

*High Calling: Coaching And Learning for Leaders in Carroll County High Schools*

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### **Invitational Priority 1: Building Leadership Capacity**

Consistent with *Invitational Priority 1: Building Leadership Capacity*, this project will deliver professional learning to all current principals and assistant principals in Carroll County high schools, including the leaders from Temple High School, designated a Priority School according to Georgia's approved ESEA waiver. We will employ a multi-method approach adapted from the New Teacher Center model of Blended Coaching<sup>1</sup> to structure professional learning experiences. This methodology employs a combination of classroom-based instruction, authentic practice, guided reflection with a coach, team-based training, and group process facilitation with a coach to develop leaders' knowledge, skills, and effectiveness.

While content will be adapted to address individual needs, the following four specific essential school leadership skills are the heart of the mini-academies:

- Provide feedback to teachers that is effective in helping them to improve instruction<sup>2</sup>
- Lead change and transform school culture<sup>3</sup>
- Cultivate communities of practice,<sup>4</sup> and
- Analyze data to support instructional improvement.<sup>5</sup>

Through coaching by trained master coaches, leaders will practice and refine this knowledge in the context of improving instruction and student outcomes in their schools. Once leaders have been introduced to these essential instructional leadership topics during Year 1, we will explore each topic more deeply in the unique context of high schools in Year 2. School leaders will engage in study of cutting edge redesign of high school focused on increasing rigor of instruction aligned to college and career ready standards and, with coaching support, use that study to inform and implement plans to address student performance challenges.<sup>6</sup>

**A. Project Design**

**1. Goals, Objectives and Outcomes**

Georgia Leadership Institute for School Improvement (GLISI) and the Carroll County School System (CCSS) propose a partnership to transform postsecondary outcomes for students in rural Carroll County, Georgia through recruitment and development of a cadre of visionary and skilled principals, assistant principals, and teacher leaders. CCSS is a rural, high-need LEA located on the border between Georgia and Alabama in central west Georgia, serving a diverse population of 14,048 students. For every 100 students starting ninth grade in Carroll County, 25 will fail to earn a high school credential within five years.<sup>7</sup> Too many of the students who do remain in school are not engaged in challenging curriculum that will prepare them to succeed in postsecondary education or careers. Only 5.08% of Carroll County high school students are enrolled in AP courses, and when those students take AP exams, fewer than one-third of them score well enough to qualify for college credit.<sup>8</sup> The consequences of failing to equip every student with the tools needed to succeed after high school are evident in grim community statistics: in 2011, the unemployment rate in Carroll County was nearly 11%; over 20% of adults aged 25 and older in Carroll County have never completed high school; and rates of teen pregnancy and substantiated child abuse are both higher in Carroll County than the Georgia average.<sup>9</sup>

However, there are points of light in Carroll County that suggest it could become a beacon for other rural systems. Carroll County is home to two nascent innovations in redefining high school through strong partnerships with community businesses. *12 For Life* is a model garnering national recognition for improving high school completion for at-risk students in Carroll County through innovative school-work opportunities.<sup>10</sup> The Carroll County College and Career

Academy provides a small group of students with work-based learning opportunities in high-skill, high-wage, and high-demand career pathways. Over the past three years, the district has articulated clear goals for improving postsecondary student outcomes and has aligned processes to monitor progress on those goals. The superintendent and district leadership team have established trust through open communication with principals and community stakeholders. The district is poised and ready for transformative change. What is needed to prepare CCSS high school leaders who are ready to lead innovation toward optimal learning configurations that meet the needs of all students is precisely what this proposed project provides: the personnel, the expertise, and the access to high quality leadership development.

Our proposed project, *High Calling: Coaching And Learning for Leaders in Carroll County High Schools* (“*High Calling*”) is a comprehensive talent management strategy that is aimed squarely at improving student outcomes through development of strong school and district leaders. *High Calling* will develop leaders in Carroll County high schools who are animated by a call to ensure every student – regardless of family income, zip code or race – receives a world-class education and leaves our classrooms ready to fulfill his or her potential. These high school leaders must be skilled in inspiring, coaching, and supporting teachers to deliver engaging, rigorous instruction. They must also be empowered by district leaders who influence the conditions that sustain and magnify principal success, including effective supervision of principals.

The path to achieve that vision will be guided by three overarching goals: 1) to improve the effectiveness of current high school principals and assistant principals in leading change and school improvement; 2) to identify and develop a pipeline of strong aspiring leaders equipped to successfully lead innovative high school designs; and 3) to create district conditions that retain

and grow effective high school leaders. Ultimately, we will determine the success of *High Calling* using these summative performance measures:

1. Percentage of principals and assistant principals who complete *High Calling* and whose schools demonstrate positive change in the following pre- and post- school site measures:
  - a. Cohort graduation rate (Target = 90%; an increase of 15 percentage points)
  - b. % students enrolled in AP courses (Target = 25%; an increase of 20 percentage points)
  - c. % of AP exams taken scoring 3 or higher (Target = 50%; an increase of 20 percentage points)
  - d. % students dual enrolled (Target = 40%; an increase of 10 percentage points)
  - e. % students on track to complete high school three years after entering ninth grade (Target = 92%; baseline to be collected)
  - f. Median student growth percentile in the following EOCTs: 9<sup>th</sup> Grade Literature, Math I (Algebra), Math II (Geometry) (Targets to be set; Baselines to be collected)
2. Percentage of program completers who are rated “Effective” or “Highly Effective” (or equivalent) as measured by the Georgia Leader Keys Effectiveness System, developed under Georgia’s Race to the Top initiative<sup>a</sup>

In addition to these summative measures, we will monitor our progress throughout the project to ensure we are achieving our discrete objectives for each goal. The tables on the following pages organize the three goals with our objectives and expected measurable outcomes. We will use

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<sup>a</sup> Additional information about LKES and the qualitative/observational component, the Leader Assessment of Performance Standards (LAPS) is included in the appendix.

these formative outcomes as a data dashboard to gauge our progress and make course corrections as needed along the way.

<b>Goal 1: To improve the effectiveness of current high school principals and assistant principals in leading change and school improvement</b>	
<b>Objective</b>	<b>Outcome</b>
<i>Objective 1.1 Assess the strengths and opportunities for improvement of all current high school principals and assistant principals</i>	100% continuous program participants are rated “Proficient” or “Exemplary” using LKES by end of Year 3.  School-wide ratings on CALL Domains 1-3 are “Proficient” or “Exemplary” by end of Year 5. <sup>b</sup>
<i>Objective 1.2 Equip principals and assistant principals with skills and knowledge needed to define, lead, and monitor change to innovative high school designs that prepare more students to succeed in college and career</i>	10 point increase in percentage of students with dual enrollment by end of Year 5 (Target = 40%).  92% of students on track to complete high school three years after entering ninth grade by end of Year 5.  100% of school wide performance goals are met for Math I (Algebra), Math II (Geometry), and 9 <sup>th</sup> Grade Literature EOCTs, graduation rates, dual enrollment rates, and AP enrollment rates by end of Year 5.
<i>Objective 1.3 Equip principals and assistant principals with skills and knowledge needed to assess instructional effectiveness and provide feedback that helps teachers to improve instruction</i>	School-wide ratings on CALL Subdomains 2.3 (Formative evaluation of teaching) and 2.4 (Summative evaluation of teaching) are “Proficient” or “Exemplary” by end of Year 5.
<i>Objective 1.4 Facilitate the practice of robust leadership teams throughout the high school as the mechanism for identifying and monitoring instructional improvement</i>	School-wide ratings on CALL Subdomains 2.1 (Formative evaluation of student learning), 2.2 (Summative evaluation of student learning), 3.1 (Collaborative school-wide focus on problems of teaching and learning) and 3.3 (Socially distributed learning) are “Proficient” or “Exemplary” by end of Year 5.  100% of school wide performance goals are met for Algebra, Math II, and 9 <sup>th</sup> Grade Literature EOCTs, graduation rates, dual enrollment rates, and AP enrollment rates by end of Year 5.

<sup>b</sup> CALL (Comprehensive Assessment of Leadership for Learning) is a formative assessment and feedback system designed to measure leadership for learning practices for middle and high schools. CALL was developed under a U.S. Department of Education grant by nationally renowned scholars Rich Halverson and Carolyn Kelley from the University of Wisconsin, each of whom have expansive research experience in leadership development, and the measurement of school leadership. Additional information about CALL is included in the appendix.

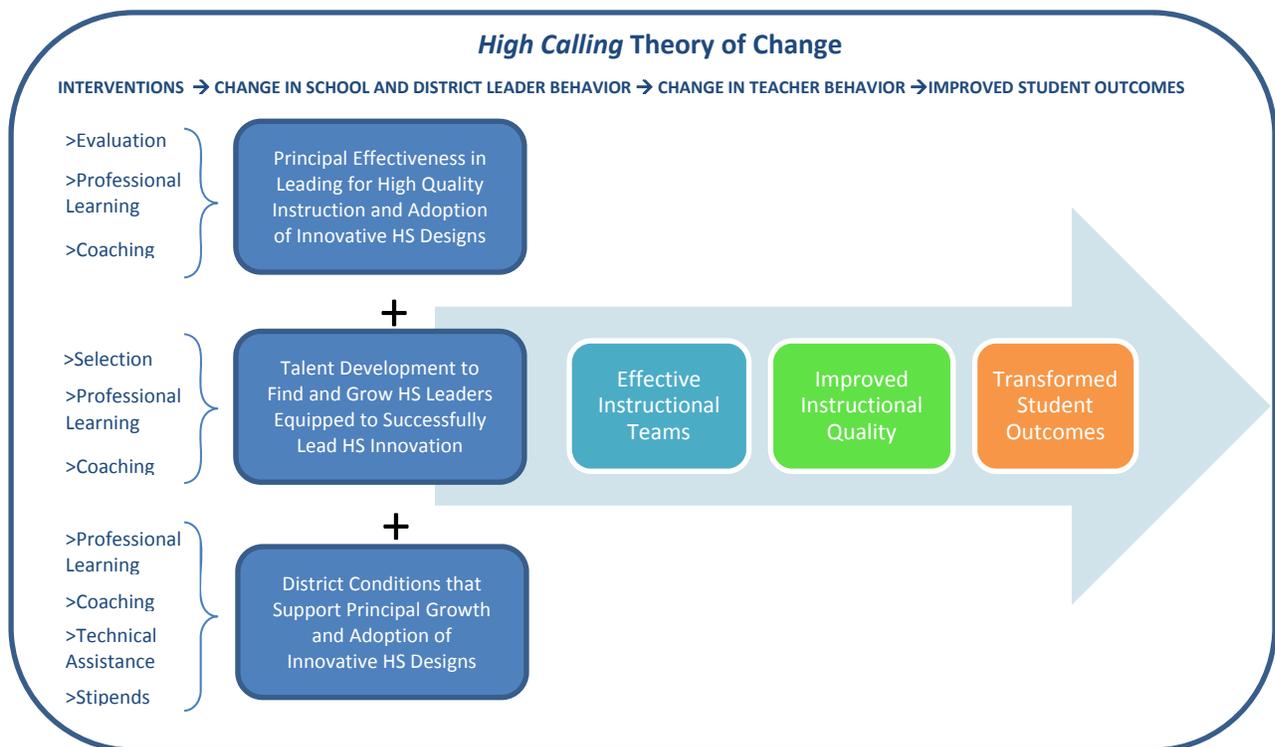
<b>Goal 2: To identify and develop a pipeline of strong aspiring leaders equipped to successfully lead innovative high school designs</b>	
<b>Objective</b>	<b>Outcome</b>
<i>Objective 2.1 Use a rigorous selection process to identify and recruit promising aspiring leaders to participate in leadership development activities</i>	<p>Increased enrollment in introductory district learning opportunities for aspiring leaders by applicants not selected.</p> <p>Cadre of highly qualified promising leaders with known profile of strengths and opportunities for improvement identified by end of Year 1.</p>
<i>Objective 2.2 Equip aspiring leaders with core skills and knowledge needed to successfully enact leadership within school-based teams with emphasis on developing leadership vision, leading communities of practice, and leading data analysis</i>	100% continuous program participants rated “Proficient” or “Exemplary” on Standards 2, 6, and 9 on Teacher Assessment on Performance Standards (TAPS) <sup>c</sup> by end of Year 3.
<i>Objective 2.3 Provide aspiring leaders with authentic opportunities to practice and develop leadership while addressing immediate problems of practice in their leadership teams</i>	100% of team performance goals are met for math and English benchmarks, dual enrollment rates, and AP enrollment rates by end of Year 2.
<i>Objective 2.4 Equip aspiring leaders with skills and knowledge needed to implement and monitor adoption of innovative high school designs that prepare more students to succeed in college and career</i>	<p>10 point increase in percentage of students with dual enrollment by end of Year 5 (Target = 40%).</p> <p>92% of students on track to complete high school three years after entering ninth grade by end of Year 5.</p> <p>100% of school wide performance goals are met for Math I (Algebra), Math II (Geometry), and 9<sup>th</sup> Grade Literature EOCTs, graduation rates, dual enrollment rates, and AP enrollment rates by end of Year 5.</p> <p>Identification by superintendent or principals of 1-3 aspiring leaders per school team with strong promise as prospective high school principals, ready for recommendation to certificate program by end of Year 3</p>

<sup>c</sup> Because aspiring leaders will be evaluated using Georgia Teacher Keys Evaluation System, the appropriate measure for teacher growth is the qualitative/observational component of TKES, the Teacher Assessment on Performance Standards. Additional information about TKES and TAPS is included in the appendix.

<b>Goal 3: To create district conditions that retain and grow effective high school leaders</b>	
<b>Objective</b>	<b>Outcome</b>
<i>Objective 3.1 Evaluate current principal talent management processes and make recommendations for improvement to superintendent</i>	<p>0% high school principals or assistant principals with less than an Effective rating in Year 3 are still in school leadership positions</p> <p>Principal performance evaluation process incorporates data sources that inform principal supervisors how effective principals are in supporting instructional improvement</p>
<i>Objective 3.2 Improve high school principal working conditions</i>	<p>Mean score of five or higher on six point scale on annual survey of principals regarding working conditions in CCSS by Year 5</p> <p>100% retention of high school principals with Effective or Exemplary LAPS ratings for more than two years.</p>
<i>Objective 3.3 Align leadership competency models, leader evaluation practices, and feedback given to principals with district goals, school goals, and LKES</i>	<p>10 point increase in percentage of students with dual enrollment by end of Year 5 (Target = 40%).</p> <p>92% of students on track to complete high school three years after entering ninth grade by end of Year 5.</p> <p>100% of school wide performance goals are met for Math I (Algebra), Math II (Geometry), and 9<sup>th</sup> Grade Literature EOCTs, graduation rates, dual enrollment rates, and AP enrollment rates by end of Year 5.</p>
<i>Objective 3.4 Equip district leaders with skills and knowledge needed to implement cohesive leader supervision and support</i>	<p>Year over year overall improvement on annual survey of principals regarding working conditions in CCSS in Years 2 through 5</p> <p>Effective or higher rating on component of district leader evaluation focused on principal supervision by Year 2</p> <p>Effective or higher rating on all components of district leader evaluation by Year 3</p>
<i>Objective 3.5 Recognize and reward strong principal/school performance on key district goals and priorities</i>	<p>100% retention of high school principals with Effective or Exemplary LAPS ratings for more than two years</p> <p>100% of offers made to preferred candidates for high school principal vacancies are accepted</p> <p>25% increase in number of applicants to aspiring leaders program in Year 3 compared to Year 1</p>

## 2. Project Design Responds to Needs

The engine that drives *High Calling* is our theory of change, or the explanation of how and why the specific intervention we have selected is likely to be successful in achieving our goals and objectives.<sup>11</sup> Our research-based theory is that: 1) improved high school principal effectiveness in leading for high quality instruction and adoption of innovative high school designs + 2) implementation of talent development that finds and grows leaders equipped to successfully lead high school innovation + 3) district structures and practices that monitor and reward effective high school leadership will lead to increased effectiveness of instructional teams, which in turn will lead to improvements in instructional quality which result in improved student outcomes.<sup>12</sup>



This section will describe the four strategies we propose, and will draw on research in leadership preparation and organizational development to bolster our argument that these strategies are likely to yield our goals and objectives.

To improve student outcomes and achieve our goals, we propose implementation of four strategies, incorporated into the fabric of district and school activity: 1) rigorous **evaluation and selection** of leaders participating in leadership development activities; 2) a **blended model of professional learning** that combines one-on-one coaching for school and district leaders, on-site group facilitation of school improvement processes for school and district teams, and mini-academies for principals, assistant principals, aspiring leaders and district leaders; 3) **technical assistance** for district leaders to refine school leadership competency models and align principal performance evaluation and feedback with the Leader Keys Effectiveness System (LKES)<sup>d</sup>; and 4) provision of **incentive compensation** for principals, assistant principals, and teacher leaders to retain and reward participating leaders in alignment with the CCSS school and system goals, leader competency model, and LKES.

*Strategy 1: Rigorous Evaluation and Selection of Participants.* Research on effective principal preparation emphasizes that “a more selective, probing process”<sup>13</sup> for selecting leader candidates is critical to success. Through *High Calling*, we will be working with current principals and assistant principals, as well as aspiring leaders. To insulate the small rural district from internal strife over selection, and leverage organizational experience and expertise, GLISI will oversee the selection process for aspiring leaders, with input from CCSS district leaders. The process will require three elements, identified from research on effective principal preparation:

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<sup>d</sup> The LKES was developed as part of Georgia’s Race to the Top initiative and is being piloted statewide during the 2013-2014 school year. LKES assesses leader performance on Georgia’s eight leader standards, informed by the work of James Stronge in *Qualities of Effective Principals*. The eight standards are tightly aligned to ISLLC standards. A crosswalk developed by the Georgia Department of Education showing that alignment is included in the appendix.

1) district leader endorsement and invitation to each applicant; 2) completion of a written application including a written leadership platform, a reflection on their motivations for pursuing leadership, provision of transcripts, and blind recommendations by colleagues; and 3) interview with a selection panel of internal and external experts.<sup>14</sup> The written application and interview will be assessed against the criteria of professional resilience, strong communication, the ability to be self-reflective and a track record of having successfully led other adults, criteria that were common across several innovative programs studied by the Rainwater Leadership Alliance.<sup>15</sup> Only applicants who receive district endorsement and perform satisfactorily on the written application and interview will be admitted.

The process for current principals and assistant principals will be different. All current high school principals and assistant principals will participate in *High Calling*. This is an intentional design element given the rural location of Carroll County where the option of replacing underperforming leaders and staff as a school improvement strategy is not as viable as improving the performance of existing leaders given the limited pool of qualified leaders in the region. Accordingly, we will grow all high school leaders from where they are, which will require an in-depth evaluation conducted by external experts trained in the use of Georgia's new Leader Keys Evaluation System (LKES). Specifically, we will use an abbreviated observation and interview process drawing on the Leader Assessment on Performance Standards (LAPS) component of LKES to conduct a qualitative review based on Georgia's eight leader performance standards.

In addition to the individual leader assessment, each school will participate in administration of the Comprehensive Assessment of Leadership for Learning (CALL). CALL was developed by a research team at the University of Wisconsin Madison funded by the U.S.

Department of Education and led by Rich Halverson, Carolyn Kelley, and Eric Camburn. The unit of analysis for CALL is the school; scoring and feedback provided indicate the degree to which leadership is enacted effectively at a collective level. *High Calling* will focus on the three instructional leadership domains of CALL: Focus on Learning, Monitoring Teaching and Learning, and Building Nested Learning Communities. The results of the LAPS evaluation and CALL feedback will inform the development of individualized learning plans for each school principal and assistant principal, aligned to school and district goals, to grow each leaders' performance.

*Strategy 2: Blended Coaching Model of Professional Learning for School and District Leaders.* Consistent with Invitational Priority 1: Building Leadership Capacity, professional learning will be delivered by GLISI to all current principals and assistant principals, including the leaders from Temple High School, designated a Priority School according to Georgia's approved ESEA waiver. We will employ a multi-method approach adapted from the New Teacher Center model of Blended Coaching<sup>16</sup> to structure professional learning experiences not only for current leaders, but for aspiring leaders as well. This methodology employs a combination of classroom-based instruction, authentic practice, guided reflection with a coach, team-based training, and group process facilitation with a coach to develop leaders' knowledge, skills, and effectiveness.

Classroom-based instruction will be limited to four mini-academies per year, ranging in duration from 2-4 hours each. While content will be adapted to address individual needs, the following four specific instructional leadership practices are the heart of the mini-academies:

- Provide feedback to teachers that is effective in helping them to improve instruction<sup>17</sup>
- Lead change and transform school culture<sup>18</sup>

*GLISI and Carroll County School System*

- Cultivate communities of practice,<sup>19</sup> and
- Analyze data to support instructional improvement.<sup>20</sup>

These topics map to the abbreviated framework of domains and subdomains assessed in the CALL survey shown here:<sup>21</sup>

<b>Call Domain</b>	<b>Sub-Domain</b>	<b>Mini-Academy Topic</b>
Focus on Learning	Maintaining a school-wide focus on learning	Lead change and transform school culture
	Formal leaders are instructional leaders	Provide feedback to teachers that is effective in helping them to improve instruction
Monitoring Teaching and Learning	Formative evaluation of student learning	Cultivate communities of practice Analyze data to support instructional improvement
	Summative evaluation of student learning	Analyze data to support instructional improvement
	Formative evaluation of teaching	Provide feedback to teachers that is effective in helping them to improve instruction
	Summative evaluation of teaching	Provide feedback to teachers that is effective in helping them to improve instruction
Nested Learning Communities	Collaborative school-wide focus on problems of teaching and learning	Lead change and transform school culture Analyze data to support instructional improvement
	Socially distributed leadership	Lead change and transform school culture Cultivate communities of practice

Once leaders have been introduced to these essential instructional leadership topics during Year 1, we will explore each topic more deeply in the unique context of high schools in Year 2. School leaders will engage in study of cutting edge redesign of high school and use that study to inform plans to address student performance challenges.<sup>22</sup> In addition to face-to-face participation in mini-academies, participants will be assigned essential readings, as well as completion of performance-based modules assigned, first developed in 2009 by GLISI with support from the Wallace Foundation to scaffold emerging leader skills through practice.

District leaders will also participate in mini-academies, with content focused on district leadership. Specifically, research indicates that district leaders need professional learning that helps develop their ability to:

- Establish coherent frameworks for principal expectations, hiring and selection, observations of principals, analysis of data regarding principal performance, principal evaluation, and feedback and professional learning provided for principals, aligned to district goals;<sup>23</sup>
- Provide feedback to principals that is effective in helping them to help teachers to improve instruction;<sup>24</sup> and
- Communicate vision and set direction regarding career pathways and high school redesign.<sup>25</sup>

In addition to mini-academies, each year the superintendent will select a team of leaders from the five schools, along with district leaders, to attend a five-day team-based leadership training program, GLISI's Base Camp and Leadership Summit (BCLS). Focused on teaching and scaffolding a systemic improvement process, BCLS is a vital component of this model since it will permit the superintendent to reinforce how the *High Calling* work seamlessly and effectively catapults forward the existing district and school plans for improvement in CCSS. This will function as an annual retreat of sorts to bring leaders from all the schools together to check on progress, touch base on shared language, continue to stoke enthusiasm for the work, and recognize and reward team progress.

The mini-academies and Base Camp and Leadership Summit are important building blocks of the model, but the cornerstone of the model– the portion of the process during which participants will actually become better leaders – will occur in the iterative cycle of guided authentic practice in concert with a trained GLISI coach. GLISI coaches are outstanding retired

educators with experience as successful principals and central office leaders, selected based on their track record of having successfully helped leaders grow through quality coaching and feedback. All GLISI coaches selected for *High Calling* will be re-interviewed for the task and will be evaluated using a competency rubric that scores their experience, credibility, communication skills, professionalism, knowledge, and commitment. This rubric is attached in the appendix.

Each *High Calling* school will receive two days of on-site coaching per month, to be distributed based on agreement between the GLISI coach and principal. Some months, the GLISI coach may do two half day one-on-one sessions with the principal and assistant principal, plus two half-day facilitated team sessions. Other months, aspiring leaders may each get several hours of one-on-one time plus participate in a team session facilitated by the GLISI coach. Whatever the combination, the objective of every one-on-one coaching session is to, based on individualized leader learning plans, specify explicit knowledge and skills that need to be enhanced; to identify the practice opportunities where leaders can test new leadership skills and knowledge; once that practice opportunity has been completed, to reflect on those practice opportunities drawing on feedback from other team members and other relevant data sources; and finally, for the coach to offer clear and specific critical feedback that helps the leader to adapt and refine practice.

The *High Calling* model does not stop at one-on-one coaching. Team facilitation with the coach is a strategy used by GLISI coaches with success in other districts that increases the productivity and effectiveness of teacher teams, as well as the effectiveness of principals in cultivating team behavior that leads to improved instruction. In the mini-academies, current and aspiring leaders – as well as district leaders - will learn the same principles of effective

communities of practice, as well as how to analyze data to improve instruction. However, in GLISI-coach facilitated team meetings, participants will receive guidance and feedback on how they implement their particular roles in team interaction, while carrying out the authentic work of school and district improvement. To facilitate the sharing of data in teacher leader teams, and communication around leader performance during walkthroughs and performance feedback sessions, iPads will be purchased for district leaders (4), principals (5), assistant principals (8), and for aspiring leaders (30). This technology will drastically improve the ability of leaders to analyze data and communicate about performance efficiently. Due to budget cuts eliminating administrative support in the central office, CCSS leadership currently relies on the superintendent himself to get notes documented, delivered, and filed which stifles their ability to provide leaders with immediate, data-based feedback.

The implementation of Strategy 2 will increase the capacity of current high school leaders as well as the function of leadership teams in their schools through development of aspiring leaders who are given leadership responsibility on those teams. Two cohorts of aspiring leaders will participate in the two-year program, which will be run in Years 2-3, then repeated in Years 4-5, building leadership capacity deep into the five high schools. It will also increase the knowledge and skills of district leaders. However, performance improvement theory cautions that not all performance problems are solved through professional learning.<sup>26</sup> Working conditions in schools mitigate teacher effectiveness and retention, and one of the most impactful such conditions is the leadership capacity of the principal.<sup>27</sup> Similarly, principals' practice is impacted by district conditions.<sup>28</sup>

*Strategy 3: Technical Assistance for District Leaders.* The distinction between professional learning and technical assistance is that in the first, we teach leaders what they

should do (mini-academy), and then provide support for them to do it (coaching and the authentic opportunity for practice). In the second, as consultants we step in and *do* the work such as creating systems or processes, then step out of the way so leaders can take the work forward.<sup>29</sup>

GLISI will provide technical assistance to district leaders in order to assist in creating the conditions that help principals successfully lead for high quality instruction<sup>30</sup>, and to create the conditions for successful redesign of high school to prepare all students for postsecondary success.<sup>31</sup> Guided by the work of Honig and colleagues on central office transformation,<sup>32</sup> Milanowski and Kimball on supporting the principal as manager of human capital,<sup>33</sup> and Augustine and colleagues on cohesive leadership systems,<sup>34</sup> in Year 1, GLISI will convene a community of practice with CCSS district leaders,<sup>35</sup> meeting one day per month to assess and improve their leader talent development practice on several fronts: leader talent management processes including hiring, selection, induction, evaluation, feedback, recognition and professional support for principals; adequacy of leader competency models; principal autonomy; and principal perceptions of working conditions. Following the assessment process, GLISI will gather findings in a report, iteratively checking with district and school staff for accuracy and completeness, then present that report with recommendations for action to district leaders. Following presentation of the report, GLISI will work collaboratively with the superintendent to identify those action items that GLISI can assist in implementing such as facilitation of refinement, alignment, and publication of leader competency models to all staff and stakeholders.

This process will be replicated in Years 2 and 3 with emphasis on routinizing new principal evaluation and feedback practices. In addition, Years 2 and 3 will focus on district leader support for principal leaders as they expand pathways for more students to master rigorous

ELA and mathematics standards through innovative configurations that pivot away from conventional conceptions of high school “seat time” and focus instead on preparing students for postsecondary success.<sup>36</sup> During Years 4 and 5, the technical assistance function will be focused on gradual handing off of facilitation of the district leader community of practice, while monitoring and making course corrections to both the leader talent development system and the initiative to redesign high school to prepare all students for postsecondary success.

At the juncture of leading high school redesign and improving working district conditions, the research is clear that district leaders that effectively support principal growth play a clear and specific role regarding the analysis and provision of data.<sup>37</sup> In Georgia, the new Longitudinal Data System (LDS) provides access to student-level data that can be used to match students with innovative interventions that can help prepare them for postsecondary success. In addition, Georgia has recently launched High School Feedback Reports (HSFRs) which provide schools with detailed information about their students post-high school graduation, including: their needs for remediation, their grades in postsecondary institutions, and postsecondary persistence. These data can be analyzed to identify persistent institutional failures that can be remedied to improve student readiness for college and career. The operative word regarding optimizing both of these resources is that these data *can* be used to improve instruction and postsecondary student outcomes. However in order to *actually* use them, district staff with time and expertise is needed to develop data dashboards that integrate these data with interim assessment data as well as research-based predictive indicators of college and career readiness<sup>38</sup> to produce timely, responsive reports for principals and school leadership teams.<sup>39</sup> Accordingly, the final component of the proposed technical assistance strategy is a dedicated Postsecondary

Student Success Data Manager in CCSS at 1.0 FTE for each year of the grant to round out this component of district conditions that support principal leadership success.

Implementation of Strategy 3, focused on creating sustained district conditions that are focused on supporting principals in supporting instruction, is often overlooked in models of principal development. However, after rigorously selecting leaders, providing high quality professional learning, and improving working conditions, the resulting work that principals are doing if successful should be compensated with more than “Thank you” to clearly communicate the value delivered to the school, district, and community, as would be the case in equivalent roles in the private sector.<sup>40</sup>

*Strategy 4: Incentive Compensation for School Leaders.* Leading schools is difficult. Leading high schools through change initiatives requires tenacity, persistence, resilience, and exceptional skill. In a district where student performance has been steadily improving, albeit incrementally and in many cases not enough, principals report feeling as though they are constantly asked to give more with little incentive or reward for doing so, other than the substantial intrinsic reward of helping students, as well as the extrinsic “reward” of being spared censure for failure. Odden and Kelly advanced theories around the strategic management of human capital in education that recognize the need to align compensation policies with district goals and talent management frameworks.<sup>41</sup> The purpose of this component of the design is to ensure that the incentives for principals to do the work they are being supported to do are aligned with district goals to transform student outcomes.

Unfortunately, compensation policies absent adequate compensation are not effective incentives. Like most Georgia districts that rely on state funding for a substantial portion of their budget, CCSS has endured deep budget cuts due to the state failure to fully fund the formula for

a Quality Basic Education defined in Georgia law. Since FY10, the CCSS district budget has received \$44 million fewer dollars than is indicated by the state formula due to “austerity cuts” instituted by the state legislature. In that same time frame, they have cut 391 positions across the district, including seven total positions at the central office (four directors, two coordinators, and one administrative support position). For FY13, all employees had six furlough days which includes a four day reduction in the school year calendar.<sup>42</sup> The district’s impaired capacity to compensate desired candidates has adversely impacted their optimal staffing configuration.

Compensation is a critical element of a comprehensive talent management framework, and itself is a “working condition.”<sup>43</sup> The *High Calling* grant will fund a compensation incentive plan aligned to the talent management approach developed through the technical assistance strategy. To define the specific terms of the compensation incentive plan, GLISI staff will convene district leaders to identify target school and staff outcomes, and base and bonus incentive levels for each leadership position (principal, assistant principal, teacher leader). However, the basic structure will conform to the secretary’s intent in the notice for this funding program:

- Incentives will be paid to principals and assistant principals, tied to accomplishment of school and district goals, as a lever for growing and retaining effective school leaders in a high-need LEA
- Incentives will be paid to aspiring leaders, also tied to accomplishment of school and district goals, as a lever for recruiting and selecting a pipeline of effective aspiring school leaders for the future, while also increasing school effectiveness today by distributing strong leadership throughout the school

Incentives will be paid beginning in Year 2. To encourage effective principals, assistant principals and aspiring leaders to stay, the incentive fund increases in Years 4 and 5, rewarding those leaders who successfully achieve performance targets and remain in the district.

*This model responds to unique needs in CCSS.* The design of this model is the product of reviewing research in leadership preparation, organizational development and performance improvement. That is to say, the first need for *High Calling* is that no current CCSS school or district leaders participated in a program intentionally designed to successfully prepare them to enact the leadership practices that make the most difference in improving instruction and postsecondary student outcomes. However, in addition to the conspicuous absence of instructional leadership preparation in existing programs and leader development initiatives, there are unique aspects of CCSS that further underscore the need for *High Calling*, as well as the probability of success in CCSS.

What are the urgent needs in CCSS for *High Calling*? 1) CCSS high schools are typical high schools, have persistently resisted change, and are underperforming; 2) High school principals turnover is high in CCSS; 3) CCSS is a rural district experiencing drastic budget cuts that have impaired the ability of central office to create attractive working conditions for high school principals.

*High Calling* will directly serve five high schools in CCSS, led by 13 high school leaders including five principals and 8 assistant principals supporting 229 teachers who in turn directly serve 4,027 high school students. CCSS enrolls 14,048 students in 12 elementary schools, six middle schools, and five high schools system-wide. Academic progress of high school students in Georgia is measured through eight End of Course Tests (EOCT). In 2012, nearly 35% of CCSS high school students failed Math EOCTs, while only 25.8% of CCSS students achieved

the state target Lexile measure on the American Literature EOCT. Across all EOCT subjects, only 22.8% of CCSS high school students scored at the Exceeds level. With a 2012 cohort graduation rate of 75.9%, there is ample room for instructional improvement at CCSS high schools.

*High Calling* is focused on the unique context of high schools, a setting that has been resistant to efforts at innovation

and improvement. In 2011,

83.09% of elementary schools in

Georgia successfully made AYP

while only 41.45% of Georgia high schools were able to do so, a pattern that has been consistent over the last five years. This state pattern is mirrored in CCSS in which three or more of the five high schools failed to make AYP from 2008-2011 (see table at right).

<i>CCSS High School</i>	<i>AYP Status</i>			
	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
Bowdon High School	Y	Y	Y	Y
Central High School	N	N	N	N
Mt. Zion High School	Y	N	Y	N
Temple High School	Y	N	N	N
Villa Rica High School	N	Y	N	N

CCSS also mirrors a national trend that may explain poor high school performance uncovered in a 2009 study in Texas which found that more than 50% of newly hired high school principals stay for fewer than three years; fewer than 30% stay for longer than 5 years.<sup>44</sup> Each of the five CCSS high schools has had an average of 2.4 principals in the last five years. Research on school improvement points to the importance of having effective teachers in every classroom; however, the capacity to find, grow, and keep those teachers is influenced by skilled leaders who create a culture of high expectations for all students while providing teachers with support to deliver rigorous instruction.<sup>45</sup> In high schools, driving change toward preparing all students for college and career readiness requires leadership focus sustained for at least six years<sup>46</sup> before observable improvements in student achievement will occur. Because the average tenure of high school principals in CCSS is under three years, it is no wonder that high school change initiatives

get little traction before they are disrupted by a change in leadership. There is a pressing need to prepare and retain a cadre of effective high school principals, as well as a system for preparing a pool of ready leaders to share the leadership mantle and seamlessly step into leadership vacancies.

Building in this kind of leadership stability not only leads to less churn when principals turnover (and ideally it leads to less principal turnover), but more importantly, it leads to improvements in instruction and student achievement. With a 2012 cohort graduation rate of 75.9%, each year at least 250 students in CCSS drop out of school,<sup>47</sup> ostensibly failing to obtain a high school diploma. Even as the standard of high school graduation remains elusive for many students, simply meeting the bare minimum requirements to complete high school is not enough.

When high schools fail to prepare graduates to succeed in college, post-secondary training, or career pursuits, the short- and long-term economic and social impact is grave.<sup>48</sup> If Georgia students make it out of high school with a diploma and go on to attend a 2-year or 4-year institution, 60% drop out before obtaining a credential.<sup>49</sup> Such failures are especially alarming in light of the transition to a high skill, high wage economy where post-secondary credentials are essential for young people to forge a life of dignity, economic independence, and civic engagement.<sup>50</sup> Higher levels of education or specialized training are associated not only with greater earning potential,<sup>51</sup> but with better healthcare, lower incidence of incarceration, and higher rates of civic involvement.<sup>52</sup> The need for *High Calling* therefore is not only to address the high school principal turnover and post-secondary success of students in CCSS, but to secure a strong economic future for greater Carroll County and surrounding communities.

### **3. Project is Part of a Comprehensive Effort**

The superintendent of CCSS has been leading the district for three years, and in that time has demonstrated strong leadership by setting clear direction and implementing structures and processes for monitoring progress.<sup>53</sup> The first strategic goal area defined in the district improvement plan is Student Achievement, with three objectives articulated: I) Improve student mastery of curriculum (currently measured by EOCT but soon to be measured by Common Core Assessments); II) Ensure students are nationally competitive (SAT/ACT scores; AP scores; Dual Enrollment); and III) Increase student success (graduation rate, CTAE pathway completers, 9<sup>th</sup> graders on track for graduation). The catalyst for implementing *High Calling* is the superintendent's vision of transformed high schools that are structured to dramatically improve performance in each of the three goal areas defined in the district improvement plan. Emerging research on what kinds of change must occur in order to radically improve students' readiness for college and career point to the need for a new kind of high school principal in CCSS. The work that must be done is not generic change leadership and culture shift. All leaders and teachers in high schools must understand the pressing need for equipping every student with the tools needed to complete high school and find success in postsecondary endeavors, and then create the instructional opportunities to increase student mastery of rigorous standards in ELA and math, and incorporate core academic content into compelling technical or career pathways or programs of study.<sup>54</sup>

All aspects of the design of the model are purposefully focused on the larger district goals of improving postsecondary student outcomes. For example, the emphasis on equipping current and aspiring leaders with the skills to effectively operate in communities of practice, is intended to scaffold the team function throughout each high school not in the future, but during the

project. With this scaffolding, the work of the school-based teams will be driven relentlessly toward the determination of not only where instruction needs to change in order to meet students, but precisely what needs to change about the instruction in order to achieve a more effective result. Helping teachers to become more expert and facile in making that decision – and then implementing it in the classroom – is the work that all leadership in the school and district is pointed toward. Further, the emphasis in the project design on building district leader capacity and structures that improve principal working conditions is also done with the intention of closely knitting together the work of developing leaders as an essential mechanism by which the district pursues its strategic priorities and goals.

#### **4. Design will Result in Information to Guide Possible Replication**

The project evaluation plan provides more detail about the specific formative, summative and process data to be collected during the implementation of *High Calling*, as well as plans for disseminating findings and analysis, all of which are essential precursors to guiding replication. However, the feature of the design itself that contributes most to the probability that *High Calling* will yield information to guide replication is the theory of change/logic model. Our theory of change (see page 7) clearly articulates our explanation for how our proposed combination of strategies will lead to changes in leader behavior, then changes in teacher instructional behavior, and finally, to our ultimate goal of changes in student outcomes. With our theory thus explicated, our evaluation plan is designed to collect information to test each element of that theory to determine whether in fact our expected outputs and outcomes resulted from our strategies, and then whether the chain of behavior change we predicted would occur – from leader behavior, to instruction, to student outcomes - actually occurred. This would inform the field regarding the effectiveness of the strategies employed in *High Calling*.

In addition to the data collection and dissemination conducted under the evaluation plan, the approach to project management will also yield an important record of the project activities which will enable possible replication. Consistent with GLISI's successful experience managing similar grant-funded projects, the project will be managed by GLISI staff using a project plan that will be shared and editable online by all key project personnel at GLISI and CCSS. GLISI staff will also develop an online project "scrapbook" to capture all artifacts produced for the project including instructional materials, meeting agendas and minutes, coaching logs, leader competency models, compensation incentive plans, etc. Each month, key project personnel will participate in a progress call and meeting notes will be disseminated and documented in the project scrapbook following the meeting. The scrapbook then becomes a roadmap for precise replication of the day-to-day workings of the project. Annually, the evaluation team will conduct a logic model review that includes artifact analysis of the "scrapbook" complemented by interviews with project staff to elicit the keys to success and unanticipated barriers. The result of this review will be a replication guide that identifies the practices and behaviors that were essential contributions to achieving project objectives as well as our ultimate goal: improved student outcomes.

## **B. Project Evaluation**

The evaluation of *High Calling* will be conducted by The Findings Group, LLC, an independent evaluation organization with a track record of success in evaluating federally funded programs that, like *High Calling*, aim to improve student outcomes and leadership capacity in high schools. The evaluation of *High Calling* will serve three purposes: 1) to make an objective determination regarding whether and to what degree the project fulfilled its intended goals and outcomes (summative research);<sup>55</sup> 2) to generate insight regarding *how* the project and its

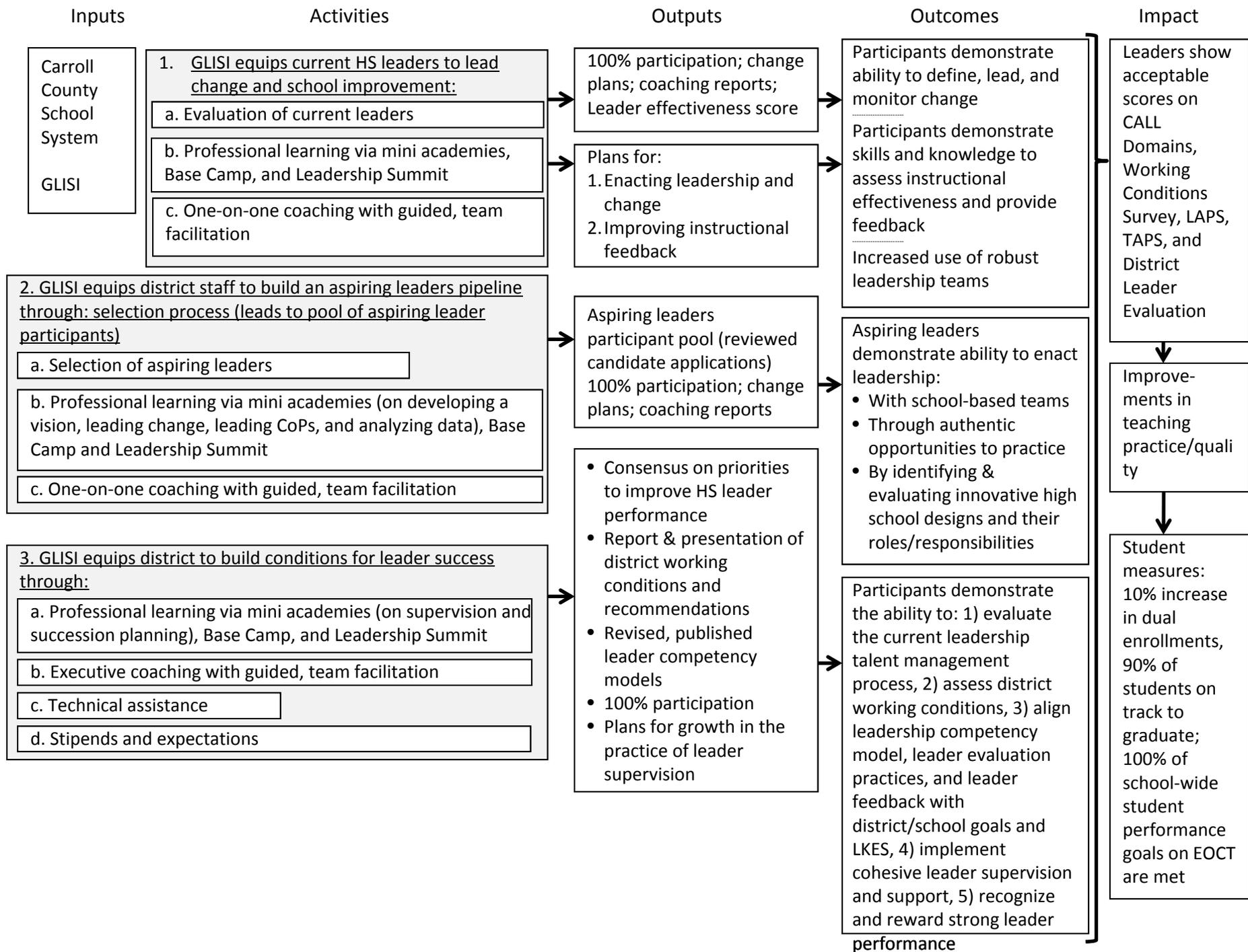
components worked to yield the project outcomes (fidelity of implementation),<sup>56</sup> and 3) to generate formative feedback that assists program staff in making course corrections, as well as adaptations to the program theory of change, to increase the success of the project in fulfilling its goals (formative program feedback).<sup>57</sup>

The *High Calling* theory of change, expressed in our logic model shown on the following page, drives the evaluation plan. The plan is also informed by Guskey's model of evaluation for teacher professional development which maps a five step causal pathway from professional learning intervention to changes in student outcomes.<sup>58</sup> Guskey's theory is that if professional learning experiences lead to changes in student outcomes, they do so by yielding immediate participant reactions, then changes in participant knowledge, then changes in participant behavior, changes in organizational structures, and finally, changes in student outcomes. The plan below lays out the evaluation questions, aligned to each element of the logic model, designed to investigate each stage of the Guskey causal pathway drawing on both quantitative and qualitative data.

### **1. Objective Performance Measures Related to Intended Outcomes**

*High Calling* is a comprehensive talent management strategy that is aimed squarely at improving student outcomes through development of strong school and district leaders. The project will pursue three goals: 1) to improve the effectiveness of current high school principals and assistant principals in leading change and school improvement; 2) to identify and develop a pipeline of strong aspiring leaders equipped to successfully lead innovative high school designs; and 3) to create district conditions that retain and grow effective high school leaders.

To determine whether these goals and intended outcomes are achieved, we pose each goal as a question to guide evaluation. Methods and performance measures for evaluating each



question are shown in the table below, mapping out the summative component of the evaluation plan focused on assessing the logic model impact.

<b>Overarching Evaluation Question: Did we transform outcomes for CCSS students?</b>			
<b>Intended outcome</b>	<b>Objective Performance Measure</b>	<b>Data Collection Method</b>	<b>Analysis</b>
All participating schools demonstrate positive change in pre- and post-school site measures of student outcomes	<p>Cohort graduation rate (Target = 90%; an increase of 15 percentage points)</p> <p>% students enrolled in AP courses (Target = 25%; an increase of 20 percentage points)</p> <p>% of AP exams taken scoring 3 or higher (Target = 50%; an increase of 20 percentage points)</p> <p>% students dual enrolled (Target = 40%; an increase of 10 percentage points)</p> <p>% students on track to complete high school three years after entering ninth grade (Target = 92%; baseline to be collected)</p> <p>Median student growth percentile in the following EOCTs: 9<sup>th</sup> Grade Literature, Math I (Algebra), Math II (Geometry) (Targets to be set; Baselines to be collected)</p>	CCSS student information system	Descriptive statistics
<b>Evaluation Question Goal 1: Did we improve the effectiveness of current high school principals and assistant principals in leading change and school improvement?</b>			
<b>Intended outcome</b>	<b>Objective Performance</b>	<b>Data Collection</b>	<b>Analysis</b>

	<b>Measure</b>	<b>Method</b>	
Increase in percentage of program completers who are rated “Effective” or “Highly Effective” (or equivalent) as measured by the Georgia Leader Keys Effectiveness System, developed under Georgia’s Race to the Top initiative	Georgia Leader Keys Evaluation System (LKES) overall Leader Effectiveness Measure score	LAPS, Student Growth Percentile and Academic Growth (CCSS student information system), and Governance/Leadership (state-approved climate surveys, attendance rates, teacher retention)	Descriptive statistics; LEM score is used as a predictor variable in a regression model with student success measures as outcome variables
100% continuous program participants are rated “Proficient” or “Exemplary” using LAPS by end of Year 3.	LAPS rubric score Georgia Leader Keys Evaluation System	Coaches trained in use of Georgia Leader Keys Evaluation System will conduct assessment in Year 1. District administrators will conduct assessments in Years 2-5.	Qualitative analysis and rubric scores by trained reviewer
School-wide ratings on CALL Domains 1-3 are “Proficient” or “Exemplary” by end of Year 5.	CALL Survey developed by University of Wisconsin researchers	School-wide administration in all five high schools annually	Analysis and feedback reports conducted by University of Wisconsin Madison team
<b>Evaluation Question Goal 2: Did we identify and develop a pipeline of strong aspiring leaders equipped to successfully lead innovative high school designs?</b>			
<b>Intended outcome</b>	<b>Objective Performance Measure</b>	<b>Data Collection Method</b>	<b>Analysis</b>
Identification by superintendent or principals of 1-3 aspiring leaders per school team with strong promise as prospective high school principals, ready for recommendation to certificate program by end of Year 3	CCSS Teacher Leader Competency Model Rubric	Superintendent and/or principal score of aspiring leader performance	Increase in number of prospective high school leader candidates identified from Year 1 to Year 5
<b>Evaluation Question Goal 3: Did we create district conditions that retain and grow effective high school leaders?</b>			
<b>Intended outcome</b>	<b>Objective Performance Measure</b>	<b>Data Collection Method</b>	<b>Analysis</b>

Identification by superintendent or principals of 1-3 aspiring leaders per school team with strong promise as high school principals, ready for recommendation to certificate program by end of Year 3	CCSS Teacher Leader Competency Model Rubric	Superintendent and/or principal score of aspiring leader performance	Increase in number of prospective high school leader candidates identified from Year 1 to Year 5
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## 2. Methods Examine Effectiveness of Project Implementation Strategies

In addition to the summative evaluation measuring intended outcomes, the evaluation plan is designed to measure whether the model was implemented as designed, and to uncover evidence substantiating our theory of change. In other words, the evaluation plan will collect and analyze data to determine if and how *High Calling* strategies led to intended outcomes. This aspect of the evaluation plan focuses on the activities->outputs->outcomes component of the logic model and is designed to systematically trace the Guskey pathway from intervention to outcome. An important deliverable produced from this component of the evaluation plan is the *High Calling* replication guide. Drawing on analysis of program artifacts, staff interviews, and the annual logic model gap analysis, evaluators will produce a replication guide that distills project characteristics and practices that contribute to – or detract from – project success. This replication guide will be compiled each year and published at the end of the project for potential use by others that wish to replicate the model. Questions and methods that will be used to achieve these goals are presented in the table below.

<b>To what extent is <i>High Calling</i> delivering proposed <u>activities</u> defined in the project design: 1) rigorous evaluation and selection of participants; 2) blended coaching; 3) technical assistance; and 4) stipends for school leaders?</b>			
<b>Intended outcome</b>	<b>Objective Performance Measure</b>	<b>Data Collection Method</b>	<b>Analysis</b>
Delivery of all strategies as planned	Project plan progress	Minutes from monthly and quarterly meetings;	Gap analysis between

		project plan	meeting minutes and project plan reported to project quarterly
	Logic model review	Minutes from monthly and quarterly meetings; project plan; interviews with project staff	Annual gap analysis between logic model and program artifacts to identify intentional changes, prevent unintentional activity and guide replication

<b>To what extent is <i>High Calling</i> producing the <u>outputs</u> identified in the logic model? How many have participated in which activities? What are their initial participant reactions? To what extent have plans and reports (e.g. change plans, coaching reports, consensus on priorities to improve leader effectiveness, district working conditions, leader competency models, and plans for growth in the practice of leader supervision) been completed?</b>			
<b>Intended outcome</b>	<b>Objective Performance Measure</b>	<b>Data Collection Method</b>	<b>Analysis</b>
Strategy 1: All high school principals and assistant principals are evaluated	Completion of evaluation process	Coaching logs and completed scoring rubrics	% complete
Strategy 1: Two cohorts of aspiring leaders are selected	Number of aspiring leaders selected for <i>High Calling</i>	Scoring guides and admission decisions	Descriptive statistics (# applied, # admitted)
Strategy 2: Mini-academies are delivered	Number of mini-academies developed and delivered  Attendance  Participant reactions	Mini-academy agenda and learning materials  Attendance rosters  Post-session feedback survey	Descriptive statistics
Strategy 2: One-on-one coaching is delivered	Number of participants receiving coaching  Number of hours of	Attendance rosters  Coaching logs	Descriptive statistics (counts)

	coaching Participant ratings	Online coaching rating survey	
Strategy 2: Group facilitation is delivered	Number of participants receiving coaching  Number of hours of coaching  Participant ratings	Attendance rosters  Coaching logs  Online coaching rating survey	Descriptive statistics (counts)
Strategy 3: Team-based training is delivered	Number of team members attending Base Camp and Leadership Summit	Registration logs	Descriptive statistics
Strategy 3: Group facilitation is delivered	Number of participants receiving coaching  Number of hours of coaching  Participant ratings	Attendance rosters  Coaching logs  Online coaching rating survey	Descriptive statistics (counts)
Strategy 3: Report on principal talent management processes is delivered	Completed report	Superintendent acknowledgement email	Completed
Strategy 3: Technical assistance is delivered to improve principal talent management processes	Number of participants receiving coaching  Number of hours of coaching  Participant ratings	Attendance rosters  Coaching logs  Online coaching rating survey	Descriptive statistics (counts)
Strategy 3: Study of principal working conditions is delivered	Completed report	Superintendent acknowledgement email	Completed
Strategy 3: Technical assistance is delivered to improve principal working conditions	Number of participants receiving coaching  Number of hours of coaching  Participant ratings	Attendance rosters  Coaching logs  Online coaching rating survey	Descriptive statistics (counts)
Strategy 3: Technical assistance is delivered to develop leader competency models	Completed competency models	Superintendent acknowledgement email	Completed

Strategy 3: Mini-academies are delivered to district leaders	Number of mini-academies developed and delivered  Attendance  Participant reactions	Mini-academy agenda and learning materials  Attendance rosters  Post-session feedback survey	Descriptive statistics
Strategy 3: Compensation incentive policy developed	Completed policy and plan	Superintendent acknowledgement email	Completed
Strategy 3: Compensation incentive policy implemented	Number of leaders earning compensation incentive	Payment records	% earned base and % earned bonus

**To what extent is *High Calling* producing the outcomes identified in the logic model? To what extent do participants possess the skills and knowledge to lead change? What actions do leaders take as a result of program activities? How is this change realized in teaching practice? What organizational structures (both formal and informal) support or inhibit improvements to leader effectiveness and instructional practice?**

<b>Intended outcome</b>	<b>Objective Performance Measure</b>	<b>Data Collection Method</b>	<b>Analysis</b>
<p>Participants possess skills and knowledge to lead change</p> <p>Leaders change leader behavior particularly in providing teacher feedback and coaching to improve instruction</p> <p>Teachers make changes in instructional methods the improve student learning</p>	<p>25% increase in number of students with dual enrollment by end of Year 5.</p> <p>10 point increase in percentage of students on track to complete high school three years after entering ninth grade by end of Year 5.</p> <p>100% of school wide performance goals are met for Math I (Algebra), Math II (Geometry), and 9<sup>th</sup> Grade Literature EOCTs, graduation rates, dual enrollment rates, and AP enrollment rates by end of Year 5.</p>	<p>School improvement plans</p> <p>CCSS student information system</p> <p>Principal working conditions survey</p>	<p>Descriptive statistics including year over year comparison by school</p>

	Perceptions of teachers, leaders and project staff	Interviews and focus groups	Qualitative analysis for common and divergent themes reported as matrix displays (Miles & Huberman, 1994) thick descriptions, and anonymized quotes.
	CALL Survey	Annual online school-wide administration in all high schools	Descriptive Statistics; each of the five domains is used as a predictor variable in a regression model with student success measures as outcome variables
School organization changes to enable leader and teacher behavior that focuses on instructional improvement	Principal working conditions ratings  100% retention of high school principals with Effective or Exemplary LAPS ratings for more than two years	Annual survey of principal working conditions  CCSS HR records	Descriptive statistics

### 3. Methods will Provide Performance Feedback

Working in close partnership with program staff, the evaluation team at TFG will develop a data dashboard and generate reports for *High Calling* quarterly meetings, permitting all project staff to view progress on project input and outcome measures. The data dashboard will be constructed using the strategy-by-strategy output measures defined above, as well as measures displayed in the following table, to provide formative feedback for all project staff, empowering them to identify opportunities to tweak activities or the logic model as indicated by the data.

What data, in addition to strategy-by-strategy output data, can offer program staff actionable intelligence about project progress?			
Intended outcome	Objective Performance Measure	Data Collection Method	Analysis
<p>Participants possess skills and knowledge to lead change</p> <p>Leaders change leader behavior particularly in providing teacher feedback and coaching to improve instruction</p> <p>Teachers make changes in instructional methods the improve student learning</p>	<p>25% increase in number of students with dual enrollment by end of Year 5.</p> <p>10 point increase in percentage of students on track to complete high school three years after entering ninth grade by end of Year 5.</p> <p>100% of school wide performance goals are met for Math I (Algebra), Math II (Geometry), and 9<sup>th</sup> Grade Literature EOCTs, graduation rates, dual enrollment rates, and AP enrollment rates by end of Year 5.</p>	<p>School improvement plans</p> <p>CCSS student information system</p> <p>Principal working conditions survey</p>	<p>Descriptive statistics including year over year comparison by school</p>

**C. Significance**

**1. Contribution to Increased Knowledge or Understanding**

*High Calling* is poised to contribute increased knowledge and understanding of educational problems and – we expect – effective strategies for two reasons: 1) the project is exclusively focused on developing high school principals, assistant principals and teacher leaders in a rural setting; and 2) our team is comprised of research and evaluation staff who have the experience, knowledge, and track record of success to collect, analyze, and report findings to the field. Over the past two decades, a proliferation of research has emerged that centers around the effects of leadership on student achievement and school effectiveness<sup>59</sup> ; the characteristics of high-quality education leaders<sup>60</sup> ; and the design elements that are most effective in selecting,

preparing, developing, and retaining exemplary leaders for our nation's schools<sup>61</sup>. However gaps in our knowledge base remain.

While research suggests that leadership challenges are more complicated and extensive at the secondary level than in other school contexts<sup>62</sup>, our knowledge about how to best prepare leaders for the challenges of secondary leadership, particularly in innovative high school designs, is sparse.<sup>63</sup> What we do know is that leaders in secondary contexts do not engage enough in “instructional action,”<sup>64</sup> wherein they provide teachers with guidance or feedback focused on instructional growth. Two elements of the *High Calling* design address this need directly. First, the central emphasis in our leadership development activities is on equipping current and aspiring leaders with explicit knowledge, guided practice, and coaching in instructional observation, data analysis, and feedback to support teacher growth and instructional improvement. Second, the group facilitation component of our leadership development activities will draw together principals, assistant principals, and aspiring leaders to implement such “instructional action,” ensuring that implementation is not simply left to chance, but that if new structures or processes need to be developed so that instructional leadership responsibilities are distributed more deeply throughout the organization – for example, to department heads and other teacher leaders – that those actions are taken, and taken with guidance from an experienced coach.

If little is known about instructional leadership in high schools, even less is known about leadership in high schools that are embracing innovative organizational designs “that increase opportunities to learn in nontraditional educational settings.”<sup>65</sup> *High Calling* is nested within the larger CCSS system plan for improvement which focuses particularly on preparing students for success after high school, one measure of which is the number of students earning a degree

through one of the district's innovative work-school programs. Accordingly, an important element of the leadership landscape for school leaders participating in *High Calling* will be enacting effective instructional leadership in this unique context, setting up the opportunity for the project to produce new knowledge and understanding in this nascent and under-researched domain.

Finally, the preponderance of previous inquiry around talent management and leadership development has occurred in an urban context.<sup>66</sup> We know that rural districts face a unique set of challenges that stem from their geographic isolation,<sup>67</sup> including attracting and retaining highly qualified teachers and leaders.<sup>68</sup> However, knowledge is still emergent in terms of strategies that effectively address those challenges. Thus, because a distinguishing characteristic of *High Calling* is pairing our leadership development goals with a goal to create the district conditions that retain and grow effective leaders, we believe our results have a great deal of potential to increase our understanding of effective strategies for talent management and leadership development in contexts that have been under-explored in the literature.

To conclude, there is a strong probability that *High Calling* will contribute new knowledge and understanding about effective instructional leadership in a rural high school setting, including innovative or nontraditional high school configurations, because that is the setting that *High Calling* is squarely focused on in CCSS. That probability is further enhanced by the research experience of a team that collectively possesses over 50 years of experience studying leadership development. The implementation team includes research staff with strong qualifications in use of qualitative and quantitative data, as well as a track record of publication and dissemination of findings, including recent work on leadership and organizational

development in rural settings.<sup>69</sup> The budget includes a line item for travel to national conferences such as AERA, UCEA and AEA to present findings from the project.

## **2. Likelihood of System Improvement**

*High Calling* is likely to result in system improvement for three reasons: 1) the project design is responsive to research suggesting that building individual *and* system capacity, as well as distributing leadership deeply throughout an organization, are factors that explain successful reform; 2) there is evidence that implementing a similar project design in another Georgia district contributed to improved student outcomes; 3) CCSS exhibits factors associated in research with success in implementing reform; and 4) GLISI exhibits factors associated in research with success in catalyzing district reform.

The *High Calling* design is consistent with emerging research that finds collective capacity is the most powerful lever for systemic change.<sup>70</sup> Unlike traditional programs in which individuals participate in isolation, the mini-academies and coach-facilitated group processes of *High Calling* intentionally place aspiring leaders on teams of their colleagues, “working on the work” of their school, understanding that even an extremely well-prepared leader, if alone, cannot affect change in a system where there is not organizational support and momentum toward that change.<sup>71</sup> Current and aspiring leaders in *High Calling* will master core leadership skills and be empowered to practice those skills at the same time that district leaders attend, with expert coaching and technical assistance, to implementing an aligned talent development framework that supports principal growth and performance. Further, aspiring leaders will be prepared for more advanced leadership positions (such as assistant principal or principal) *while* enacting leadership as a teacher leader of departmental and cross-functional teams. This empowers the principal during the project to deploy well-prepared teacher leaders capable of

sharing the responsibilities of instructional leadership, particularly those “instructional actions” that are at the heart of helping teachers improve instruction and student outcomes.<sup>72</sup>

To undergird the theoretical research, an evaluation is underway of similar work conducted by GLISI employing a multi-method blended coaching design in another Georgia county. An interim evaluation report of this work is included in the appendix. Early analysis of data suggest that over three years, the leadership development intervention yielded gains in Math I and Math II EOCT scores in one or both target high schools.

	<b>Baseline EOCT Pass Rate</b>	<b>End of Project Year 2 EOCT Pass Rate</b>	<b>Gain</b>
<b>Math I EOCT</b>			
Liberty High School	60%	66%	+6%
Bradwell Institute	55%	55%	+0%
<b>Math II EOCT</b>			
Liberty High School	48%	66%	+14%
Bradwell Institute	47%	60%	+13%

In addition to the effectiveness of the project design, the characteristics and practices of the partners engaged in this work enhance the likelihood that *High Calling* will succeed in transforming student’s postsecondary outcomes. Research suggests that this commitment to partnership goals and trust-building work on the front end is critical for advancing the goals of the partnership: Chief among the themes in management consulting literature regarding client characteristics is the importance of top level management commitment to the goals of the partnership<sup>73</sup> and the importance of making an intentional effort to facilitate readiness for change<sup>74</sup> through effective communication within their organizations to other leaders and to staff<sup>75</sup>; empowerment of lower level staff<sup>76</sup>; and taking intentional steps to prepare the culture of the organization to embrace the work of the partnership<sup>77</sup>. Carroll County’s leadership has demonstrated a readiness and willingness for change through its enthusiastic pursuit of this

partnership. The superintendent of CCSS has been leading the district for three years, and in that time has demonstrated strong leadership by setting clear direction and implementing structures and processes for monitoring progress. The CCSS principal performance evaluation process he implemented three years ago, which ensures multiple conversations with each principal focused on district and school goals for improving student outcomes, is an exemplar of how the superintendent has instituted practices that build relationships and nurture trust with staff at all levels of the school system, preparing them for the work ahead.

Research on school reform also suggests that a partner organization's characteristics and practices can significantly impact results<sup>78</sup> of reform efforts. As the consulting partner, GLISI brings a decade of experience implementing large, complex and rapidly growing projects focused on building leader capacity in Georgia school districts, including the successful administration of multimillion dollar grants from the US DOE and prominent private foundations. Lead program staff responsible for implementing leadership development and coaching bring substantial expertise, drawing on experience as successful high school and district leaders. Equally important to the operational success of this partnership, GLISI and CCSS have a history of working together successfully, including providing year-long on-the-ground school improvement coaching support and team-based training to one of the five high school teams that will participate in *High Calling*. Consistent with the literature on successful consulting partnerships, this existing relationship creates the trust and foundation within which GLISI coaches can facilitate difficult conversations that challenge and improve leader practice.<sup>79</sup>

The fact that the design of *High Calling* explicitly pursues system change as one of its three goals, combined with the readiness of the district, the expertise of GLISI, and a history of

successful work together all indicate a high probability that if implemented *High Calling* will yield system change, including transforming students' postsecondary outcomes.

### **3. Magnitude of Results**

*High Calling* aims to achieve three goals: 1) to improve the effectiveness of current high school principals and assistant principals in leading change and school improvement; 2) to identify and develop a pipeline of strong aspiring leaders equipped to successfully lead innovative high school designs; and 3) to create district conditions that retain and grow effective high school leaders. Our theory is that achieving these goals will lead to transforming outcomes for CCSS students. We will determine the success of *High Calling* using these summative performance measures:

Percentage of principals and assistant principals who complete *High Calling* and whose schools demonstrate positive change in the following pre- and post- school site measures:

- a. Cohort graduation rate (Target = 90%; an increase of 15 percentage points)
- b. % students enrolled in AP courses (Target = 25%; an increase of 20 percentage points)
- c. % of AP exams taken scoring 3 or higher (Target = 50%; an increase of 20 percentage points)
- d. % students dual enrolled (Target = 40%; an increase of 10 percentage points)
- e. % students on track to complete high school three years after entering ninth grade (Target = 92%; baseline to be collected)
- f. Median student growth percentile in the following EOCTs: 9<sup>th</sup> Grade Literature, Math I (Algebra), Math II (Geometry) (Targets to be set; Baselines to be collected)

Achieving these targets through reform of high schools in this rural setting would indeed be an achievement of great magnitude. It would be of greatest importance to the students who today are likely to lose interest and stop coming to school; who see no relevance in the curriculum, or who are not challenged by the learning experiences in their high schools. When high schools fail to prepare graduates to succeed in college, post-secondary training, or career pursuits, the short- and long-term economic and social impact is grave<sup>80</sup>. Such failures are especially alarming in light of the transition to a high skill, high wage economy where post-secondary credentials are essential for young people to forge a life of dignity, economic independence, and civic engagement<sup>81</sup>. Higher levels of education or specialized training are associated not only with greater earning potential<sup>82</sup>, but with better healthcare, lower incidence of incarceration, and higher rates of civic involvement.<sup>83</sup> Thus, the significance of this work is not only its impact on the post-secondary success of students in Carroll County, but its importance for securing a strong economic future for greater Carroll County and surrounding communities.

#### **D. Management Plan**

##### **1. Adequacy of Management Plan**

*High Calling* aims to achieve three goals: 1) to improve the effectiveness of current CCSS high school principals and assistant principals in leading change and school improvement; 2) to identify and develop a pipeline of strong aspiring leaders in CCSS equipped to successfully lead innovative high school designs; and 3) to create district conditions in CCSS that retain and grow effective high school leaders. The project will be implemented over five years and will serve district leaders, current high school principals and assistant principals, and two cohorts of aspiring leaders.

There are two primary partners who will shoulder responsibility for ensuring project goals are met: GLISI will provide expertise, leadership development experiences, coaching, and technical assistance while Carroll County School System leaders will provide the commitment, leadership, and openness to initiate and sustain change in their system. In addition to delivering the intervention, GLISI will also provide overall project oversight and management to monitor progress toward goals and ensure all partners have frequent and regular channels for two-way communication about project successes and challenges. Two additional organizations will also support this work: The Findings Group, LLC will be responsible for carrying out project evaluation while staff at CALL (Comprehensive Assessment of Leadership for Learning) will assist with administration and analysis of the CALL instrument which will function as both an intervention and a data point for formative project evaluation.

This management plan will describe the three roles that will be played by organizational partners (project management, evaluation, and leader/organizational development), outline the staffing plan, and delineate a summary project plan.

*Project management role. High Calling* will be implemented by GLISI using a project management approach characterized by frequent communication at multiple levels with CCSS leaders and other partners; clear structures for self- and group- monitoring of progress toward project goals; well-defined processes for shared decision-making; and transparent access to all project resources, artifacts, and data dashboards by all project staff at GLISI, CCSS, and evaluation partners. GLISI has a track record of successful project management experience directly relevant to achieving the goals and objectives of *High Calling* on time and within budget. As a non-profit organization with over a decade of experience working closely with leadership teams in 25-30 Georgia districts annually through our team-based leadership training

program, Base Camp and Leadership Summit, GLISI has refined internal systems and processes required to successfully manage projects, set and monitor project benchmarks, plan and execute high quality adult learning events, and communicate effectively with multiple stakeholders to ensure shared goals are met. As a 2012 awardee of Georgia's Race to the Top Innovation Fund competition, GLISI is currently managing a similar project with four partner-provider organizations to develop a pipeline of high school leaders in Paulding County, Georgia. Project partners have indicated satisfaction with GLISI's project management on quarterly surveys, with a mean rating across three quarters of 5.86 (very strongly agree) on a six-point scale. In terms of budget metrics, as of the most recent report submitted for Q3 ending June 30, 2013, the \$257,000 annual project budget is \$1,000 under budget and is tracking to end Year 1 meeting all project objectives within budget.

*Evaluation role.* In addition to GLISI and CCSS staff, the *High Calling* team will also include The Findings Group, LLC and staff from CALL (Comprehensive Assessment of Leadership for Learning). The Findings Group, LLC (TFG) is an independent evaluation organization with experience providing evaluation services to programs funded through the most elite federal agencies including NSF, NIH, U.S. DOE, and DOD. TFG will assign its president, Tom McKlin, as primary evaluator for *High Calling*. Dr. McKlin has over a decade of experience evaluating federal programs; serves on numerous federal proposal review panels; and guest lectures on evaluation at Georgia State University, University of Georgia, and the CDC. Dr. McKlin has worked extensively to evaluate leadership initiatives in Georgia and most recently has evaluated a DOD partnership between GLISI and Liberty County Public Schools focused on coaching high school leaders. TFG will conduct all *High Calling* program evaluation activities outlined in the evaluation plan including data collection, analysis and reporting. TFG

will also participate on all project status calls to ensure tight alignment between project intervention and evaluation, as well as to ensure responsiveness to any course corrections made that require adaptation to evaluation plans.

CALL (Comprehensive Assessment of Leadership for Learning) is a formative assessment and feedback system designed to measure leadership for learning practices for middle and high schools. CALL staff include nationally renowned scholars Rich Halverson and Carolyn Kelley from the University of Wisconsin, each of whom have expansive research experience in leadership development, and the measurement of school leadership. Mark Blitz, postdoctoral fellow, will be primary CALL staff responsible for conducting annual school-by-school change analyses of CALL data in Years 2 through 5 of *High Calling*. A former teacher, Dr. Blitz has extensive experience in the development and validity testing of the CALL instrument, and has worked on a Wallace Foundation initiative similar to *High Calling* focused on leadership development for secondary schools.

*Professional learning/technical assistance role.* GLISI is a non-profit organization whose mission is to develop world-class education leaders who advance student achievement and organizational effectiveness. Since its inception in 2001, GLISI has worked with over 80% of the school districts in Georgia. GLISI is best known for our flagship team-based leadership training program, *Base Camp and Leadership Summit* which has helped over 5,000 Georgia education leaders learn to implement performance-focused team-based cultures, conduct root-cause analysis of data, generate improvement goals based on that analysis, and execute and monitor plans to address them. In addition to training, GLISI has extensive experience working on-site with district leaders and school-based teams to implement school improvement. In FY13 alone, GLISI worked as a partner to 20 districts statewide providing coaching and technical assistance

on talent management processes such as the development of leadership competency models and alignment to leader observations and feedback; secondary leader team development; and management consulting style organizational assessments. On *High Calling*, GLISI will be responsible for development and implementation of candidate selection processes, mini-academies, delivery of all coaching and facilitation services, provision of technical assistance including the collaborative preparation of competency models, development, management and implementation of compensation incentive policies, and principal evaluation process revisions.

*Staffing Plan.* To carry out the goals of the project and achieve our intended outcome of transforming postsecondary outcomes for CCSS students, the project will enlist the services of the following staff:

Letishia Seabrook Jones, GLISI's Program Director, will serve as Project Director for *High Calling*. Formerly Senior Director of Solutions Development at the College Board, Ms. Jones brings a wealth of experience in designing, developing and delivering high quality professional learning that supports high school leaders in improving postsecondary outcomes for students. As *High Calling* Program Director, Ms. Jones will be responsible for program development and implementation, with emphasis on development of school leaders. Her responsibilities will include development and delivery of four mini-academies per year consistent with highest standards of adult learning quality; selecting, hiring and supervising highly qualified and effective coaches and other consultants; cultivating the relationship with CCSS district and school staff through regular two-way communication; managing budget and expenditures; and coordinating closely with external evaluator to facilitate data collection and documentation of project activities, outputs, and outcomes.

Dr. Leslie Hazle Bussey, GLISI's Chief of Staff, will serve as Project Manager for *High Calling*. Dr. Bussey has over fifteen years of experience in leading and evaluating projects focused on teacher and principal development, and is currently managing GLISI's Race to the Top Innovation Fund grant with Paulding County. Her role will be regular convening of project partners to establish and maintain consensus on project goals and plans; overall project coordination against goals; facilitation of communication among all project partners; monitoring against expected outcomes using a project balanced scorecard; and reporting to all partner stakeholders and to the U.S. Department of Education.

Mary Anne Charron, GLISI's Chief Program Officer, will serve as Director of District Leader Development and Technical Assistance for the partnership. Ms. Charron has over 34 years of experience as an educator including as a teacher and high school principal, earning numerous awards for leading student achievement gains. Ms. Charron's role will be to develop and implement the district technical assistance work. Her responsibilities include implementing on-site group and one-on-one facilitation with district leaders through monthly meetings as a community of practice; facilitation of plan development to guide work; providing follow-up communication to support ongoing progress between meetings; coordination of GLISI staff as necessary to implement technical assistance; presenting reports and recommendations to district leadership team; and collaborating with superintendent to select priority actions for GLISI to assist with implementation.

Dr. Gale D. Hulme, GLISI's Executive Director, will serve as the Executive Liaison for *High Calling*. As Executive Director of GLISI, Dr. Hulme is responsible for developing and nurturing relationships with superintendents and state education leaders throughout Georgia. Drawing on over 25 years of experience in education from classroom teacher to assistant

superintendent in Georgia’s largest school district, Gwinnett County Public Schools, Dr. Hulme brings considerable gravitas and experience in professional learning and organizational development to the project. As Executive Liaison, she will be responsible for nurturing the relationship with the CCSS superintendent through monthly progress calls. These meetings will monitor the satisfaction of the superintendent and ensure tight alignment of *High Calling* activities to district goals and priorities.

Dr. Meca Mohammed, GLISI’s Director of Research and Evaluation, will serve as the Director of Management Consulting Research for *High Calling*. In her role at GLISI, she is responsible for designing, implementing, and managing GLISI’s organizational evaluation plan which includes both qualitative and quantitative data collection methods. Dr. Mohammed recently completed a management consulting review of leader talent management practices and processes in Gwinnett County Public Schools, using a variety of data sources to conduct a needs assessment and develop and present findings to senior district leaders. In her role, Dr. Mohammed will be responsible for conceptualizing and implementing all management consulting tasks that involve data collection, analysis, and reporting. This includes the study of current principal working conditions and the analysis of current practices in leader talent management.

*Summary Project Plan*

<b>Goal 1: To improve the effectiveness of current high school principals and assistant principals in leading change and school improvement</b>		
<i>Objective 1.1 Assess the strengths and opportunities for improvement of all current high school principals and assistant principals</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Conduct LAPS review with each CCSS high school principal and assistant principal	October 2013 – December 2013	Project Director and Coaches
Administer CALL assessment in all CCSS high schools	October 2013	Project Manager and CALL

Conduct one-on-one coaching to review results of LAPS and CALL with each school leader	January 2013	Project Director and Coaches
<i>Objective 1.2 Equip principals and assistant principals with skills and knowledge needed to define, lead, and monitor change to innovative high school designs that prepare more students to succeed in college and career</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Develop and deliver mini-academy focused on leading change	November 2013	Project Director
One-on-one coaching providing consultation on each leaders' vision of change, assessment of change readiness, and plan for implementing and monitoring change	November 2013 – January 2014	Project Director and Coaches
<i>Objective 1.3 Equip principals and assistant principals with skills and knowledge needed to assess instructional effectiveness and provide feedback that helps teachers to improve instruction</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Develop and deliver mini-academy focused on instructional observation and feedback	January 2014 – February 2014	Project Director
One-on-one coaching providing “feedback on feedback”	January 2014 – February 2014	Project Director and Coaches
<i>Objective 1.4 Facilitate the practice of robust leadership teams throughout the high school as the mechanism for identifying and monitoring instructional improvement</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Develop and deliver mini-academy focused on leading communities of practice and analyzing data	March 2014	Project Director
One-on-one coaching and group facilitation to develop processes for revitalizing teams including team norms, protocols, and accountability systems for team goals and activity	March 2014 – May 2014	Project Director and Coaches

<b>Goal 2: To identify and develop a pipeline of strong aspiring leaders equipped to successfully lead innovative high school designs</b>		
<i>Objective 2.1 Use a rigorous selection process to identify and recruit promising aspiring leaders to participate in leadership development activities</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Conduct outreach and recruitment to prospective applicants	November 2013 – February 2014 and November 2015 – February 2016	Program Coordinator
Review candidate applications	February 2014 and February 2016	Project Director

Conduct performance-based interviews with top applicants	March 2014 and March 2016	Project Director
Score and document candidate submissions and performance to make admission determination	April 2014 and April 2016	Project Director
Notify candidates of admission	May 2014 and May 2016	Program Coordinator
<i>Objective 2.2 Equip aspiring leaders with core skills and knowledge needed to successfully enact leadership within school-based teams with emphasis on developing leadership vision, leading communities of practice, and leading data analysis</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Develop and deliver mini-academies focused on developing a leadership vision, leading change, leading communities of practice and analyzing data	August 2014 – March 2016 and August 2016 – March 2018	Project Director
Provide district-wide team-based leadership training focused on implementing and managing a systemic disciplined improvement process	September 2014 – March 2016 and September 2016 – March 2018	Project Director
<i>Objective 2.3 Provide aspiring leaders with authentic opportunities to practice and develop leadership while addressing immediate problems of practice in their leadership teams</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Performance-based modules assigned to scaffold practice	August 2014 – March 2016 and August 2016 – March 2018	Project Director
One-on-one coaching by principal or assistant principal	August 2014 – March 2016 and August 2016 – March 2018	Project Director
<i>Objective 2.4 Equip aspiring leaders with skills and knowledge needed to implement and monitor adoption of innovative high school designs that prepare more students to succeed in college and career</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Group facilitation of school-based team to ensure clear two-way communication between administrative team and leadership teams, establishing shared understanding of goals, roles, responsibilities and measures of success for adoption of innovative high school design	August 2014 – March 2016 and August 2016 – March 2018	Project Director and Coaches

**Goal 3: To create district conditions that retain and grow effective high school leaders**

<i>Objective 3.1 Evaluate current principal talent management processes and make recommendations for improvement to superintendent</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Provide district-wide team-based leadership training focused on implementing a disciplined improvement process	January 2014 – February 2014; September 2014; September 2015; September 2016; September 2017	Project Director
Group facilitation of district team to assess strengths and limitations of principal talent management processes	October 2013	Director of District Leader Development and Technical Assistance and Director of Management Consulting Research
Iterative cycles of member checking to refine report during development	December 2013	Director of Management Consulting Research
Present findings to superintendent and leadership team	January 2014	Director of District Leader Development and Technical Assistance and Director of Management Consulting Research
Technical assistance to address opportunities for improvement selected collaboratively with superintendent and leadership team based on report of findings	February 2014 – June 2014	Director of District Leader Development and Technical Assistance
<i>Objective 3.2 Improve high school principal working conditions</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Conduct interviews and observations	October 2013 – December 2013	Director of Management Consulting Research
Iterative cycles of member checking to refine report during development	December 2013	Director of Management Consulting Research
Present findings to superintendent and leadership team	January 2014	Director of District Leader Development and Technical Assistance and Director of Management Consulting Research
Technical assistance to address opportunities for improvement selected collaboratively with superintendent and leadership team based on report of findings	February 2014 – May 2018	Director of District Leader Development and Technical Assistance
<i>Objective 3.3 Align leadership competency models, leader evaluation practices, and feedback given to principals with district goals, school goals, and LKES</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>

Group facilitation of district team to define leadership competencies and refine leader evaluation protocols to align with district/school goals and to LKES.	January 2014 – December 2014	Director of District Leader Development and Technical Assistance
Executive coaching with district leaders during and after principal observation and feedback	May 2014 – July 2016	Director of District Leader Development and Technical Assistance
Technical assistance to address opportunities for improvement selected collaboratively with superintendent and leadership team based on team findings	July 2014 – May 2018	Director of District Leader Development and Technical Assistance
<i>Objective 3.4 Equip district leaders with skills and knowledge needed to implement cohesive leader supervision and support</i>		
<b>Activity/Milestone</b>	<b>Timeline</b>	<b>Responsible Personnel</b>
Deliver mini-academies to district leaders focused on principal supervision and succession planning	May 2014	GLISI Project Director and Director of District Leader Development and Technical Assistance
Executive coaching with district leaders during and after principal observation and feedback	May 2014 – July 2016	Director of District Leader Development and Technical Assistance
<i>Objective 3.5 Recognize and reward strong principal/school performance on key district goals and priorities</i>		
Develop, refine, pilot and launch leader stipend program in concert with clearly articulated expectations for leader performance aligned to leader evaluation system	January 2014 – July 2015	Director of District Leader Development and Technical Assistance
Recognize performance and contributions of exemplary leaders	July 2016 – July 2018	Director of District Leader Development and Technical Assistance and CCSS Superintendent

## 2. Adequacy of Procedures for Ensuring Feedback and Continuous Improvement

There are two mechanisms that will ensure feedback and continuous improvement on *High Calling*. First, project management procedures including quarterly progress meetings, monthly all staff progress calls, a data dashboard tracking project outcomes by goal and objective, and electronic repositories of all project plans, artifacts, and evaluation reports will all be implemented to ensure sustained alignment to project purposes, as well as to check the data

dashboard and monitor task progress on project plan. In addition, the Executive Liaison will institute monthly one-on-one calls with the superintendent as a mechanism for sharing any confidential or sensitive concerns about the project, the quality of GLISI's work, or emergent concerns for CCSS. These project management strategies will yield high levels of transparency among all project partners, and when course correction is needed, there are channels for identifying and making those changes in plan.

In addition to project management procedures, the evaluation plan also introduces opportunities to assess project progress and implement program improvements. All program evaluation data – other than individual leader ratings - will be shared with project partners on the project document repository. In addition, as outlined in the evaluation plan, each year the evaluation team will conduct a logic model review to ensure that activities have been delivered as intended, and that they yielded expected outputs and outcomes. Evaluators will present the results of this review during the annual project launch meeting (first quarterly progress meeting each year) and project partners will have an opportunity to respond and adapt the project plan accordingly.

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