

Building a High Quality Leadership Pipeline for LAUSD’s Autonomous Schools

US DE CFDA Number: 84.363A, School Leadership Program

United States Department of Education, Office of Innovation & Improvement

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A. Project Design

Project Background and Overview

The Center for Collaborative Education (CCE) and the Los Angeles Unified School District (LAUSD), with WestEd as external evaluator, request a total of \$4,874,833 over five years to establish and implement the Los Angeles New Administrators Leadership Program (LANALP), a two-year, competency-based leadership development program that will also lead to a Professional Clear Administrative Services Credential (Tier II) for new principals and assistant principals who have a Preliminary Administrative Services Credential (Tier I) in LAUSD's growing number of autonomous schools. The partners seek to spur much needed systemic school change through LAUSD's rapidly growing number of autonomous schools. These schools are free from many district mandates and union work rules to design innovative approaches to instruction and student learning that will result in high student achievement. They are a key component of LAUSD Superintendent John Deasy's "All Youth Achieving" agenda to dramatically improve student achievement and graduation rates and ensure every student graduates college- and career-ready. Over five years, LANALP intends to graduate 140 school leaders from an estimated 80-110 autonomous schools who demonstrate strong instructional leadership while earning a Professional Clear Administrative Services Credential. An emphasis will be placed on recruiting teams of administrators from each autonomous school (principal, assistant principals, other administrators) in order to build unified administrative teams that increase the potential impact on improving quality instruction and student achievement school-wide. An emphasis will be placed on training principals of autonomous schools to think systemically and act strategically so that they can empower a leadership team that will significantly impact instructional quality and student achievement. We have set target goals of a

98% LANALP completion rate, at least 95% of LANALP graduates staying in school leadership positions for at least two years, at least 90% of schools in which LANALP graduates work demonstrating positive student growth, and at least 90% of LANALP graduates rated as effective or highly effective.

The partners will use this unique leadership development program to build the capacity of bold, visionary leaders who are prepared to lead high-need and persistently low-achieving schools in upward trajectories of accelerated student achievement. During each two-year cycle, LANALP candidates will engage in a competency-based program that embodies the tenets of effective school leadership, with a focus on integrating research-based theory with practical application. The vision and mission of the program will be tied to ensuring equity for all students through systemic school transformation. The candidates will be supported by mentor coaches (current and former exceptional school administrators) who have led successful schools. Content will be structured in highly interactive learning modules that integrate practice and theory. There will be heavy emphasis on reflective practice and a requirement to apply learning through two significant inquiry-based field projects in which the candidate is responsible for leading school-based reform initiatives that lead to improvement in student learning. The project will ensure that candidates within cohorts build strong relationships and cultures of professional collaboration that lead to enhanced learning and a sustained support network for school leaders who learn with and from one another beyond program completion. Finally, the program will be competency- and performance-based, in which candidates must demonstrate mastery over each LANALP standard through multiple means, including field projects, portfolios, research projects, and demonstrations of leadership skills.

Eligibility

Census Poverty Data in Table 1 from 2011 shows that almost 30% of LAUSD's enrollment, 223,372 students, live in poverty:

Table 1: 2011 Census Poverty Data by LEA							
Source: U.S. Census Bureau, Small Area Estimates Branch					Release date: 12.2012		
State	Code	ID #	LEA	Total Pop.	Pop. 5-17	Pop. 5-17 in poverty	Percent
CA	06	22710	LA Unified	4,573,718	761,829	223,372	29.32%

As well, LAUSD has a significant percentage of teachers teaching out of field in its schools scoring in the lowest 20% on the state's Academic Performance Index. These schools, identified as *Williams* schools, are required to be monitored annually to ensure that students are not taught by out of field teachers at a higher rate than students in all other schools. In the 2011-2012 school year, a total of 1.42% of LAUSD teachers in *Williams* schools were out of field. This data is compiled by the LAUSD Human Resources Division and submitted to the Los Angeles County Office of Education and the California Commission on Teacher Credentialing.

Response to Need

As the nation's second largest school district, LAUSD is a district beset with low achievement, high dropout rates, low four-year graduation rates, and far too many high school graduates with lower than needed skills to enroll in college or enter the workforce. The district has 603 Program Improvement schools – accounting for 75% of all Title I schools in the district. Thirty-four percent of the district's Title I schools are in their 5th year of Program Improvement and persistently low-achieving. In 2012, only 48% of students in the district were proficient in ELA and 54% were proficient in math on the state's California Standards Tests (CSTs). Proficiency

for Black/African-American students was 45% in ELA and 42% in math, while for Hispanic students it was 45% in ELA and 49% in math. English Language Learners have even lower proficiency rates of 34% in ELA and 44% in math. (CA DOE website, 2013)

For the 2011-2012 school year, the district's four-year graduation rate was 66%, while the state's overall rate was 79%. Although dropout rates have improved slightly in recent years, the district's dropout rate is still over 20%, with a nearly 25% dropout rate for African American students. In 2011-12, almost 1,000 students dropped out before reaching the 9th grade, while more than 12,000 students dropped out across all grades. In 2012, only 35% of LAUSD students who did graduate met basic eligibility requirements for acceptance to universities in the University of California or California State University systems. (CA DOE website, 2013)

For the 2010-11 academic year, while statewide 48% of students taking the SAT scored at or above 1500, in LAUSD only half that amount (24%) reached that level. On the ACT, 56% of students in California scored above a 21 (proficient score), while only a quarter (27%) in LAUSD did so.

LAUSD's Vision of High Performance and the Need for Visionary Leadership

Over the past four years, LAUSD has engaged in an ambitious, far-reaching initiative to dramatically increase student achievement and high school graduation rates. Superintendent Deasy's All Youth Achieving agenda has set ambitious goals for the district that include 100% graduation and attendance rates and proficiency for every student. The district plan articulates five strategies to attain its goals: (1) transforming teaching and learning so that all youth graduate college- and career-ready; (2) ensuring there are effective employees focused on improving student outcomes at every level; (3) ensuring a safe, caring, and nurturing environment for all

youth; (4) operating an effective, efficient, organization; and (5) providing a portfolio of high quality schools for youth, families, and communities.

The fifth strategy, providing a portfolio of high quality schools, is a critical core strategy that capitalizes on the 2009 Public School Choice (PSC) resolution passed by LAUSD's Board of Education. PSC requires the district to identify the lowest-performing schools and create a process by which in-district planning teams of faculty, administrators, parents, and community members can create new high performing schools in their place. The schools that rank the lowest on the LAUSD Performance Meter are called "Focus Schools". LAUSD has used the PSC strategy to address many of the low-performing schools by increasing the number of schools with increased autonomy over decision making and resources in exchange for higher accountability, believing that autonomous schools have a greater likelihood of attaining LAUSD's goal of every student graduating college- and career-ready due to their flexibility to shape their resources to best meet the needs of students and families. As a result, the district now has a managed portfolio of 83 autonomous schools serving over 50,000 students. Most of these new autonomous schools are housed in the facilities of former Focus Schools (conversion schools) or in newly built facilities housing multiple small, autonomous schools that serve students in low performing areas. These 83 schools comprise three different types of autonomous schools: Pilot, Extended School-Based Management (ESBM), and Local Initiative Schools (LIS).

Pilot schools have autonomy over budget, staffing, governance, curriculum and instruction, and schedule. These schools are approved by a teacher union-district-community Steering Committee and the school board. The Pilot Schools Memorandum of Understanding between LAUSD and UTLA states that, "*The purpose of establishing pilot schools is to provide models of*

educational excellence that will help to foster widespread reform throughout the Los Angeles Unified School District.” All Pilot school designs are required to deliver to every student a standards-based curriculum that meets the A-G course requirements for admission to the University of California and California State University systems. **Extended School-Based Management** schools share the Pilot school principle of greater autonomy in exchange for greater accountability, but are instead approved by the superintendent. **Local Initiative Schools** apply for waivers to 13 specific areas of district policy, rather than adopting a full set of autonomies. The combined total of 83 LAUSD autonomous schools is expected to grow rapidly, and will more than double over five years if the current growth rate continues. The vast majority of the current autonomous schools have started in the past 2-3 years. Because they are new and conversion schools started by energetic groups of faculty and administrators, autonomous schools are estimated by the district’s Talent Management Division to have at least 80% of principals and assistant principals who are relatively new to school administration, and thus have only a Preliminary Administrative Services Credential.

These school administrators are faced with multiple challenges: creating new cultures of high expectations, high rigor, and high support with students and teachers who have previously experienced school cultures with low academic expectations and high failure rates; transitioning unsafe school cultures with high absence and suspension rates to schools that are safe, welcoming, and engaging; shaping teacher-driven and supported instructional teams that are dedicated to ensuring that 100% of the classrooms provide high quality, Common Core-aligned instruction, curriculum, and assessment; and ensuring that every student is on a path to becoming college- and career-ready upon graduation. These new administrators enter schools in which they must learn how to creatively use new-found autonomy over budget, staffing, professional

development, curriculum, assessment, governance, and time to identify and address inequities in students' opportunities and achievement and to ensure that the optimal conditions and structures are in place to maximize learning for every student. They will also need to share leadership with teachers and parents through empowered governing boards.

LANALP is rooted in the belief that professional learning for school administrators should be shaped as a portfolio of development and growth opportunities, explicitly linked to an educator's support needs. This belief, and the supporting research that states effective professional learning opportunities are job-embedded and relevant, forms the foundation for this initiative. It is of critical importance that school leaders' professional growth experiences be aligned to standards focused on instruction as a primary leadership role; hence, LANALP is framed around LAUSD's School Leadership Framework standards which emphasize cultivating instructional leadership. Building on evidence of effective adult learning conditions, LANALP will develop and support small leadership networks across the district consisting of members who identify, reflect on, and dialogue about critical leadership issues like challenges of student achievement and building teacher capacity. By doing so, network members will have the opportunity to share their knowledge, experience, and inspiration, empowering their colleagues to translate problems into effective actions.

Because these new administrators are leading schools through conversion of previously underperforming schools or in new facilities for new schools enrolling students from previously failing schools, LANALP will also be rooted in the research-identified qualities of effective turnaround principals and school administrators. These school administrators need to be equipped with the ability to engage with faculty in conversations about equity, access and opportunity, and the interplay of race, socioeconomic status, language, disability and a student's

learning experience, with the goal of creating the right learning conditions in which every student attains proficiency. Integrally linked to these conversations is the ability to create a culture of shared and distributive leadership in which teachers are empowered to assume multiple leadership roles and thereby take on greater ownership for attaining positive and equitable school outcomes.

LANALP Rooted in Research on Effective Turnaround Leaders

The school leadership challenge is even greater within the complex cultures of persistently low-performing schools, which have been historically mired in low expectations, high teacher turnover, low student support, absent a professional culture of collaboration, and little to no family engagement. With this initiative, *Building a High Quality Leadership Pipeline for LAUSD's Autonomous Schools*, CCE and LAUSD will launch an initiative which will have widespread impact on the turnaround challenge in Los Angeles by better preparing candidates for the intricacies of leading a school beset by low expectations and disappointing results.

Quality leadership is essential to accelerating student achievement in underperforming schools.

“The most important factor in a successful turnaround is having the right leader. The right leader taking the right actions can overcome barriers that would otherwise prevent success.” (Center for Comprehensive School Reform and Improvement, 2009, p.31) On the other hand, researchers have found that ineffective leadership can result in the spiraling conditions that lead to persistent low performance within schools. “Predictably, higher [teacher] attrition rates are associated with inadequate administrative support and a lack of teacher involvement in decision-making at the school site.” (Ingersoll & Alsalam, 1997; Shen, 1997; Weiss, 1999; Quartz, 2005, p.494) High teacher attrition rates are one key predictor of low achievement.

Recent research points to the qualities needed to be a successful leader of a turnaround school. A May 2008 practice guide released by the National Center for Education Evaluation and Regional Assistance at the Institute of Education Science (Herman et al.), *Turning Around Chronically Low-Performing Schools*, analyzed published case studies to identify practices which had the greatest success in turning around low-performing schools. The researchers made the following recommendations to turnaround school leaders:

- Signal the need for dramatic change with strong leadership;
- Maintain a consistent focus on improving instruction;
- Make visible improvements early in the school turnaround process (quick wins);
- Build a committed staff.

A Public Impact report (2008) found that “the steps toward turnaround success are very consistent across sectors.” Turnaround leaders need to stay focused upon “the most critical, consistent success actions” (p.5). Public Impact identified three categories of actions, similar to those identified by the IES report:

- Identify and focus on a few early wins that are high priority, build momentum, and demonstrate that success is possible;
- Break organization norms or rules that are not effective, and institute new ones that help achieve the big wins; and
- Act quickly to take action, assess results, and focus on what works.

Public Impact found that successful turnaround leaders use data-based analysis and decision-making to identify key performance problems and set into motion action plans that will make a difference. They measure and report on progress frequently, highlighting successes and making adjustments to strategies that are stalled. These leaders set high expectations for all staff to

contribute to the turnaround effort and replace those who do not choose to participate. They communicate a positive vision of success, reach out and seek to engage constituents inside and outside the school, provide support to staff, and place staff in positions to succeed. They are committed to shared and distributive leadership, knowing that staff ownership of the reform initiatives produces better results. Successful leaders are entrepreneurial, selectively seeking opportunities that leverage high returns. Most importantly, successful turnaround leaders continuously focus upon the overall goal of high achievement by all students. School change and reform is messy, hard work that requires leaders to be prepared to navigate changing and challenging environments, while keeping their eye on a school vision for equitable and rigorous teaching and learning.

LANALP aims to ensure that the qualities for effective turnaround principals found in the turnaround leader research are embedded both within its competency framework and its curriculum. As effective LANALP strategies are identified by our evaluation partner, WestEd, for successfully preparing school leaders to accelerate student achievement in previously low performing schools, we will disseminate our findings to districts within CA and in other states, thereby adding to the growing body of research and practical application on how the right leadership preparation can contribute to turn around our most failing schools.

Focused on Preparing School Leaders for Leading Autonomous Schools

LANALP will also develop the leadership skills and dispositions that are particularly critical in schools that have been granted greater degrees of autonomy than the typical district school. By vesting greater decision making and fuller control over resources into these schools, autonomous school constituencies expect greater transparency, involvement, and accountability. While the leaders of these new autonomous schools face many similar challenges to those of their peers

leading traditional schools, they must also tackle different questions pertaining to their unique status, including use of autonomies to spur innovation, the role and set-up of governing boards or School Site Councils, Election-to-Work Agreements, different forms of accountability, and dealing with central office departments under a mantle of autonomy. These conditions of autonomy require a different leadership development and induction path than that for leaders of traditional LAUSD schools, with a focus on *collective leadership*, which “has a stronger influence on student learning than any individual source of leadership.” (Louis & Leithwood, 2010) Decisions are not unilateral; a more complex process of involving multiple constituents in a school means that those affected most by the decision have a voice in decision-making. More specifically, this means that the principal must know and be able to empower and motivate the constituents in the school to participate in decision-making as well as owning and enacting the decisions that are made. The principal is not only a leader, but also a facilitator, advocate, and coach. These 21st century leadership skills, knowledge and dispositions require a different approach to principal preparation.

For example, autonomous school leaders need to be adept at managing and engaging the governing boards or School Site Councils which play a greater role in oversight over LAUSD autonomous schools. Pilot school governing boards hire and annually evaluate the principal (with the superintendent having final authority), set the annual work conditions for faculty, and approve the annual budget. As well, with work conditions that are often different than those in regular LAUSD schools, Pilot school leaders need to be adept at engaging faculty in conversations about embracing work requirements that maximize learning time and enable greater amounts of professional development and collaboration time. LANALP will be shaped to specifically prepare school leaders for these complexities of leading autonomous schools.

Project Goals, Objectives, and Outcomes

The Los Angeles New Administrators Leadership Program will prepare LAUSD's new autonomous school administrators (principals, assistant principals, and other school administrators) to be bold, visionary leaders who use the conditions and accountability of autonomy to create schools with high academic achievement, while providing these administrators with an intensive path to attaining the state-required Professional Clear Administrative Services Credential.

Goal and Overall Outcomes: *The Los Angeles New Administrators Leadership Program (LANALP) will provide powerful professional development to new administrators leading LAUSD's autonomous schools in order to build school leader capacity to positively impact educator quality and student achievement, while attaining a Professional Clear Administrator Services Credential. LANALP will accomplish the following outcomes:*

- One hundred forty autonomous school leaders will be prepared to be instructional leaders who will accelerate student achievement and graduation in their schools.
- Ninety-five percent of each of four cohorts (35 candidates per cohort) will successfully demonstrate mastery over program competencies and be awarded a Professional Clear Administrative Services Credential within two years of starting the program, and 98% will attain a Clear Credential within three years.
- Ninety-five percent of LANALP graduates will remain in a school administrator position in a high-need LAUSD school for at least two years after attaining the credential.
- Ninety percent of the schools with LANALP graduates in a school administrator position will demonstrate positive change in student academic growth.

- Ninety percent of the high schools with LANALP graduates in a school administrator position will demonstrate higher four-year graduation rates one year after the administrator completes the program.
- Ninety percent of LANALP graduates will be rated as “effective” or “highly effective” using the LAUSD School Leadership Framework’s school administrator evaluation tool each year after completing the program.

OBJECTIVE A: *Establish and state-certify the Los Angeles New Administrators Leadership Program (LANALP) in collaboration with Los Angeles Unified School District.*

Activities:

- Recruit and hire the LANALP Project Coordinator (LAUSD) and Curriculum Director (CCE).
- Form the project management team, consisting of the Co-Principal Investigators (CCE and LAUSD), Project Director, LAUSD LANALP Project Coordinator, and CCE LANALP Curriculum Director to meet bi-weekly and oversee the planning and roll-out of LANALP.
- Create a LANALP advisory board comprising district personnel in LAUSD’s Talent Management and Intensive Support and Innovation Center (ISIC) Divisions, successful veteran autonomous school principals with Clear Credentials, representatives of universities with Preliminary Credential programs, and CCE leadership to advise all aspects of program design and implementation.
- Work with LAUSD, with guidance from the California Commission on Teacher Credentialing (CCTC), to develop a proposal to CCTC to have LANALP approved as a LAUSD Tier II Alternative Professional Clear Administrative Services Credential Program,

housed within LAUSD's Talent Management Division. (NOTE: We have already begun this process to ensure timely program start-up in June 2014.)

- Submit the proposal to CCTC and work with them to refine it if necessary to gain program approval by June 2014.

Outcome: LAUSD and CCE establish LANALP as a new school administrator leadership development program that is state-certified as an Alternative Professional Clear Administrative Services Credential Program.

OBJECTIVE B. *Determine the current and projected number of principals, assistant principals, and other school administrators who will need a Tier II Professional Clear Administrative Services Credential within the next five years, and their stated needs for further professional development in becoming an effective administrator.*

Activities:

- Complete an assessment of LAUSD autonomous schools to determine the number of current school administrators who do not have a Clear Credential.
- Complete assessment of future openings of LAUSD autonomous schools over the next five years and the percentage and number of administrators in these schools who will need to pursue a Professional Clear Administrative Services Credential.
- Assess, using the LAUSD School Leadership Framework, the challenges and desired areas of growth of all current LAUSD autonomous school administrators with solely a Preliminary Administrative Services Credential for becoming effective school administrators who can lead an autonomous school along a path of high academic growth.

Outcome: A completed assessment of the target population that will (a) identify individuals to recruit to LANALP, and (b) further shape the LANALP curriculum and mentor coaching model.

***OBJECTIVE C.** Design standards-based curriculum, cohort model, coaching/mentoring model, field project model, and competency- and performance-based system for program completion.*

The goal of LANALP is to support each new school administrator to move beyond functional administrative services to “reflective thinking about his or her role in providing an environment for effective and creative teaching, and student success in learning.” (CCTC, 2006) We will shape the program to focus first and foremost on leadership development to lead successful, high performing schools, with the Clear Credential pathway as the vehicle. LANALP will be a standards-based program built upon the Guidelines for Alternative Clear Credential Programs (ACCPs). The state’s ACCP has a goal of creating “an individualized program focusing on support, mentoring, and assistance” for the new administrator seeking a Clear Credential. The ACCP option enables greater flexibility and innovation in design than the standard Clear Credential Program option which is solely course-based and can only be administered by universities. The alternative option enables LAUSD to become the credentialing organization and house LANALP within LAUSD’s Talent Management Division. In doing so, we will build district ownership of and staff capacity to lead the program, contributing to program sustainability as the district will be invested in its continuation after grant completion.

Activities:

LANALP will be aligned with the district’s All Youth Achieving agenda and core components: LAUSD’s School Leadership Framework standards, Teaching & Learning Framework and rubrics, and Educator Growth & Development Cycle (its teacher evaluation process). As well, the program will incorporate research lessons on the necessary qualities for strong leadership in turnaround schools, such as signaling the need for dramatic change with

strong leadership; maintaining a consistent focus on improving instruction; ensuring quick wins; and building a committed staff (Herman et al, 2008).

LANALP will be built upon the seven guidelines set out by ACCP for Clear Credential Programs:

Guideline 1: Program Design and Coordination – Effective program design and collaboration ensures that each candidate is fully prepared to demonstrate mastery over administrator competencies within a minimum of two years

LAACP will use the LAUSD School Leadership Framework standards to shape how the program will ensure that each candidate is fully prepared to demonstrate mastery over administrator competencies. The LAUSD standards were derived from the California Professional Standards for Educational Leadership and the Interstate School Leaders Licensure Consortium (ISLLC) and contextualized to LAUSD. The framework includes six standards with components and elements that describe the actions that effective school leaders take to improve student achievement, develop teacher effectiveness, and facilitate centers of academic excellence – shared vision, supervision of instruction, investing in teacher quality, culture of learning and positive behavior, family and community engagement, and systems and operations. Each of the standards and associated components and elements is delineated in Table 2.

Table 2

<p><i>I. Shared Vision:</i> Sets and communicates a school-wide vision of high and equitable student performance, with the goal of graduating every LAUSD student college- and career-ready. The shared vision drives all curricular and instructional activities and resources. The school leader:</p> <ul style="list-style-type: none">• Builds a shared vision for high student achievement and college and career readiness• Promotes a culture of shared accountability
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- Effectively manages change and innovates to improve student achievement

II. Supervision of Instruction: As instructional leader, promotes high quality, Common Core standards-aligned, engaging, and culturally proficient instruction in 100% of classrooms. The LAUSD Educator Growth & Development Cycle is used as a tool for fostering professional growth and improvement that complements the schools' teaching and learning objectives. Team-based data inquiry cycles are supported as a critical process to identify and address inequities in student performance and improve student learning and teacher instruction. The school leader:

- Supervises classroom instruction
- Utilizes multiple data sources to inform teaching and learning
- Evaluates staff and instructional programs using LAUSD's Teaching and Learning Framework and Educator Growth & Development Cycle

III. Investing in Teacher Quality: Investing in teacher quality involves an ongoing commitment by school leaders to work collaboratively towards the development of highly effective teachers who are able to consistently examine, share, and refine their instructional practice, improve student outcomes, and assume multiple leadership roles. The school leader:

- Differentiates professional development opportunities to ensure growth for all staff
- Increases teacher effectiveness by hiring, placing, and retaining effective staff
- Promotes and supports collaborative leadership models

IV. Culture of Learning and Positive Behavior: Establishes and models an adult and student culture of high expectations, high respect, and high support, and promotes dialogue about access, opportunity, and equity. The school leader supports teacher collaboration focused on improving instruction and student learning, and establishes a strong tiered system of instructional and social-emotional support for students.

The school leader:

- Creates and maintains a positive culture of learning aligned to the school's vision
- Models and sets high expectations for professional behavior

V. Family and Community Engagement: Builds community partnerships that leverage resources for the school that enhance the curriculum and strengthen the school's student support system.

The school leader develops strong family partnerships that enhance students' learning at home and in school, and embraces cultural and linguistic diversity. The school leader:

- Engages families and community members as partners and values cultures as a resource
- Maintains open lines of communication using multiple approaches to outreach

VI. Systems and Operations: Effective systems support learning by ensuring there are structures and processes in place to assess the school's needs, determine areas of focus, and align resource allocation to drive school improvement. They ensure that there are clear goals, milestones and benchmarks for student outcome progress and school priority areas. The school leader:

- Develops a clear plan for school improvement and adjusts systems based on progress
- Organizes school time effectively to support instructional and staff development priorities
- Allocates resources effectively to support shared vision and school goals

LANALP will further refine these standards and rubrics to also articulate what experienced school administrators of autonomous schools should know and be able to do, while also drawing on the research on successful leaders of turnaround schools. In particular, the competencies will place an emphasis on leader practices within each standard that directly and indirectly contribute to high quality, data-driven instruction and accelerated student achievement. The leaders of autonomous schools will also intentionally focus on the skills which help them

build strong leadership teams to facilitate school-wide conversations on instructional improvement.

Guideline 2: Evaluation of Program Quality – ongoing formative evaluation and documentation about the quality and effectiveness of the program

As our evaluation partner, WestEd will ensure that there is a periodic cycle of formative assessment data that is provided to the LANALP project management team and staff. This data will be used to conduct continuous program improvement to address gaps in learning and programming that will increase our effectiveness. This will include surveys completed by cohort candidates and mentor coaches, and monitoring of student learning growth in candidate schools (see Section B. Program Evaluation for more detail).

Guideline 3: Initial Assessment of Candidate Competence – Initial assessment and self-assessment of candidates' mastery over program competencies that leads to each candidate creating an approved individual learning plan

The partners will design a self-assessment instrument that enables candidates to assess their current level of mastery over each program standard and competency, while citing evidence of their stated proficiency levels. These assessments will be reviewed and agreed to with the mentor principal and LANALP project director.

Guideline 4: Individualized Mentoring Plan – A plan for mentoring and residency is determined for each candidate based on the individual learning plan

Once the self-assessment has been completed and approved by the mentor coach and project staff, each candidate will work with input from the mentor coach and project staff to use the self-assessment findings to develop an individual learning plan (ILP) using a common LANALP template that will guide the candidate to mastery over all competencies. The ILP will identify

learning gaps to address, along with specific activities the candidate will undertake to attain competency mastery over a two-year period. The completed plan will be approved and signed by the candidate, LANALP director, and mentor coach.

Guideline 5: Provision of Mentoring, Support, and Assistance – A minimum two years of mentoring and support is provided to each candidate, with the goal of implementing the individual learning plan and attaining mastery over the program competencies

As part of plan implementation, each candidate will receive the following six mentoring, support and assistance components during the two-year LANALP experience:

1. **Mentoring.** Candidates will receive 8-12 hours monthly of onsite mentoring from a mentor coach (a current or former school administrator) that will include consultancies about problems of practice, learning walks to focus on improving instructional quality and rigor, assessment of progress in attaining mastery over competencies, coaching on giving feedback based on classroom observations, conducting formative and summative evaluation conferences, developing vibrant professional learning communities focused on identifying learning gaps and instructional strategies to address them, and building leadership capacity and distributed leadership through instructional leadership teams and teacher leaders. Mentors will periodically review candidates' progress on their ILPs in meeting competencies. Mentors will also provide consistent and timely email and phone support and assistance to all candidates.
2. **Field Projects.** Every LANALP candidate will be expected to undertake two field projects over the course of the two-year program:
 - *Building Strong Leadership Teams and Distributed Leadership Model:* In the first year, candidates will conduct an analysis of the school's leadership team and distributed

leadership, including teacher opportunities for multiple leadership roles (e.g., instructional coach, data coach, leadership team member, committee member, team leader). They will use their findings to develop and implement a plan to strengthen one aspect of shared and distributed leadership in the school, with a focus on building capacity to lead school-wide instructional improvement. Candidates will be expected to consider the place of race, class, language and disability in attaining the school's vision of excellence and equity and how shared leadership can play a leading role in conducting these school-wide conversations. This first-year project will be instrumental to the success of the second-year project.

- *Instructional Change Inquiry*: In their second year, candidates working in concert with their school leadership teams will select and develop an instructional inquiry project of choice. Via this project, they will design an inquiry question and dilemma that will positively impact the quality of instruction, curriculum, and assessment in the school, with the overall goal of improving teacher practice and student achievement. Candidates will be expected to access multiple sources of data to explore the project inquiry question. The project could include cultural (e.g., teacher and school expectations of students by subgroup; increasing faculty collaboration), structural (e.g., schedule changes to increase instructional time, interdisciplinary teaming), and/or instructional goals (standards-based curriculum, effective instruction). The project could focus on improving student learning at a team, grade-level, or school-wide level. In particular, candidates will be encouraged to focus on inequities in opportunities and achievement for subgroups of students (e.g., students with special needs, English language learners, African American males).

The partnership will design the requirements and rubrics for each field project. Project designs will be created with input from the mentor principal and project staff. Draft designs will be presented at LANALP cohort meetings using a structured Tuning Protocol to provide feedback to the candidate on design integrity and quality prior to the final design approval by the mentor principal and project staff. Project results and impact will also be presented at cohort meetings for feedback and reflection on lessons learned, future application, and replication.

3. **Cohort Meetings.** LANALP believes strongly in the power of the cohort to cultivate a community of practice and foster collaboration. By bringing together the entire cohort and in Educational Service Centers, LANALP will build strong support networks for candidates. The cohort model provides an opportunity for candidates to foster a culture of sharing, questioning, and developing new ideas around leadership and improving instructional quality that lead to enhanced student learning. Cohort meetings will focus on sharing effective practices, consultancies (formal problem-solving protocols) on problems of practice, and text-based discussions on related educational research. Cohort meetings will take place once per month during the school year (8-10 per year) in cohort candidate schools to enable instructional rounds focused on an instructional dilemma or question to also take place.
4. **Curriculum Modules.** Six curriculum modules will be designed by the partnership to focus on key aspects of visionary leadership in autonomous schools that lead to high quality instruction and student performance. The modules will be organized around the six LAUSD School Leadership Framework standards and LANALP competencies and dispositions, and will be delivered during cohort network meetings. All modules will be interactive, integrate theory with existing practice, and include blended learning, with online components as well

as time dedicated at cohort meetings. The curriculum will be evaluated and refined each year to address any specific needs of the cohort, using annual feedback from program participants.

5. **Reflections.** Candidates will maintain regular reflections on their progress as a leader through journaling – lessons learned, dilemmas faced, successes, progress in attaining competencies, and challenges and action steps to address them. These will be regularly shared and discussed with the mentor coach and project director. Candidates will be guided to develop habits of reflection on and critical analysis of their practice.
6. **Videotape Library.** Delivery of all curriculum modules, select presentations of field projects, small group mentoring, and cohort meetings will be videotaped to establish a LANALP video library that candidates can access or to which mentor principals and project staff can refer candidates in order to deepen candidates' mastery of select standards.

Guideline 6: Mentor Qualifications and Assignment – Mentor principals are selected who have demonstrated distributive leadership, focus on quality instruction, use of data as a key vehicle to drive instructional improvement, vibrant professional learning communities, and ultimately, increased student achievement.

Former and current principals and coaches will be recruited and selected to become LANALP mentor coaches through a rigorous process. Applicants will be required to demonstrate success in raising student achievement, developing a distributive model of leadership, maintaining a focus on ensuring quality instruction school-wide, using data as a key vehicle to identify learning gaps and drive instructional improvement, and supporting teacher collaboration that builds common expectations for the quality of student work and develops common school team instructional goals. Prospective mentor coaches will submit an application and portfolio and complete an interview with LANALP staff at their school. Selected mentor coaches will

participate in a two-day session on mentoring colleague school administrators focusing on self-assessment, competency-based plan development, giving constructive feedback, conducting consultancies, and assessing attainment of competency mastery. Mentor coaches will receive an annual \$3,000 stipend or a total of \$6,000 for mentoring a LANALP candidate over two years.

Guideline 7: Assessment of Candidate Competence – The program conducts an assessment of the candidate’s demonstration of competency of all program standards, leading to certification that the candidate has successfully demonstrated a level of competence that merits receiving a Professional Clear Administrative Services Credential.

Each candidate will develop and maintain a web-based portfolio of artifacts demonstrating mastery over each program competency and disposition, including reflections, field projects with products and documentation of outcomes, and artifacts demonstrating leadership in instructional quality and rigor. The portfolio requirements will be designed in such a manner as to constitute a valid and reliable measure for ascertaining mastery of program competencies. Once a candidate, in consultation with the mentor principal and project staff, determines that he or she has built ample evidence of demonstrating mastery over all program competencies, the candidate will present the portfolio to the mentor principal, project director, and a panel of peers for review and feedback. Using a LANALP portfolio rubric, the mentor coach and project director will determine the candidate’s attainment of competency and readiness to be awarded a Clear Credential. Candidates who submit their final portfolio and are not determined to have adequately demonstrated competency will receive guidance about steps and evidence needed to successfully resubmit.

Outcomes: A complete new school leadership development program for administrators of autonomous schools will have been designed that also leads to an Professional Clear

Administrative Services Credential. Mentor requirements will have been developed, resulting in effective Cohort 1 mentor coaches being selected.

OBJECTIVE D. *Select, prepare, and graduate four cohorts of racially and linguistically diverse new school administrators through the LA New Administrator Leadership Program that will enable candidates to effectively lead their schools to attain high student achievement and performance. Ninety-five percent of candidates will complete all program requirements and receive their Professional Clear Administrative Services Credential within two years.*

Activities:

- Design recruitment materials that outline LANALP and its benefits.
- Recruit all school administrators in autonomous schools who do not have a Clear Credential to enroll in LANALP, with a target goal of 35 administrators for each of four cohorts, for a total of 140 school administrators with at least 50% candidates of color. Place an emphasis on recruiting teams of school administrators from each autonomous school (principal plus other school administrators) so that the leadership team can develop one vision and voice through participation in LANALP. Disseminate information about the program to all autonomous school administrators with only a preliminary credential. Advertise the program as the LAUSD-sanctioned Clear Credential program for autonomous school administrators. Conduct information sessions for autonomous schools within each Educational Service Center's domain, including LAUSD's Intensive Support and Innovation Center (ISIC) which houses the majority of the district's Pilot schools and Expanded School-Based Management Model schools. Because this will be a LAUSD program that is geared to supporting autonomous school administrators, we anticipate that a high percentage of the autonomous school administrators seeking a Clear Credential will enroll in the program.

- Invite all private schools that are housed within LAUSD’s catchment area, and that require their school leaders to be state-credentialed, to participate in LANALP and encourage their school leaders with only a Tier I credential to apply for acceptance into LANALP.
- Provide full support to each of four cohorts of 35 LANALP candidates, with the first cohort beginning July 2014 through June 2016. As noted below, the fourth cohort will complete its last nine months of their program after this grant ends, demonstrating the partnership’s commitment to sustain the program after federal funds end (see Table 3).

Table 3.

Cohort Cycles																					
	Year One				Year Two				Year Three				Year Four				Year Five				Post grant funding
	10/1/13-9/30/14				10/1/14-9/30/15				10/1/15-9/30/16				10/1/16-9/30/17				10/1/18-9/30/18				10/1/18-6/30/19
	Q1	Q2	Q3	Q4																	
Cohort One																					
Cohort Two																					
Cohort Three																					
Cohort Four																					

- Engage each cohort of candidates in the following LANALP activities:
 - Competency-based self-assessment
 - Match with a mentor coach
 - Joint candidate-mentor development of an Individual Learning Plan (ILP)
 - Cohort network meetings and curriculum modules
 - Ongoing mentoring, support, and assistance
 - Two school change inquiry field projects
 - Developing a portfolio of evidence
 - Presenting a final portfolio for approval, program completion and awarding of a Professional Clear Administrative Services Credential
- Maintain a database on each candidate’s progress for each aspect of the program.

- Ensure project staff have bi-monthly meetings with each candidate to assess progress, fine-tune the ILP, problem solve challenges, give feedback, and plan for presentations.
- Ensure project staff meet with all mentors quarterly to share successes, problem solve challenges, engage in consultancies and case studies of individual candidates, and provide support and additional professional development to mentors.
- Ensure project staff meet with individual candidates who are not on track to complete the program in two years and their mentors in order to assess progress, problem solve challenges, and develop plans to get the candidate back on track, including providing additional support.

Outcome: Thirty-five autonomous school leaders in each of four cohorts, for a total of 140 school leaders, will receive mentoring, support, and assistance to demonstrate mastery over LANALP competencies, and ultimately graduate with a Professional Clear Administrative Services Credential.

OBJECTIVE E. Regularly assess fidelity of implementation, identify gaps, and fine-tune the implementation plan to ensure maximum effectiveness and impact of LANALP.

Activities:

- The LANALP project management team will work closely with WestEd, our external evaluator, to obtain ongoing formative assessment that can be used to assess fidelity of project implementation and make mid-course corrections.
- The LANALP project management team and WestEd will meet with the Talent Management Executive Director twice annually to assess project impact and implications for replication or expansion to additional high-need, underperforming LAUSD schools.

Outcomes: There will be evidence of mid-course corrections made based on evaluation data pointing to project challenges that have improved the program quality as supported by LANALP

candidates on annual surveys. As well, LAUSD will have considered adaptation of LANALP for replication with other district high-need, underperforming traditional schools.

B. Project Evaluation

The Evaluation Research Program at WestEd, an educational research, development, and service organization, will serve as the LANALP external evaluator. WestEd’s evaluation will have both formative and summative elements. It will be both mixed-methods and objective-driven—mixed methods because it will involve collecting and analyzing quantitative and qualitative data and objective-driven because it will assess progress toward and attainment of US ED and LANALP performance measures. The evaluation will employ a case study approach to assess the implementation and effectiveness of LANALP and to document contextual details on implementation constraints and supports. The proposed evaluation questions are:

1. How does LANALP prepare candidates to lead autonomous schools effectively?
2. Does school leaders’ effectiveness increase as a result of LAACP participation?
3. What aspects of LANALP are critical to enhancing school leader effectiveness?
4. Do LANALP graduates improve teaching and learning, school climate, and student achievement at their sites?
5. How do CCE and LAUSD design and implement LANALP to leverage program supports, minimize constraints, and promote sustainability and replication of the model?

To illustrate the logical relationship between LANALP inputs, outputs, and outcomes, WestEd, LAUSD, and CCE developed a detailed logic model of the project (see Exhibit A). The logic model details the resources, contributions, and investments that go into LANALP (inputs); the activities, services, events and products that reach participants or target populations (outputs); and the results or changes for individuals, groups, organizations, and systems (outcomes). The

logic model facilitates the design and execution of an evaluation by delineating the data points needed to answer the evaluation questions. Below we describe the data points we will use for the formative and summative aspects of the evaluation, data collection instruments and methods, reporting of findings, and use of the case study approach as a framework for the synthesis of quantitative and qualitative data.

Formative Evaluation. Formative evaluations help structure programs by providing data that better enable program development, improve service delivery, and/or enhance program outcomes. Formatively, WestEd will provide timely feedback, describing implementation of all components of LAACP (recruitment and selection; program delivery to candidates by Mentors and the Project Director; and candidate assessment and certification). We will also assess how the program is progressing toward meeting objectives based on performance measures and attaining short-, medium-, and long-term outcomes. Annually we will collect, analyze, and summarize data on experiences of candidates and Mentors with the different components of LANALP (program delivery as detailed in the model); candidates' and Mentors' prior experience and qualifications, demographics, certification attainment, learning from LANALP, and school placement (short-term outcomes); parents', teachers', and students' school experiences and changes in perceptions, expectations, and practices (medium-term outcomes) of respondents in autonomous schools and aggregated for all LAUSD schools (for comparison purposes); LAACP graduates' school experiences, changes in job satisfaction and practices, and retention; LANALP graduate leadership effectiveness (medium-term outcomes); and student academic achievement and performance data from autonomous schools where candidates complete LANALP and from schools where they are placed after completing LANALP (long-term outcomes).

Exhibit A: Logic Model for LANALP—Building a High Quality Leadership Pipeline for LAUSD’s Autonomous Schools

Inputs	Outputs	Activities	Outcomes				
		Products	Short	Medium	Long		
<p>CCE expertise areas</p> <ul style="list-style-type: none"> •School leader preparation •Autonomous schools •Work in LAUSD •School leadership teams •Professional learning communities •Teacher and leader PD •Design and delivery of sustained, cohesive, and coherent PD based on needs •Assessment of PD impact •School- and district-level reforms 	<p>LANALP Project Management Team</p> <ul style="list-style-type: none"> •CCE and LAUSD Co-Principal Investigators •Project Director and Coordinator <p>LANALP Advisory Board</p> <ul style="list-style-type: none"> •CCE and LAUSD Talent Management Division •Tier II certified autonomous school principals •University professors of Tier I certification programs 	<p><i>LANALP design and proposal to CCTC</i></p>	<p><i>LANALP</i></p> <ul style="list-style-type: none"> •Authorization by CCTC •Aligned with standards of practice 	<p><i>LANALP graduates improve</i></p> <ul style="list-style-type: none"> •Job satisfaction •Leadership effectiveness •Retention 	<p><i>LANALP</i></p> <ul style="list-style-type: none"> •Sustained Tier II certification program 		
				<p><i>Needs Assessment</i></p> <ul style="list-style-type: none"> •Administrators lacking Tier II certification •Five-year projection of need for Tier II certification •PD needs for effective leadership 		<p><i>Teachers experience increased</i></p> <ul style="list-style-type: none"> •Support, commitment, and collaboration •Opportunities for professional development •Professional development quality •School safety •School cleanliness 	<p><i>Improvements in student</i></p> <ul style="list-style-type: none"> •ELA test scores •Math test scores •English proficiency •English proficiency redesignation rates •High school exit exam pass rates •Graduation rates •Dropout rates •Attendance •Suspension •Expulsion
				<p><i>Report informing program design and implementation</i></p>		<p><i>Teachers improve</i></p> <ul style="list-style-type: none"> •Instructional effectiveness 	
				<p>LAUSD</p> <ul style="list-style-type: none"> •Talent Management Division •Teacher Incentive Fund project •School leadership performance reviews •School Leadership Framework 		<p>Recruitment and Selection</p> <ul style="list-style-type: none"> •Autonomous school leaders lacking Tier II certification •Tier II certified principals meeting rigorous criteria 	<p><i>Four cohorts of 40 LANALP candidates each</i></p>
<p>Autonomous schools</p> <ul style="list-style-type: none"> •Pilot Schools •Extended School-Based Management Schools •Local Initiative Schools 	<p>Candidates</p> <ul style="list-style-type: none"> •Initially self-assess using School Leadership Framework •Develop and implement Individualized Learning Plans •Design and implement two field projects: 1) Building strong leadership teams and 2) Instructional change inquiry •Participate in cohort meetings to share effective practices and complete curriculum modules •Reflect on practice via journaling •Develop a portfolio to demonstrate learning <p>Mentors</p> <ul style="list-style-type: none"> •Complete two-day training on mentoring •Initially assess mentee using School Leadership Framework •Support Individualized Learning Plans •Meet with participants monthly for 8–12 hours on-site •Conduct consultancies; learning walks; coaching on teacher observation feedback, teacher evaluation conferences, developing professional learning communities, and building leadership capacity and distributed leadership with instructional leadership teams and teacher leaders 	<p><i>Individualized Learning Plans and Individualized Mentoring Plans</i></p> <p><i>Field Project Rubrics and Portfolio Rubrics</i></p> <p><i>Field projects and portfolios demonstrating competency attainment</i></p>	<p><i>Candidates</i></p> <ul style="list-style-type: none"> •Complete LANALP •Obtain Tier II certification •Continue in high-need schools 	<p><i>Students improve</i></p> <ul style="list-style-type: none"> •Postsecondary expectations 			
<p>Autonomous school leaders</p> <ul style="list-style-type: none"> •Candidates—Principals and assistant principals with Tier 1 certification •Mentors—Principals and coaches with Tier II certification 	<p>Assessment and Certification Eligibility</p> <p>Project Director and Mentors</p> <ul style="list-style-type: none"> •Review initial assessments, Individualized Learning Plans, field projects, journals, and portfolios to assess mastery of competencies 	<p><i>Assessment and Certification Eligibility</i></p>	<p><i>Assistant Principals</i></p> <ul style="list-style-type: none"> •Placed as principals in high-need schools 	<p><i>Parents experience increased</i></p> <ul style="list-style-type: none"> •Opportunities for involvement •Welcoming environment •School safety <p><i>Parents improve</i></p> <ul style="list-style-type: none"> •School involvement •Support for postsecondary education 			
<p>California Commission on Teacher Credentialing (CCTC)</p> <ul style="list-style-type: none"> •Guidelines for Alternative Clear Administrative Services Credential Program (Tier II) •California Professional Standards for Educational Leaders 							

WestEd will also collect, analyze, and summarize qualitative data as part of the formative evaluation via annual interviews or group interviews. The qualitative data will provide additional, detailed data on LAACP design and implementation and short-, medium-, and long-term outcomes, such as a description of factors that account for why a particular component cannot be implemented as planned or why certain outcomes are not being attained according to applicable timelines. Qualitative data will also provide a description of the project as implemented and the context of implementation; implementation supports and constraints for LANALP as a whole and by component; how the LANALP project management team responds to supports and constraints; and the results of project management responses.

WestEd will provide findings on an annual basis to the project management team reporting progress on attainment of outcomes and performance measures and answering the relevant evaluation questions. For example, within the first implementation year we expect to address questions regarding program delivery and report on short-term outcomes. By the second and third implementation years, we will address questions tied to management of facilitators and obstacles and changes in leadership practice perceived at school sites. We will also provide preliminary findings on program delivery by component, program sustainability, and potential for program replication by the third implementation year. All formative reports will provide recommendations to the project management team based on formative findings.

Summative Evaluation. The summative evaluation will focus on attainment of long-term outcomes, namely student achievement and performance; attainment of performance measures (as opposed to progress on measures); and an illustration of the sustainability and replicability of LANALP. We will use both quantitative and qualitative data to report findings on whether certain components of LANALP have a greater impact on candidate learning, graduate

Center for Collaborative Education, Building a High Quality Leadership Pipeline for LAUSD leadership effectiveness, and school-based practices; whether project management decisions regarding design, implementation, and modifications allow for LANALP sustainability beyond the grant period in the context of LAUSD and its autonomous schools; and which contextual factors need to be considered in determining whether the project can be replicated in whole or in part. We will provide a final report that answers all evaluation questions and makes summative recommendations to inform decisions regarding LANALP maintenance, expansion, or modification.

Case Study Approach. WestEd will use a rigorous case study approach to assess the implementation and effectiveness of LANALP, as well as a descriptive, longitudinal approach to document contextual details on implementation constraints and supports. According to Yin (2009), “a case study is an empirical inquiry that investigates a real-life phenomenon in-depth and within its real-life context” (p. 18) and is especially appropriate when the contextual conditions are highly pertinent to developing an understanding of the phenomenon. The case will be the activities in which CCE and LAUSD engage to design, implement, and sustain LANALP (including activities in response to unanticipated constraints). To strengthen the reliability, we will develop a case study protocol to guide data collection, analysis, and reporting of findings on the activities and will include a project overview, field procedures for data collection, case study questions, and an outline for reporting findings. The outline will detail how quantitative and qualitative data and findings will be reported for effective feedback.

We will conduct interviews and group interviews and review program documents to collect qualitative data. Data collection will occur annually to identify supports and constraints over time. Qualitative data analysis will rely on the program logic model to “match empirically observed events to theoretically predicted events” (Yin, p. 149) and the literature on

sustainability of reforms and innovations such as government policy levers (Earl, Watson, & Katz, 2003). We will use both qualitative and quantitative data, a “strong analytic strategy” (Yin, p. 132), to triangulate findings on implementation levels and subsequent program outcomes with those on the level and impact of supports and constraints. Case study findings will be reported annually and as part of the overall summative evaluation report of findings.

Measures. Program implementation and impacts will be measured as follows:

1. Program delivery will be assessed using annual *surveys* of candidates and Mentors.
2. Short-term outcomes for candidates and Mentors and medium-term outcomes for LANALP graduates will be assessed using *surveys* designed by WestEd specific to LANALP and *document review* of program records.
3. Medium-term outcomes for parent, teacher, and student school experiences and perceptions, expectations, and practices will be assessed using extant data from annual LAUSD School Experience Surveys administered by the district to the three groups of respondents and available on the LAUSD website. Parent surveys assess perceptions of opportunities for involvement, whether the school is welcoming, home involvement in the child’s education, access and use of parent centers, school safety, and support for postsecondary education. Teacher surveys assess school support, commitment, and collaboration; school resource allocation; and opportunities for and quality of professional development. Student surveys assess support from the school, school engagement, opportunities for learning, and postsecondary plans. Both parent and teacher surveys assess school cleanliness and safety. Data for each autonomous school will be compared to the district average as well as to the prior year’s results.

4. Medium-term outcomes for LANALP graduate leadership effectiveness will be assessed using results from each graduate's ratings on the LAUSD *School Leadership Framework*, which describes the actions leaders take to address elements, components, and standards of leadership. The Framework allows for four ratings of effectiveness: ineffective, basic, effective, and highly effective. Framework development and implementation is funded by US ED Teacher Incentive Fund grant S374A120066 to LAUSD, awarded in 2012 and thus is a US ED approved principal evaluation system.
5. Long-term outcomes in student achievement and performance will be assessed annually using school-level *standardized test scores* in English language arts and mathematics, English learner levels and rates of redesignation to English proficiency, and assessment of federal *Adequate Yearly Progress*, state *Academic Performance Index* attainment, and district *Academic Growth over Time* outcomes (which assess growth using the district average as a benchmark). Performance data collected annually will include graduation, dropout, attendance, suspension, and expulsion rates. WestEd can also analyze individual student-level data to provide more precise estimates of gains in achievement and performance.
6. *Interview protocols* will be developed for the Co-Principal Investigators, Project Director and Coordinator, Advisory Board members and samples of candidates, Mentors, graduates, and teachers at autonomous schools lead by candidates and graduates.
7. *Document review protocols* will be used to collect data from program records. Both interview and document review protocols will be used to collect qualitative data to provide detailed descriptions of implementation (including supports, constraints, and context), rationales for observed outcomes, and descriptions of the potential for LANALP sustainability and replication.

8. A case study protocol (as described above).

In Exhibit B, we display the alignment between select project objectives and SLP performance measures. The evaluation will provide assessment of attainment of the objectives and measures, as well as the short-, medium, and long-term outcomes displayed in the logic model and discussed in the evaluation design.

Exhibit B: Alignment of LANALP Project Objectives and SLP Performance Measures

<i>SLP Performance Measure 1</i>
<i>The percentage of program graduates who are certified to become a principal or assistant principal.</i>
Aligned Project Objectives A, B, and C
(A) By the end of the grant period, 160 autonomous school leaders will be prepared to be instructional leaders who will accelerate student achievement and graduation in their schools.
(B) Ninety-five percent of each cohort will successfully demonstrate mastery over program competencies and be awarded a Professional Clear Administrative Services Credential within two years of starting the program, and 98% will attain a Clear Credential within three years.
(C) Annually, at least 50% of LANALP candidates will be persons of color.
<i>SLP Performance Measure 3</i>
<i>The percentage of program graduates certified through the program who are hired as a principal or assistant principal in a high-need local educational agency (LEA) and who remain in that position for at least two years.</i>
Aligned Project Objective A
(A) Ninety-five percent of LANALP graduates will remain in a school administrator position in a high-need LAUSD school for at least two years after attaining the credential.
<i>SLP Performance Measure 4</i>
The percentage of principals and assistant principals who complete the SLP-funded professional development program and whose schools demonstrate positive change, no change, or negative change based on pre- and post- school site measures, of which one measure must include, if available, student growth (e.g., at least one grade level in an academic school year).
Aligned Project Objectives A, B, and C
Annually, ninety percent of the schools with LANALP graduates in a school administrator position will demonstrate positive change in student academic growth as measured by attainment of state Academic Performance Index annual growth targets.
Annually, ninety percent of the high schools with LANALP graduates in a school administrator position will demonstrate higher four-year graduation rates.
<i>SLP Performance Measure 5</i>
<i>The percentage of program graduates who are rated “effective” or “highly effective” as measured by a U.S. Department of Education program approved principal evaluation system, if available.</i>
Ninety percent of LANALP graduates will be rated as “effective” or “highly effective” using the LAUSD school administrator evaluation tool, the School Leadership Framework in each year after program completion.

Alberto Heredia, Senior Research Associate in the Evaluation Research Program at WestEd, will serve as evaluation project Director. Heredia has nearly 10 years of experience evaluating SLP-funded projects, one in Miami-Dade County Public Schools from 2003–2008 and another in LAUSD since 2008, the Los Angeles Principal Residency Network (LAPRN) for CCE, the prime on LANALP. For the past 13 years Heredia has designed and directed evaluations for numerous organizations. He currently directs evaluations of the California Migrant Education Program (employing a quasi-experimental evaluation design) and a residency teacher preparation program in Los Angeles funded by a US ED Teacher Quality Partnership Program grant. Heredia has a BA in History from Williams College (Williamstown, MA) and an MA in Evaluation and Policy Analysis from the School of Education at Stanford University (Stanford, CA).

C. Significance

1. Contribution to Increased Understanding of Developing Effective School Leaders

United States Secretary of Education Arne Duncan has identified turning around the 5,000 lowest performing schools in this nation as one of his highest priorities. This initiative is designed to contribute to this goal. LAUSD Superintendent Deasy has prioritized identifying the district's most persistently low-achieving schools and through the Public School Choice process transforming them into high achieving autonomous schools. By the end of this grant period, we will have built the leadership capacity of 140 LAUSD school administrators in an estimated 80-110 autonomous schools. We aim to have as many of these administrators as possible apply in teams from a school so as to create optimal conditions for raising student achievement post-program completion. These 140 autonomous school administrators will graduate from the program and gain their Professional Clear Administrative Services Credential having acquired the necessary vision, moral courage, dispositions, and competencies, with a laser-like focus on

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improving instruction in 100% of classrooms. They will be well equipped to ensure that their respective schools experience student academic growth across all racial, ethnic, linguistic, socio-economic and special education subgroups and at the same time reduce the achievement gap (with the goal of eventual elimination of the gap). With a competency-based program rooted in research on best practices in school leadership and leading turnaround schools, LANALP graduates will develop critical competencies and skills necessary to improve LAUSD's lowest-achieving schools. With our evaluation partner, WestEd, documenting processes, practices, and outcomes throughout the five-year effort, LANALP stands to contribute significantly to the growing research about effective strategies and programs for building leadership capacity to successfully create high performing urban public schools.

Research tells us that quality leadership matters. Through a meta-analysis of 69 research studies involving a total of nearly 3,000 schools, Marzano, Waters, and McNulty (2005) determined that the quality of leadership is second only to the quality of classroom instruction in raising student performance. These researchers found that enhancing the leadership skills of an average principal in an average school by just one standard deviation improves the performance of students in that school substantially. Strong leadership plays an even more critical role in schools that enroll high percentages of low-income students and students of color (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

However, school leaders typically are trained in management but not the profound challenges of human dynamics that play out in our public schools—especially around issues of race, class, language, and disability. Current university-based administrative preparation programs have been found to lack the rigor, curriculum, real-world experiences, and prerequisite screening that will prepare principals for the many demands of the job (Levine,

2005). Recent surveys of school administrators show that the vast majority of them did not feel adequately prepared by their administrative preparation programs (Farkas, Johnson, Duffet, Foleno, & Foley, 2001; Levine, 2005).

On the other hand, innovative leadership programs that have shown promise in preparing school leaders incorporate research-based content, curricular coherence, field-based internships, problem-based learning strategies, cohort structures, and mentoring and/or coaching (Darling-Hammond et. al, 2007). Being trained in an exemplary leadership program can have a positive, significant association with leadership style and school improvement gains (Darling-Hammond et. al, 2007). Through the LANALP, CCE and LAUSD seek to contribute to an increased understanding of how leadership development programs for new school leaders which are closely aligned to district reform agendas and key strategies can create effective school leaders who can in turn create schools in which all students achieve at high levels.

Alignment with District Initiatives and a Strong Focus on Instruction

Through alignment with the district's All Youth Achieving agenda and core components, the partners have purposefully crafted LANALP to optimize our chances of success and replication in building visionary leaders for the district's autonomous schools. LANALP is founded upon the LAUSD School Leadership Framework standards, ensuring that the program will prepare school leaders to apply the district's research-based frameworks to accelerating achievement in formerly underperforming schools. School leaders will be drawn from another core component of the district's Youth Achieving Agenda – the rapid growth of schools granted autonomy over decision making and resources in order to maximize the focus on instructional quality and accelerated student learning. With the rapid growth of LAUSD's autonomous schools (from three schools enrolling about 900 students to 83 schools enrolling about 50,000 students in five

years, with similar expected growth over the next five years), there is a need to ensure that these schools become beacons of how to effectively use the All Youth Achieving agenda and its core components to improve student achievement.

One key component of LANALP will focus on teacher support, development, and impact on student learning growth through training new school leaders in the district's newly adopted Educator Growth & Development Cycle (EGDC). EGDC is founded upon, "ensuring the fundamental right of every student to be taught by an effective teacher, every day, in a school led by an effective school leader, surrounded and supported by an effective team." In spring 2010, a LAUSD Teacher Effectiveness Task Force released a comprehensive set of recommendations which were used by the district to design EGDC around two principles:

- 1) A multiple-measures performance review that celebrates, leverages, and accelerates the skills of the district's most effective educators, and
- 2) Aligned support and development opportunities for teachers and leaders throughout their careers

The goal of the Educator Growth & Development Cycle is to promote constructive dialogue and gather evidence of teaching practice and impact on student learning outcomes through the following process: teacher self-assessment, lesson design and implementation, formal observation leading to development of an individual growth plan, and regular informal observations and feedback on progress. Teachers are then evaluated using four measures:

- Instructional practice: school leader observations, professional conversations, and artifacts (e.g., lesson plans)
- Stakeholder feedback through surveys
- Contributions to the school community emphasizing team collaboration

- Contributions to student learning outcomes

Another core component of LAUSD's All Youth Achieving agenda is embedded in EGDC – the district's Teaching and Learning Framework. The framework describes clear expectations for effective teaching, identifying exemplary practices that will enable teachers to meet the goal of All Youth Achieving. It is crafted from research-based strategies that have proven to be effective in meeting the needs of diverse learners, including English Language Learners and students with disabilities. The framework acts as a guide for teachers to analyze, reflect upon, and improve their teaching practice in teams and independently as part of the Educator Growth & Development Cycle. The framework's rubrics identify levels of teacher practice as ineffective, developing, effective, and highly effective.

Both the EGDP and Teaching & Learning Framework will be embedded throughout the LANALP experience. School leaders will become proficient at using both tools to promote dialogue among faculty and teams. The dialogues will be designed to examine and reflect upon instructional practice that focuses upon raising the quality of instruction school-wide in project schools.

By basing LANALP in the district's All Youth Achieving agenda and its core components, the program has significantly greater chance of graduating school leaders prepared for success using the district's framework and resources. By nesting LANALP in LAUSD's Talent Management Division and its Administrator Development Unit, the lessons on effective induction and preparation of new autonomous school leaders that leads to higher student academic growth, as well as increased leadership retention, can be incorporated into the district's other leadership support and preparation activities and programs. As well, the lessons learned from the initiative, both successes and impediments to progress, have the potential of influencing

LAUSD's policies, programming, and funding for assisting underperforming schools, as well as for how additional new and conversion autonomous schools are rolled out to ensure that optimal leadership support is in place from a school's inception for strong academic achievement.

Contribution to Increased Understanding of Effective District-Based Leadership Programs

LANALP will be state-certified through the Alternative Professional Clear Administrative Services Credential Programs option within the state of California. This option enables school districts to establish and operate a dynamic leadership development program for new school leaders, while providing them with a route to attaining their Clear Credential. By demonstrating that a district can design and implement a state-certified Clear Credential program that is founded upon and advances the district's overall reform agenda, LANALP increases the opportunities for replication to other California urban districts. By developing and providing emerging leaders with a wider and deeper toolbox of successful strategies, processes, and tools to use, we have the opportunity to influence and shape how other new school leader programs in California equip their graduates for success in schools that have been formerly plagued by failure.

In particular, LANALP will test the impact of a new district-based school administrator induction and professional development program designed specifically for new leaders of autonomous schools on improving student academic growth and leadership effectiveness. Such results will have important implications for the growing number of urban public school districts (New York City, Chicago, Denver, District of Columbia) that are extending greater autonomy to schools and administrators as a strategy to turn around low-achieving schools and create new high-achieving schools in their place.

Continual Formative Feedback Designed for Program Improvement

LANALP's chances of success are strengthened through our focus on continuous feedback focused on timely course correction, application of lessons learned, and identification and strengthening of effective practices. WestEd will provide the partners with a steady stream of formative data – through surveys, interviews, examination of student outcome data, etc. – that will be used by the Co-Principal Investigators, project director, and project management team to fine-tune and adjust the program for maximum impact. WestEd will seek to identify those LANALP practices that best prepare new school leaders for the rigors and complexity of leading schools that lead to upward trajectories in quality instruction and student achievement.

In particular, we are interested in identifying those strategies that improve the quality of teaching and instruction, not just in individual classrooms but school-wide. With a strong focus on LAUSD's Teaching and Learning Framework and Educator Growth & Development Cycle, new school leaders will strengthen their ability to focus on nurturing and supporting consistent, high quality instruction school-wide that leads to increased student achievement.

D. Management Plan

1. Adequacy of Management Plan to Achieve Objectives On Time

This initiative partners the Center for Collaborative Education (CCE) and the Los Angeles Unified School District (LAUSD). Each partner brings unique expertise to the initiative, and each partner has made specific commitments that will heighten the initiative's impact and effectiveness.

CCE is a nonprofit organization with offices in Los Angeles and Boston and brings significant experience in both the creation and support of autonomous schools and in the preparation and induction support of new leaders for these schools. CCE has worked with

LAUSD over the past seven years on both Pilot schools and leadership development and is well positioned to partner with LAUSD to support emerging leadership in LAUSD's autonomous schools. Having supported the birth and growth of Pilot schools in Boston for over 15 years, CCE brought the Pilot schools model to LAUSD in 2007, assisting the district and United Teachers Los Angeles to broker an agreement that led to the creation of Pilot schools in the district. CCE helped set up the early application and support system for these schools. CCE facilitated leadership network meetings for LAUSD's early Pilot schools, just as we have done for Boston's Pilot school leaders for well over a decade.

In 2009, CCE, in collaboration with California State University Los Angeles (CSULA) and in partnership with LAUSD, launched the Los Angeles Principal Residency Network (LAPRN), a field-based Tier I principal preparation and credentialing program designed to provide a pipeline of visionary new leaders to lead LAUSD's new innovative-minded schools. A recent study (Hafner, Allison, Jones, and Herrera-Stewart, I., 2013) found that LAPRN graduates felt more prepared for school leadership roles and were quicker to transition into leadership roles than their peers who graduated from the university's traditional principal credentialing program. "Graduates of residency programs were 50 percent more likely than traditional graduates to report that their primary job status was teacher leader, assistant principal, or principal. Fifty percent of PRN graduates reported that in addition to their primary job, they had additional administrative duties, while only 3% of traditional graduates reported having such duties."

CCE's Boston Principal Residency Network has graduated 12 cohorts of 126 graduates, with 90% of graduates remaining in the district where they were placed after three years, all in principal, administrator, or teacher leader positions. The educational outcomes posted by schools in which there is a critical mass of PRN graduates (three or more) are promising. Six of the nine

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sites with a critical mass of PRN graduates had higher percentages of students at proficient or above in the state’s ELA and math tests than their district in 2009. Another posted higher median growth percentile than the district. The remaining two sites, which did not have comparable district schools, had higher achievement than the state in MCAS ELA and math on the final high-stakes 10th grade test (MA DESE, 2010).

LANALP will be housed within the district’s Talent Management Division which supports teacher and administrator growth and development district-wide. The Division’s charge is to ensure that “every classroom is led by an effective teacher and that every school is led by an outstanding leader, who is surrounded by a team of excellent support personnel, all who work to improve the academic achievement of our students.” In particular, the Division’s Administrator Professional Development and Evaluation unit has set a charge of: *Developing and supporting effective principals and effective school leadership teams that collaboratively develop and support effective educators in every classroom.*

This new unit is redesigning their approach to professional development for leaders of schools to focus on coaching, professional development, and communities of practice for current leaders – all key tenets of LANALP. “Our emerging approach includes the creation of pathways for leadership teams and individual leaders....the transformation of our approach to leadership must be one of our top priorities.”

LAUSD’s All Youth Achieving agenda integrates powerful interlocking components to drive district-wide reform and is closely aligned to CCE’s Design Principles for High Performing Schools:

- School Leadership Framework that articulates standards for effective school leadership

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- Teaching and Learning Framework that articulates research-based effective instructional practices
- Educator Growth & Development Cycle that lays out a comprehensive cycle of educator evaluation designed to support teacher growth and development, and dialogue about effective instructional practice among administrators and faculties
- Managed Portfolio of Schools, buttressed by a Public School Choice resolution and process that has enabled rapid growth of in-district autonomous schools that have the flexibility and control over their resources to pursue innovative approaches to instruction

Both partners are primed to launch this exciting new initiative to demonstrate the positive impact that powerful professional development can have on new school administrators in leading autonomous schools to rapid improvement in quality instruction and student achievement.

In the spirit of partnership, LANALP will have **two Co-Principal Investigators** who will oversee project management and coordination. **Dan French**, 0.20 FTE, Executive Director of the Center for Collaborative Education, has worked with LAUSD since 2006 and helped to establish the Los Angeles Pilot Schools and Los Angeles Principal Residency Network. Prior, Dr. French was the Director of Curriculum & Instruction for the Massachusetts Department of Elementary & Secondary Education. **Michele Shannon**, 0.20 FTE, Administrator for Administrator Professional Development and Evaluation for LAUSD's Talent Management Division, oversees all LAUSD school leader preparation and development programs. Prior, Dr. Shannon was founding principal of a charter school in New York City. Drs. French and Shannon will work closely together in overseeing all aspects of the project, including budget, reporting to the US DE, partner coordination, and project management.

A **Project Management Team** (PMT) will meet twice per month through face-to-face and conference call meetings to plan each project step, check on project progress, and refine project activities based on ongoing feedback from WestEd. One key task of the PMT will be a quarterly review of all project activities, timeline, and deliverables to ensure that the project is on schedule, and if roadblocks arise to make appropriate adjustments while ensuring quality of implementation. The team will be responsible for timely review of all WestEd formative feedback, will work with the evaluator to understand and analyze formative evaluation reports, and develop plans to put into action any sets of recommendations that are offered. This team will consist of Drs. French and Shannon, as well as the following members:

- **Irene Herrera-Stewart**, 1.0 FTE, will be Project Director and report to the CCE Executive Director. Ms. Herrera-Stewart will be responsible for day-to-day project design, development, management, and monitoring to ensure that all project activities are being implemented with fidelity, and timelines and deliverables are being met. For the past four years, she has directed the Los Angeles Principal Residency Network, a successful principal field-based Tier I principal preparation program. Prior, she was a LAUSD principal and an Instructional Support Services administrator for the district.
- **Al Heredia**, Project Evaluator from WestEd, will be responsible for all project evaluation, including providing both formative feedback to use in continuous program improvement, and summative evaluative data. Mr. Heredia is Project Director of the Evaluation Research Program at WestEd.
- **LAUSD LANALP Project Coordinator**, 1.0 FTE, to be hired. This staff person, housed within LAUSD's Administrator Professional Development and Evaluation unit, will work

closely with the LANALP project director while ensuring LAUSD coordination and support across all project activities.

- **LANALP Curriculum Director**, 1.0 FTE, to be hired, will oversee all curriculum module development and delivery, as well as assist with all aspects of program development and delivery.

Project staffing will also include a full-time Administrative Assistant. Each of the three full-time professional project staff will support 6-7 mentors in Cohort 1's first year, and 13-14 mentors in project years 2-5.

A LANALP Advisory Board will meet four times per year to provide oversight guidance on all aspects of the initiative – competencies, recruitment, mentoring, curriculum modules, field projects, and performance-based graduation requirements. In addition to the PMT, advisory board members will include selected current and former principals; Rachel Bonkovsky, head of the LAUSD Talent Management Division; Tommie Chang, head of LAUSD's Intensive Support & Intervention Center (ISIC), a district Educational Service Center which services most of the district's Pilot and Extended School-Based Management schools; one to two ISIC Instructional Directors who work directly with Pilot and ESBM schools which house LANALP participant school administrators; other key LAUSD personnel; and university representatives.

2. **Continuous Feedback**

WestEd will provide continuous feedback to the PMT through conducting surveys of LANALP candidates and mentors regarding their perceptions of the value and quality of each program component – self-assessment, competency-based individual learning plan, mentoring experience, curriculum modules, cohort network meetings, field projects, reflections, and performance-based graduation. WestEd will also interview key project staff - Co-PIs, project

director, project coordinator, and curriculum director – as well as key advisory committee members about project progress and partnership coordination. They will track all program performance measures, including the percentage of LANALP candidates who graduate within two years, student learning growth rates in candidates' schools, graduate retention in school administrator positions, and percentage of graduates rated as effective and highly effective. The data will be compiled and provided to the Co-PIs, project management team, and advisory committee as they emerge, providing multiple checkpoints by which to gauge progress, determine strengths and challenges, determine action plans to address priority challenges, and make mid-course corrections. Through this process, we aim to keep the project focused on its end goals according to the timetable we set, while maintaining flexibility and nimbleness to respond and adjust to unforeseen challenges or dilemmas that arise.

By having a Project Director; two Co-Principal Investigators representing both partners overseeing the project; a PMT meeting twice per month to debate decisions on key programmatic issues, and to conduct a quarterly review of all project activities, timelines, and deliverables; a project advisory team that meets quarterly to provide advice and guidance to the evolving project; and an evaluator providing continuous feedback to the PMT to analyze and make mid-course corrections, we believe that we have set in place a strong management plan to ensure that the project is implemented with fidelity and quality according to the projected timeline, resulting in attaining the articulated plan deliverables.

Los Angeles New Administrators Leadership Program			
Activity	Timeline	Lead	Benchmark
Goal: <i>Establish LANALP to provide powerful professional development to new administrators leading LAUSD's autonomous schools that will build and enhance school leader capacity to positively impact educator quality and student achievement, while attaining an Administrator Services Clear Credential.</i>			
Objective A: <i>Establish and state-certify LANALP in collaboration with the Los Angeles Unified School District.</i>			
Recruit and hire LANALP staff	By 12/13	Co-PIs	Staff are hired
Form Project Management Team & Advisory Council	By 11/13	Co-PIs	PMT and Advisory Council are in place
Submit Alternative Clear Credential program to CCTC	By 11/13	Co-PIs	Proposal submitted to CCTC for Alternative Clear Credential approval
Objective B: <i>Determine the current and projected number of new autonomous school administrators who will need a Clear Credential within five years, and their stated needs for further professional development in becoming an effective administrator.</i>			
Complete assessment of current and projected new administrators in autonomous schools	By 11/13	M. Shannon	Analysis completed of number of current & projected new school leaders
Complete assessment of current school administrators needs and areas of growth	By 12/13	Project Director (I. Herrera-Stewart)	Analysis completed of current new school administrator needs
Objective C: <i>Design standards-based curriculum, cohort model, coaching/mentoring model, field project model, and competency- and performance-based system for program completion.</i>			
Develop program competencies	By 12/13	I. Herrera-Stewart	Completed competencies
Develop self-assessment and Individual Learning Plan templates, tools, and processes	By 12/13	I. Herrera-Stewart	Completed self-assessment and ILP templates, tools, and processes
Design field project guidelines, tools, and rubrics	By 1/14	I. Herrera-Stewart	Completed field project design
Design curriculum modules	By 4/14	Curriculum Director	Completed curriculum modules
Design graduation performance tasks	By 4/14	Curriculum Director	Completed graduation tasks & rubrics
Design mentor coach curriculum	By 3/14	I. Herrera-Stewart	Completed mentor curriculum
Develop plan for creating videotape library	By 3/31	Curriculum Director	Plan for creating video library in place

<i>Objective D: Select, prepare, and graduate four cohorts of diverse school administrators through an innovative, field-based professional development program designed to increase their skills as effective educators in attaining high student performance.</i>			
Design and disseminate LANALP recruitment materials	By 12/08	Advisory Board	Aspiring Principal criteria
Recruit mentors and 4 cohorts of 40 candidates, with at least 50% candidates of color	Annually by June	Project Director & LAUSD Coordinator	Enrollment of 40 candidates in each of four cohorts with demographic make-up
Provide a full LANALP set of leadership development activities to each cohort over two-year periods	Ongoing	Project Director & LAUSD Coordinator	Candidate surveys indicate high satisfaction with quality of program
Engage in regularly scheduled check-ins with mentor coaches and candidates to assess progress	Quarterly	Project Director	Logs of meetings summarize meetings and indicate 100% of meetings held
Meet with candidates who are struggling and design & deliver support plan with the mentor coach	As needed	Project Director	Individual support plans for each identified candidate
95% of candidates in each cohort successfully complete LANALP within two years	Years 3-5	Project Director	Evidence of completion rates
<i>Objective E: Regularly assess fidelity of implementation, identify gaps, and fine-tune the implementation plan to ensure maximum effectiveness and impact of LANALP</i>			
PMT receives ongoing formative feedback from WestEd and uses the data to fine-tune LANALP	Ongoing	WestEd	Ongoing formative feedback provided to PMT; evidence of fine-tuning
Twice annually, the PMT and WestEd use data to assess program and make mid-course corrections	Dec. & June	WestEd	Biannual assessments provided to PMT; evidence of mid-course corrections