Objectives
Results-Based Coaching Tool	2, 3	Provides a record of what occurs across a coaching cycle and includes frequency of co-planning/co-teaching, unwrapped standard and learning targets, pre- and post-assessments and the student data on the assessments, ongoing monitoring for each learning target, coaching moves, learning acceleration techniques, and end of cycle reflection.	**Objective 1** Inform program staff, particularly on areas for professional learning and support (i.e., which co-teaching strategies are working best, studying the breakdown of Learning Targets).
End-of-Cycle Summary	2, 3	Includes a summary of the data from each coaching cycle (e.g., grade level(s), content area, number of co-planning/teaching events per cycle, identification of the learning acceleration practices used in coaching cycle, percent of students meeting or exceeding grade level standards on coaching cycle post-assessment).	**Objective 1** The information will be used to determine ideal, acceptable, or unacceptable implementation based on fidelity to the model so that support can be provided to ensure acceptable implementation.
HCMS Self-Assessment	1, 2, 3	56 quality indicators are included in the instrument. They address six areas of HCMS functioning: General System Design, Recruitment/Selection/Placement, Induction/Mentoring, Professional Development, Evaluation, and Recognition and Reward.	**Objectives: 1, 2, 3, 4** Serves as the foundation to establish a baseline and set up priorities for each year of the project; assists stakeholders with a clear picture of what an HCMS is so action plans can be created.

HCMS-related Process Maps (e.g., Hiring and Selection; Professional Development)	1, 2, 3	Process maps provide information on current HR processes/practices at the district and/or school level.	**Objectives: 3, 4** Identify gaps that need to be addressed related to professional development planning; hiring, selection, and placement processes; performance-based evaluation.
Human Resource Alignment Innovation Configuration Map	1, 2, 3	Eight indicators on a 4-point scale from Non-use to High Fidelity that address HR alignment around: Strategic Staffing; Talent Management & Development; and Strategic Compensation.	**Objectives: 1, 2, 3, 4** Provides HR Alignment levels of implementation look-fors to support districts in prioritizing action plans and monitoring the implementation of more aligned HR systems; assists stakeholders with current placement and prioritized next steps.
Strategic Coherence Self-Assessment	1, 2, 3	Identifies key levers that must be functioning effectively if a system hopes to rapidly improve instruction and accelerate learning and has users reflect on a series of questions.	**Objectives: 1, 4** Identify strengths and gaps; use information to establish action plans to increase coherence.
Implementation Fidelity Rubrics	2, 3	Assess relative strength of implementation of learning acceleration by district and school.	**Objective 1** Identify barriers or provide resources and support.
Teacher Efficacy Survey	2, 3	Measure status and changes in teacher perceptions (e.g., self-efficacy, learning acceleration practices, school support).	**Objective: 1, 4** Informs program staff on areas for professional learning and support.
Principal Survey	2, 3	Measure principal readiness, responsiveness, and satisfaction with the Learning Acceleration Partnership intervention.	**Objective 1** Identify barriers and supports.
Rubric for Leading Student-Centered Coaching	2, 3	Provides a 3-point rubric from Novice to Accomplished and provides success criteria for principals implementing learning acceleration in 8 areas.	**Objective 1** Monitor principal implementation of Tier1 and learning acceleration strategies.
Learning and Leading Coherence Tools	1	Tools to illuminate the extent to which evaluation instruments measure and promote learning acceleration practices and educator capacity to create the conditions for learning acceleration to ensure equitable outcomes for all students in Tier 1.	**Objective 4** Assist LEAs with aligning their observation tools with learning acceleration and identifying companion processes that need to be in place.

B.3 The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The Maricopa County Education Service Agency will partner with Basis Policy Research to implement a program evaluation plan (Appendix F, p. 322) that includes formative measures of evaluation. Specifically, the evaluation plan is designed to address the following evaluation questions in alignment with project objectives (see section B.2, p. 39): (1) To what extent is the Learning Acceleration Partnership implemented with fidelity? (2) Which Learning Acceleration Partnership components are related to improved instructional, student academic, and human capital management outcomes? (3) How does the Learning Acceleration Partnership support the sustainability of program components after the TSL grant? For example, the Basis team will use the Logic Model (see section B.1, p. 32) to help the management team identify implementation metrics during year 1 (e.g., average length of completed coaching cycles) that correspond with three dimensions of implementation fidelity: adherence, exposure, and quality of delivery. Data will be collected using a subset of the methodological tools identified in the prior section (B.2) and <u>monthly</u> implementation reports will be generated which will flag districts and/or schools with low implementation target levels in one or more metrics, as well as identify common areas where stakeholders are struggling to achieve high fidelity of implementation. Each report will also contain an implementation scorecard aligned to rounds of student-centered coaching cycles. For example, a scorecard could indicate that there was "unacceptable implementation" in an LEA related to *adherence* metrics, or "ideal implementation" related to *exposure* metrics. By identifying this information, refinements can be made to key activities in the management plan to achieve project objectives. The strategy of identifying implementation metrics will be used in additional areas (e.g., career advancement components) to guide key activity implementation.

◆Basis Policy Research will also conduct an analysis of the factors related to why

implementation differs across districts and schools. The purpose of this analysis is to identify best practices that can be used to guide training and support. They will make use of data from teacher surveys, principal surveys, LAS focus groups, and LAP programmatic data and will focus on two themes: (1) the degree to which the LAP initiative is meeting the needs of participating districts and schools; and (2) participants' responsiveness to or acceptance of LAP strategies, as well as consideration of the resources or supports needed to implement, refine, and sustain learning acceleration practices and career advancement opportunities. An interim report (September 2025) will include analyses of variation in implementation. ◆The Learning Acceleration Partnership <u>Program Evaluation Plan</u> is included in Appendix F, p. 328 and includes a complete description of the analytic methods that will be used to address the evaluation questions, in alignment with the Logic Model.

SELECTION CRITERIA C
Quality of the Management Plan

➔ *The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

Note: This section also addresses Application Requirement #7.

Goals, Objectives, and Performance Measures: The Learning Acceleration Partnership (LAP) Goals, Objectives, and Performance Measures are included in Appendix F, p. 318. For this section we have included the project goal and four objectives in the table below.

GOAL: Boldly improve learning conditions by accelerating learning for underserved students and supporting and stabilizing the educator workforce.
Objective 1: Learning Acceleration Partnership high-need schools will promote equity in student access to educational resources and opportunities via learning acceleration.
Objective 2: The Learning Acceleration Partnership high-need schools will implement career advancement opportunities for educators.

Objective 3: The Learning Acceleration Partnership will hire and retain diverse educators in high-need schools.

Objective 4: The Learning Acceleration Partnership LEAs and high-need schools will strengthen the educator workforce by improving or expanding a Human Capital Management System with increased human resource alignment.

The LAP goal and objectives focus on core programmatic elements aligned to the Logic Model (see section B.1, p. 33, and Appendix A), and the budget has been aligned to accomplish objectives by September 30, 2026.

Key Activities, Personnel, Timelines: LAP activities are organized in three project periods for each year of the project and aligned with the specific personnel responsible for each activity. The activities are also aligned to specific project goals to increase clarity. In this section we have included information for <u>one</u> section of the LAP Management Plan. However, <u>the entire 3-year plan in included in Appendix F, p. 322.</u> It contains the following categories: Learning Acceleration/Instructional Coherence; Human Capital Management Systems; Performance-Based Evaluation Systems; Career Advancement Opportunities; Professional Development; and Program Management.

Key Activities for: Learning Acceleration/Instructional Coherence

Learning Acceleration Partnership Key Activities					
KEY: Project Director (PD); Project Lead (PL); Leadership Administrator (LA); Field Specialist Team (FS Team); HCMS Administrator (HA); PD Coordinator (PDC); PD Resource Coordinator (PDRC); Learning Acceleration Specialist (LAS); Media Specialist (MS); District Office Implementation Lead (LEA); Principal (P)					
Learning Acceleration | Instructional Coherence					
Key Activity	**Grant Year**	**Period**			**Person(s) Responsible**
Launch Instructional Coherence Training Series. (Obj 1)	Year 1	X			PL; TNTP
Continue Instructional Coherence Training Series. (Obj 1)	Year 1		X		PL; TNTP
Identify and implement differentiated communication strategies to inform school staff on the Learning Acceleration Partnership. (Obj 1)	Ongoing	X	X	X	PL
Meet with district leaders to assess capacity and provide support for creating a shared vision, supervision of	Ongoing	X	X	X	PL

instruction, and monitoring the implementation of learning acceleration techniques. (Obj 1)					
Provide differentiated support to LEAs/schools on instructional coherence. (Obj 1)	Year 2, 3	X	X	X	PL; LA; PDC; TNTP
Conduct landscape analysis in TESD (NIET Learning Recovery Data Deep Dive). (Obj 1)	Year 1			X	FS Team (Data)
Verify core instructional materials and assessments. (Obj 1)	Year 1	X			FS Team (Data)
Analyze baseline data. (i.e., benchmark data, AzM2) to determine priority areas. (Obj 1)	Year 1, 2			X	FS Team (Data)
Establish ratings on the Leading Student-Centered Coaching Rubric for principals in high-need schools. (Obj 1)	Year 1	X			LA
Update ratings on the Leading Student-Centered Coaching Rubric for principals in high-need schools. (Obj 1)	Years 1-3	X			LA
Report final ratings on the Leading Student-Centered Coaching Rubric for principals in high-need schools. (Obj 1)	Year 3			X	LA
Launch principal coaching in high-need schools. (Obj 1)					
• Share ideas for reallocating resources and creating the conditions necessary to maximize the time that teachers must have to plan, collaborate, and implement strong core instruction, and bolster an effective process to consistently monitor implementation of learning acceleration and interpret the impact on student progress. (Obj 1)	Years 1-3	X	X		LA; PL
• Meet with individual principals to assess capacity and provide support for creating a shared vision, supervision of instruction, and monitoring the implementation of learning acceleration techniques. (Obj 1)	Years 1-3	X	X	X	LA; PL
• Provide differentiated support to principals in promoting a mindset that all students deserve the opportunity to master grade level content. (Obj 1)	Years 1-3	X	X	X	LA; PL
• Meet with new district leaders to assess capacity and provide support for creating a shared vision, supervision of instruction, and monitoring the implementation of learning acceleration techniques. (Obj 1)	Year 2, 3		X		PL
Leadership teams commit to increasing access and success to for all students to strong instruction, grade appropriate assignments, deep engagement, and high expectations to ensure all students experience a highly aligned, coherent instructional program that meets their academic and developmental needs and accelerates their learning. (Obj 1)	Year 3	X	X	X	Principals
Execute plans developed in Year 1 to support instructional coherence (common instructional framework planning, instruction, assessment). (Obj 1)	Year 2	X	X	X	LA; Principals
Set targeted goals and action plans aligned to addressing unfinished learning and strong Tier 1 instruction for all students. (Obj 1)	Year 3	X			Principals

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Activity	Year				Responsible
Meet weekly with LAS to celebrate progress on current student-centered coaching cycles and come to consensus on next steps and future cycles with teachers. (Obj 1)	Year 2, 3	X	X		Principals
Communicate and clarify specific tactics, methods, and expectations for implementing strategies and reaching school goals. (Obj 1)	Year 3	X	X	X	Principals
Launch student-centered coaching cycles. (Obj 1)	Year 1			X	LAS
Implement ongoing student-centered coaching cycles based on teacher and student needs. (Obj 1)	Year 2, 3	X	X	X	PDC; LAS
Provide feedback in the field to LAS team on implementation of student-centered coaching cycles. (Obj 1)	Year 2, 3	X	X	X	PDC
Refine implementation in the field (student-centered coaching cycles) based on implementation fidelity data. (Obj 1)	Year 2, 3	X	X	X	PL
LEAs incorporate learning acceleration content into new teacher orientation (Obj 1) [duplicate]	Year 1, 2			X	PL; PDC
Develop data reports to support Learning Acceleration Specialists in the field. (Obj 1)	Year 2	X			FS Team (Data)
Support LAS Team in collection and analysis of teacher and student data to provide individualized support on teacher goals. (Obj 1)	Year 2, 3	X	X		FS Team (Data)
Evaluate the implementation and impact of prioritized strategies for monitoring learning acceleration. (Obj 1)	Year 3		X		LA; Principals

Project Milestones: A set of milestones has also been identified for each year of project and will be used to communicate specific deliverables and signify project checkpoints to validate program progress. The table below shows a subset of milestones for each year by project period to illustrate the types of milestones that have been identified. The full set of Project Milestones is included in Appendix F, p. 320.

Learning Acceleration Partnership Subset of Project Milestones		
Year 1: October 2023-September 2024		
Period 1	**Period 2**	**Period 3**
• LEA- and school-level HCMS Self-Assessment ratings complete and priorities identified. • *Leading Student-Centered Coaching Rubric* ratings established. • Period 1 key activity review complete and action plans identified.	• Stay interview Plan in place. • Stay interviews implemented (TESD; LESD). • Period 2 key activity review complete and action plans identified. • Performance competencies identified for Learning Acceleration Specialist position.	• LAS Team hired. • Instructional Coherence Training Series complete. • Summer Intensive for LAS team complete. • Period 3 key activity review complete and action plans identified. • Stay Interview Data Tracker refined.

• New users set up in Data Support System. • Landscape analysis complete.	• LAS hiring plan in place. • Initial use of Learning and Leading Coherence Tools complete.	• Implementation metrics finalized. • Interim program evaluation report complete.

Year 2: October 2024-September 2025		
Period 1	**Period 2**	**Period 3**
• LEA- and school-level HCMS Self-Assessment ratings complete and priorities identified. • Teacher efficacy survey (pre-assessment) complete. • 80 student-centered coaching cycles complete. • Rounds 1-3 Results-Based Coaching Tool data reported to Basis Policy Research. • Stay interview Plan in place. • *Results-Based Coaching Tool* implemented. • End-of-Cycle Summary process implemented. • *Landscape Analysis* complete. • Implementation Metric Report received from Basis.	• Principal and LAS survey complete. • Rounds 4-8 Results-Based Coaching Tool data reported to Basis Policy Research. • 180 student-centered coaching cycles complete. • Year 2 Professional Learning Series complete for LAS team. • Implementation Metric Report received from Basis Policy Research. • 60% of principals advance from Novice to Developing. • 60% of student-centered coaching cycles will result in 80% or higher student mastery. • Year 2 LAS Professional Learning Series complete.	• Implementation Metric Report received from Basis Policy Research. • Period 3 key activity review complete and action plans identified. • LEAs incorporate learning acceleration content into new teacher orientation. • LEAs have improved ratings on the HCMS Self-Assessment Tool. • Stay interview data collected. • Teacher leaders placed in leadership roles.

Year 3: October 2025-September 2026		
Period 1	**Period 2**	**Period 3**
• LEA- and school-level HCMS Self-Assessment ratings complete and priorities identified. • Teacher efficacy survey (pre-assessment) complete. • Rounds 1-3 Results-Based Coaching Tool data reported to Basis Policy Research. • *Leading Student-Centered Coaching Rubric* ratings updated and next steps identified. • Implementation Metric Report received from Basis Policy Research. • Period 1 key activity review complete and action plans identified.	• Teacher efficacy survey (post-assessment) complete. • Principal and LAS survey complete. • Rounds 4-8 Results-Based Coaching Tool data reported to Basis Policy Research. • Year 2 Professional Learning Series complete for LAS team. • Implementation Metric Report received from Basis Policy Research. • Period 2 key activity review complete and action plans identified. • Year 2 LAS Professional Learning Series complete. • Interim program evaluation report complete.	• Program Evaluation Summative report complete. • School-level learning acceleration implementation plans complete. • Career advancement plans in place. • Implementation Metric Report received from Basis Policy Research. • Learning acceleration resources in the Data Support System complete. • Period 3 key activity review complete and action plans identified. • Basis Policy Research summative report complete.

Key Personnel: To achieve program activities on time and withing budget, an experienced and talented team has been assembled. ██████████, Assistant Superintendent for Human Capital Management Systems, will serve as the designated Project Director for the TSL grant, overseeing implementation of all grant activities. ██████████ will serve as the TSL Project Leader, managing implementation in the field. These key personnel have multiple years of experience implementing TIF grants and have led the work with a wide variety of LEAs in multiple contexts: K-12, K-8, and high school districts, as well as rural, urban, and special populations. The Project Director (████████) will be responsible for ensuring successful completion of annual grant requirements; managing the project partnerships; facilitating coordination efforts of the multiple partners; implementing and monitoring the management plan; coordinating contractual services and program evaluation activities; and supervising the management team. The Project Leader (████████) will be responsible for coordinating all activities under each of the program objectives, ensuring efficient coordination and communication across LEAs. ████████ will oversee the day-to-day operations of the program, supervise program staff, and work collaboratively with the Learning Acceleration Partnership LEA Implementation Leads and project partners. ◆The scope of this project will also require a Leadership Administrator, a Professional Development Coordinator, and an HCMS Administrator. The Leadership Administrator (██████████) will work directly with principals in high-need schools to build capacity for Learning Acceleration implementation. The Professional Development Coordinator (██████████) will manage and build the capacity of school-embedded Learning Acceleration Specialists and ensure implementation of the Results-Based Coaching Tool to guide student-centered coaching cycles. The HCMS Administrator (████████) will facilitate implementation in the field of HCMS strategies (e.g.,

Stay interviews; Job-description redesign); oversee the Data Support System activities; and provide budget management and monitoring in alignment with project activities. Resumes of these key personnel are included in Appendix B. ◆A team of field specialists (3 positions) will support HCMS, performance-based evaluation, and data support activities across LEAs and multiple school sites (e.g., support for Stay interviews, process-mapping, HCMS Self-Assessment). One of these positions will provide technical assistance in data collection and analysis to support the Learning Acceleration Specialist Team. ◆Learning Acceleration Specialists (16 positions) will coach, model, and co-lesson plan with classroom educators; influence school-wide learning acceleration strategy implementation; design and facilitate year-long professional development and supports focused on learning acceleration; conduct student needs analysis used to identify achievement strengths and high-priority areas for improving student learning; and collect and analyze teacher and student data to provide individualized support on teacher goals. This position is a key linchpin of the Learning Acceleration Partnership and will provide opportunities for career advancement (see LAS job description in Appendix F, p, 62). ◆Additional positions (4) will support program implementation and are reflected in the budget narrative. The Maricopa County Education Service Agency (MCESA) will also contribute additional support through agency-funded positions including the Assistant Superintendent for Finance (.30 FTE); the Assistant Superintendent for Education Innovation (.20 FTE); and a Management Analyst (.25FTE).

Meeting Structures and Processes to Meet Timelines: The Insight Team will serve as the operational and tactical planning team, ensuring monitoring and completion of program activities. The team will monitor the budget and review completion of key activities aligned to project periods. The team will consume multiple data sources (e.g., coaching cycle data,

implementation metric reports, survey data, HCMS data) to identify action steps and make any necessary mid-course corrections/refinements. Advance Planners will be used bi-weekly to establish priorities for each upcoming two-week period and to create a communication loop between program staff. ◆A sub-set of the Insight Team that works in the field will meet weekly to monitor implementation of learning acceleration in high-need schools. They will review coaching plans, weekly reflections from LAS Team, action items from the previous week, feedback surveys from professional learning, and LAS reflections from their work in the field. The main goal of this meeting will be to determine celebrations or concerning trends that need to be addressed or supported, and provide timely support for LASs, principals, and teacher leaders. The team will decide how and who will address each celebration or concern within the next seven days. The timely adjustments of support will provide continual improvements in the Learning Acceleration Partnership and the team's pending or future items allow enough planning time to provide in depth support at a pace that allows for practice and sustainable change.

◆Additional timelines have been established with project partners that will support successful completion of project tasks. TNTP will provide a Learning series in Year 1 within the timeframe of October 2023-July 31, 2024. In years 2 and 3, TNTP will provide a Senior Manager to work with the Insight Team to develop plans for partner districts to provide differentiated support. This includes 2 months of strategic advising at the launch of each academic year. A full proposal for TNTP (Instructional Coherence Training Proposal) is included in Appendix F, p.23. MCESA will also partner with Basis Policy Research (BPR) for program evaluation and technical assistance services, along with decision support systems solutions. This will include bi-weekly meetings to establish/refine survey tools and collaboration on survey administration and analysis of results. In addition, BPR will facilitate Discover Day sessions with the Insight Team. These

sessions are designed as a dedicated window of time to take a deep dive into results from evaluation efforts, co-interpret results with project staff, and development of collective insight on conclusions and next steps that may lead to potential adjustments in grant activities and/or evaluation efforts. BPR will report sustainability results in a Discover Day in the spring of 2026 and then include full results in the summative report that we will submit in September 2026. The table below shows the timeline for Discover Day sessions.

Discover Day	Content
Winter 2024	Review teacher survey results and revised implementation reporting that includes career advancement metrics.
Spring 2025	Review interim report and LAS focus group results and analysis of implementation and outcomes results.
Winter 2025	Review SY 2024-25 school year changes in teacher survey results and 2025 Quarter 3 teacher results.
Spring 2026	Review LAS focus group results, analysis of implementation and outcomes results, and sustainability analyses.

In addition, the following project timeline from the LAP Management Plan (Appendix F, p. 322) will support key evaluation activities and deliverables.

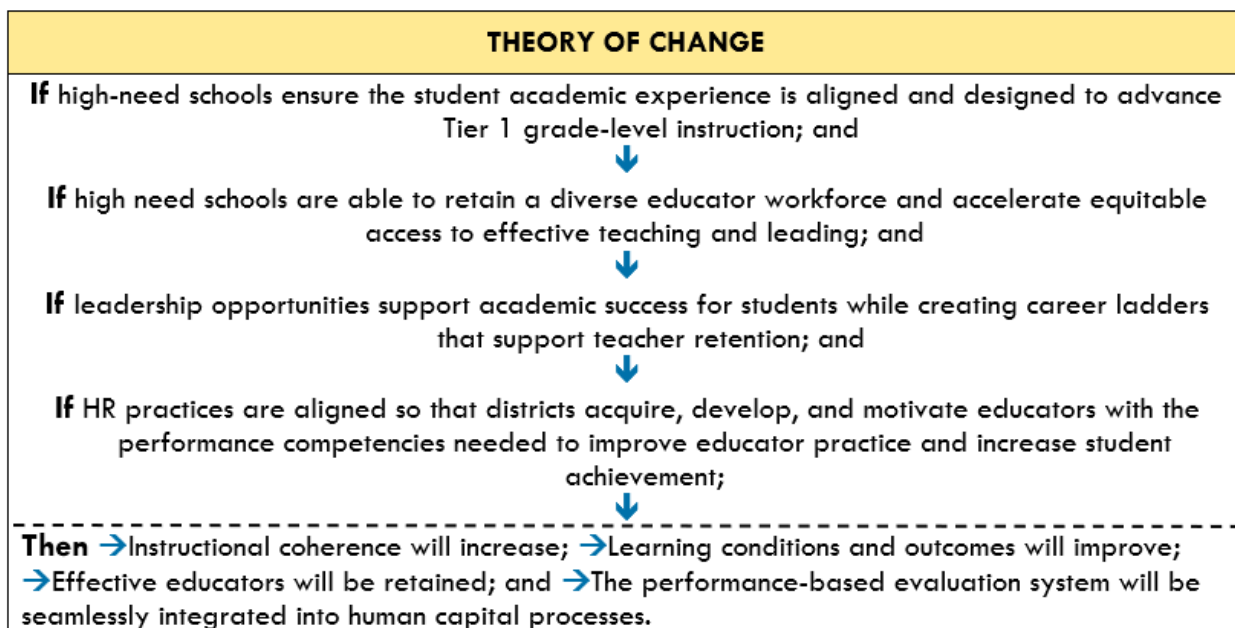|	Year 1				Year 2				Year 3			
	2023	2024				2025				2026		
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3
Program Evaluation Activities												
Fidelity of Implementation Analysis												
1. Refine implementation metrics		•	•									
2. Program data collection/analysis				•	•	•	•	•	•	•	•	•
3. Surveys				•			•	•			•	
4. Focus groups						•				•		
Analysis of Implementation and Outcomes												
1. Identify year-over-year changes							•				•	
2. Conduct correlation analyses							•				•	
Sustainability Analysis												
1. Assess sustainability											•	•
Reporting												
1. Discover Day sessions				•			•		•		•	
2. Monthly implementation reports				•	•	•	•	•	•	•	•	
2. Interim reports				•				•				
3. Summative report												•

Additional Information: The project will utilize several key methodological tools (e.g., Results-Based Coaching Tool; End-of-Cycle Summary) to ensure successful achievement of project objectives. Please see Selection Criteria B.2 (Quality of Project Design), for a description of these tools. For example, the *End-of-Cycle Summary* data collection tool will provide the team with critical information about the implementation of student-centered coaching cycles in the field, which is a key project component. End-of-cycle information includes items such as coaching cycle start and end dates, grade levels and content area focus, number of co-planning/teaching events, identification of practices used, and the percent of students meeting or exceeding grade level standards on the coaching cycle post-assessment. This data helps identify common areas where stakeholders are struggling to achieve high fidelity of implementation. The Insight Team can then implement strategies to increase implementation fidelity, ensuring successful completion of project tasks.

SELECTION CRITERIA D
Adequacy of Resources

D.1 The likelihood that the proposed project will result in system change or improvement.

Note: This section also addresses an aspect of Application Requirement #8 (Role of LAS).

To see system improvement as articulated in the Learning Acceleration Logic Model (see Appendix A), a Theory of Change was developed that includes a set of *if-then* statements that inform the objectives, outcomes, performance measures, and necessary resources to ensure the "*then*" statement is realized (see below).

THEORY OF CHANGE
If high-need schools ensure the student academic experience is aligned and designed to advance Tier 1 grade-level instruction; and ⬇ **If** high need schools are able to retain a diverse educator workforce and accelerate equitable access to effective teaching and leading; and ⬇ **If** leadership opportunities support academic success for students while creating career ladders that support teacher retention; and ⬇ **If** HR practices are aligned so that districts acquire, develop, and motivate educators with the performance competencies needed to improve educator practice and increase student achievement; ⬇
Then →Instructional coherence will increase; →Learning conditions and outcomes will improve; →Effective educators will be retained; and →The performance-based evaluation system will be seamlessly integrated into human capital processes.

Then Statement #1 (Instructional Coherence): The project will partner with TNTP (The New Teacher Project) to implement a professional learning series in Year 1 of the project (see TNTP proposal in Appendix). The series: *Instructional Coherence: Unlocking Opportunity and Acceleration* will focus on supporting educators to develop their understanding of the concepts of Instructional Coherence and Learning Acceleration, the connections between the two, and how to support them from their seat in the system. This project leverages additional partners to train educators and to build capacity of the management team to support implementation of the Learning Acceleration Specialists and ongoing support for principals. As a result, every component of the student academic experience will be tightly aligned and designed to advance core grade-level instruction. **Then Statement #2 (Learning Conditions and Outcomes):** Consider the following example (see box below).

Classroom Example
Imagine a 3rd grade teacher has planned to teach their students to represent fractions on a number line. Because a subset of students did not successfully master representing whole numbers on a number line, a skill they would have learned had they not missed that chunk of instruction in 2nd grade, a decision is in order. Where's the right place to start? Rather than be derailed, the teacher employing learning acceleration determines that students who need it will be provided a number line with equally spaced points representing whole numbers. The teacher meets briefly before the lesson with the small group to

introduce the scaffold and share how they'll use it in the upcoming lesson. A gap is filled, students are not relegated to the back of the classroom during core instruction to catch up on a skill they missed, and the learning moves forward.

In truth, it's not that easy. Even the most experienced teachers are facing an extraordinary challenge: plan accessible lessons that leverage assessment of current levels, respond with competence to students' cultures and background, and adjust instruction, in the moment, to match students' specific gaps and needs. But the reality is that not all teachers have the capacity to execute these critical real-time, in the moment, instructional decisions. Therefore, a specialized teacher leader position called a Learning Acceleration Specialist (LAS) has been created (see job description in Appendix F, p, 62) to partner with teachers in high-need schools to engage in student-centered coaching cycles which include co-planning and co-teaching to build the capacity of teachers to support strong Tier 1 instructional practices. For example, LASs will assist in the examination of achievement data to determine student groups experiencing the greatest learning loss; provide teachers with the tools and approaches to accelerate learning built on a foundation of formative assessment; measure the impact of learning acceleration strategies; and strengthen teacher efficacy as instructional decision makers. Upon completion of the project, educators will have internalized and operationalized approaches to addressing student needs to successfully master essential grade level content. ◆The LASs will be supported by a cross-LEA Professional Development Coordinator to ensure fidelity of implementation. They will also ensure that the LAS team is prepared to partner with school leaders to design and facilitate professional development, adjusting support for teachers based on need. ◆Principals will also receive the support they need to ensure the likelihood that the proposed project will result in system change or improvement (Selection Criteria A.4, p. 30). They will be supported via principal coaching from a cross-LEA Leadership Administrator who will engage in conversations, data review, and planning necessary to rise to the challenge of leading a school

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engaged in the work of learning acceleration. This will lead to adoption of school-wide learning acceleration practices.◆**Then Statement #3 (Effective Educators will Be Retained):** Teachers will stay because they will have developed the *tools, tactics, and mindsets* necessary to strengthen Tier 1 instruction mindsets (see Appendix F, p. 32). They will have engaged in mastery experiences which are a driver for increasing teacher efficacy. They will have experienced collective efficacy as they worked in teacher teams to improve student learning. They will have received access to aligned resources via the Decision Support System's Learning Library. Their school leaders will have identified, equipped, and placed staff members in career pathway positions or intentional assignments and provided formal and informal mentoring to build leadership capacity. They will understand the components of the performance-based evaluation system and how to achieve the desired competencies due to increased HR alignment.

◆**Then Statement #4 (Seamless Integration of Performance-based Evaluation System into Human Capital Processes):** LEAs will lean into a common vision of instructional improvement to ensure critical components are aligned to learning acceleration practices. A *Learning Coherence Tool* and *Leading Coherence Tool* (see Appendix F, p. 166-176) will assist district- and school-leaders to examine current observation tools and processes and implement changes to improve human resource alignment. For example, an LEA might determine that pre-conferences need to be upgraded so that teachers receive feedback related to lesson preparation. Another example is using evaluation results to drive placement decisions in high-need school. A third example is to use evaluation results to provide differentiated professional development. The project will build capacity of principals to be human capital leaders at the school level, increasing the likelihood for the project to succeed. ◆Lastly, the likelihood that the proposed project will result in system change or improvement is also impacted by key personnel. As an

education service agency, the main applicant has extensive experience in leading change initiatives and will ensure completion of the management plan. Information on key personnel that will support project implementation is included in Selection Criteria C, p. 50 (Quality of the Management Plan). In addition, see a highlight of prior experience in Appendix F, p. 348.

D.2 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.

Implementation of the Learning Acceleration Partnership will build LEA- and school-level capacity to boldly improve learning conditions through improvement of human capital management systems and human resource alignment – from the LEA-level down to the individual student level. ◆As a result of engaging in continuous HCMS improvement, LEA- and school-level staff will have identified activities, tasks, processes, and collaborations that, when well implemented, can result in a high-quality HCMS leading to an improved workforce and improved student outcomes. For example, implementation of stay interviews will result in retaining a diverse educator workforce. ◆As a result of instructional coherence training and principal coaching, school and district leaders will be able to identify and eliminate barriers that impede student access to grade-level instruction (across core instruction, interventions, and extended time) and identify structures and systems to put in place that will continue post-grant. ◆Principals will realize the critical role they play as the human capital leader of their school, creating systems that pay attention to HR practices like onboarding new staff, implementing support systems for developing teachers, employing adult learning theory when designing PD experiences, and developing a school culture of motivation and a shared purpose which cause teachers to want to stay. ◆Principals will be equipped to identify, equip, and place teacher leaders so that they can effectively participate in leadership team meetings; lead learning acceleration work in professional learning communities/classroom team meetings; and lead their

own student-centered coaching cycles. ◆Teacher leaders will help build capacity of their peers with continued support beyond the grant with student-centered coaching cycles and professional learning focused on effective Tier 1 instruction. ◆As a result of collaboration with a Learning Acceleration Specialist, principals will establish feedback approaches to monitor school-wide learning acceleration implementation and will be able to influence mindsets related to school-wide implementation of a strong universal, core instructional program and the notion that ALL students can achieve grade-level mastery with the right instruction and supports. ◆Learning Acceleration Specialists will have built their own capacity to support learning acceleration techniques and then build the capacity of teachers so that teachers will have internalized and operationalized approaches to addressing student needs to successfully master essential grade level content. ◆Due to participation in job-embedded student-centered coaching cycles, teachers will have built the capacity to implement inclusive teaching practices and provide underserved students with the scaffolding and support they need to achieve mastery on grade-level work. They will have developed the *tools, tactics, and mindsets* (see Appendix F, p. 25) that are necessary to implement learning acceleration. ◆Upon completion, educators will have internalized and operationalized approaches to addressing student needs to successfully master essential grade level content. Less time, money, and energy will need to be devoted to intervention programming and materials. There will be greater collective efficacy as teacher groups leverage grade level and professional learning communities to plan instruction and examine student work. Teacher retention will be improved, which will reduce burden and hiring costs. ◆Maricopa County Education Service Agency's role as a partner in the Learning Acceleration Partnership will ensure schools and districts are equipped to provide, improve, or expand services that address the needs of the target population. The Maricopa County Education

Service Agency has worked with 15 LEAs over the past 13 years as part of three different USDOE-funded Teacher Incentive Fund grants. Through participation in these projects, we gained extensive knowledge and experience in the implementation of human capital management systems, performance-based evaluation and support systems, and data management system development and implementation. For highlights of this experience, see Application Requirement #10, page 348.

D.3 The extent to which the applicant demonstrates that it has the resources to operate the project post-grant (e.g., multi-year model; partner commitment; stakeholder support).

Note: This section also addresses an aspect of Application Requirement #8 (Role of LAS).

◆LEAs will perpetuate learning acceleration programming into their organizational operations so that stakeholders will continue to benefit from the work post-grant. During the project design stage, each LEA will be engaged in planning to identify human, fiscal, and technological resources required to sustain implementation of learning acceleration. LEA-specific Multi-Year Financial & Operational Models are included in Appendix F, p. 310 which outline the commitment of these types of resources. For example, each LEA has committed to implementation of a career advancement model in which the Learning Acceleration Specialist role will continue, either as additional positions or through role redesign. In addition, stipends have been identified for other teacher leader positions. Another example is designated performance-based compensation aligned to the common vision of instructional improvement. One more example is dedicated funding for implementation of a Decision Support System to guide educator workforce decision-making. ◆With respect to commitment of project partners, the Maricopa County Education Service Agency, run out of the Office of the Maricopa County School Superintendent, has committed to providing programmatic resources when updates are

available (e.g., refresh of observation instruments and handbooks; HCMS consultation services).

◆Over the course of the project, survey data across multiple educator groups will be collected and disseminated to LEAs to gauge stakeholder support and plan for successful implementation post-grant.

APPLICATION REQUIREMENTS

1. description of the HCMS that the eligible entity proposes to develop, implement, improve, or expand through the grant.

This requirement is met in the response to Absolute Priority 1.1, p. 3

2. A description of the most significant gaps in student access to effective educators including how effective educators are distributed across the LEA.

LEAs report the following significant gaps or insufficiencies.

LEA	GAPS IN ACCESS TO EFFECTIVE EDUCATORS
Liberty ESD	• Title 1 schools have the most openings and a shallow pool from which to hire. • Sense of inequity across schools because non-Title 1 school are able to hire earlier than Title 1 schools; schools are competing for talent, but they often hire *too* quickly without a multi-data point process and are not making the best selections.
Nadaburg USD	• Need to redistribute staff between the two elementary schools so students have equal access to effective educators.
Phoenix ESD	• High-need schools have openings; many classrooms are filled by under-certified staff. • Distribution of master teachers and teacher leaders is uneven across the district making it difficult to create mentor opportunities to support and onboard new staff. • Inconsistent focus on Tier 1 instruction for students; campuses rely too heavily on remediation and intervention which creates inequities for students who are denied access to rigorous, grade-level instruction until they have "caught up."
Tolleson ESD	• When great teachers leave, it creates a hole and a need, and it's difficult to fill the gap with so few quality teacher applicants.

3. A description and evidence of the support and commitment from educators, the

◆Each LEA Superintendent and Governing Board President has demonstrated commitment to program goals, objectives, and activities by signing either a Letter of Support or Memorandum of Understanding (MOU). ◆Each LEA has submitted letters of support (27 total) from educators,

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including teachers, principals, and central office staff. ◆Each LEA has signed a Match Assurance Letter which includes a commitment to in-kind cost-sharing aligned to the goal and objectives of the Learning Acceleration Partnership, and they have exceeded the required match. ◆Each LEA has completed a multi-year financial model to demonstrate commitment to implementation post-grant. ◆Each LEA has established a performance-based compensation plan informed by and voted on by teachers. ◆Survey data from May 2023 related to learning acceleration (a core component of the Logic Model) indicated strong agreement from teachers (261 respondents) across 3 LEAs (see table below).

Survey Items	LESD	NUSD	PESD
Teachers at my school support learning acceleration practices.	81.9%	80.9%	91.6%
Learning acceleration practices target areas most critical to improving my classroom instruction.	79.2%	83%	86.7%
Learning acceleration practices target areas most critical to improving student achievement in my classroom.	79.2%	74.5%	87.4%
Learning acceleration practices are relevant to the immediate needs of my classroom.	79.2%	78.7%	86.0%
The building level administrators at my school support learning acceleration practices.	91.7%	85.1%	92.3%
Learning acceleration practices are feasible for me to implement.	79.2%	83.0%	88.1%

◆Fourteen principals also took a survey. One hundred percent of principals said that learning acceleration practices and student-centered coaching cycles were feasible to implement in their school. One hundred percent of principals in Liberty ESD and Nadaburg USD said that learning acceleration practices and student-centered coaching target areas are most critical to improving student achievement at their school. In Phoenix ESD, 87.5% agreed. When asked if teachers at their school supported learning acceleration, 100% of principals in Nadaburg USD, Phoenix ESD, and Liberty ESD agreed.

4. A description of how the eligible entity will develop and implement a fair, rigorous, valid, reliable, and objective process to evaluate educator performance and is based in part on measures of student academic achievement.

This requirement is met in the response to Absolute Priority 1.1(a), p, 3.

5. A description of the LEAs or schools to be served under the grant, including student academic achievement, demographic, and socioeconomic information.

A description for each high-need school (16) has been included in Appendix E: High-Need School Data.

6. Effectiveness of educators in the LEA and the schools to be served under the grant and the extent to which the system will increase the effectiveness of educators in such schools.

The state of Arizona requires each LEA to establish four performance classifications (ARS §15-341). The table below shows the percentages of educators in each category for each partner LEA.

Overall Effectiveness Ratings				
District Name	Highly Effective	Effective	Developing	Ineffective
Liberty Elementary School District	27%	58%	15%	0%
Nadaburg Unified School District	27%	49%	24%	0%
Phoenix Elementary School District	67%	28%	4%	1%
Tolleson Elementary School District	69%	26%	5%	0%

The Learning Acceleration Partnership will increase the effectiveness levels of educators through instructional coherence; job-embedded professional learning; and a Human Capital Management System with career pathways. Instructional coherence will provide educators with a clear focus, aligning expectations for teaching, observations, professional development, feedback, and student outcomes. The work of all educators in the system will be focused on the support and skills needed to be effective with students, meanwhile improving educators' effectiveness levels. Teachers in high-need schools will receive job-embedded support from a Learning Acceleration Specialist, benefitting both teachers and students because the teachers are learning and practicing the *tools, tactics, and mindsets* that support students in meeting 80% mastery on prioritized standards. Teachers and principals will get theory, demonstration, and multiple

opportunities for practice and peer coaching. This type of professional learning will increase

educator effectiveness in the implementation of formative assessments, planning instruction,

differentiating instruction, direct modeling, delivery of focused lessons, and conferring with

students. It will also lead to increased transfer, student learning, and increased teacher

efficacy. Finally, supporting the districts in refining their Human Capital Management System

and career pathways will further increase educator effectiveness through growth of individual

teachers, strategic attrition, and by ensuring all teachers can benefit from and work with effective

educators. When districts identify performance competencies for positions along their career

pathway, they can use these competencies to hire and place high quality educators. This builds

in modeling and support so that other educators are more likely to practice and develop these

same effective competencies, and students with newer or developing teachers have the benefit of

the collaborative work with teacher leaders. Ensuring a pathway for teacher leaders will build

quality and increase the levels of effectiveness in schools over time.

7. A description of how the eligible entity will use grant funds in each year of the grant, including a timeline for implementation of such activities.

This requirement is addressed by inclusion of a 3-year Management Plan and program evaluation

plan (see Appendix F, p. 322). The timeline for implementation (subset of key activities) is also

addressed on pages 42-45 under Selection Criteria B.2 (Quality of the Project Design) and pages

51-54 under Selection Criteria C (Quality of the Management Plan).

8. A description of how the eligible entity will continue the activities assisted under the grant after the grant period ends.

◆Each partner LEA will have improved/expanded their Human Capital Management Systems

over the course of the project and will have built capacity to continue activities post-grant.

Selection Criteria D.2, p. 63 provides information on how the LEAs will be set up for success to

carry out activities post-grant. ◆Each partner LEA has identified a Multi-Year Financial & Operating Model for SY2026-27 through SY2029-30 that demonstrates it has the resources to operate the project beyond the length of the grant. These are available in Appendix F, p. 310 and demonstrate the commitment to ongoing implementation of learning acceleration via job redesign. ◆Each partner LEA has agreed to continue implementation of a career pathway that includes Learning Acceleration Specialist roles (see Selection Criteria B, p. 32 and D, p. 59 for more information on this role). In addition, each LEA will have improved their performance-based evaluation systems and will sustain these systems post-grant.

9. A description of the State, local, or other public or private funds that will be used to supplement the grant, and sustain the activities post-grant.

This requirement is addressed in Selection Criteria A.2, p, 27.

10. A description of the rationale for the project; how the proposed activities are evidence-based; and prior experience in developing and implementing such activities.

The rationale for the project and how the proposed activities are evidence-based are addressed under Selection Criteria B.1, p. 32. ◆The Learning Acceleration Partnership Logic Model components are based on a review of literature and research studies. To demonstrate that the Logic Model components are evidence-based, Evidence of Support tables were constructed to report on the alignment to *What Works Clearinghouse Standards* and ESSA Tiers of Evidence (see Appendix F, p. 299). ◆In terms of prior experience, the main applicant has worked with 15 LEAs over the past 13 years as part of three different USDOE-funded Teacher Incentive Fund grants. Highlights of prior experience are included in Appendix F, p. 348.