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Introduction

District Overview and Eligibility

Granite School District (GSD) is located in central Salt Lake County, Utah. GSD covers 300 square miles and serves urban, suburban, commercial, and industrial communities, including West Valley, Utah’s second-largest city. With 67,602 students, GSD is the third largest district in Utah and among the 30 largest districts in the nation. GSD district administration strives to employ highly qualified teachers, but at the rate that GSD is growing, hiring highly-qualified teachers can be a challenge. This challenge is reflected by the fact that 6.5% of GSD of teachers have emergency, provisional, or temporary licenses or certifications (Eligibility criteria (b)(2), See Table 1). Forty-four percent (44%) of the district’s students are ethnic minorities, with 31% being Hispanic/Latino. The district also serves a high ELL population (24%). Fifty-six percent (56%) of GSD’s students receive free and reduced lunch (up from 42% in 2005) and 22% of GSD students come from families with incomes below the poverty line (See Table 1 for eligibility criteria (a)(1 & 2) data,).

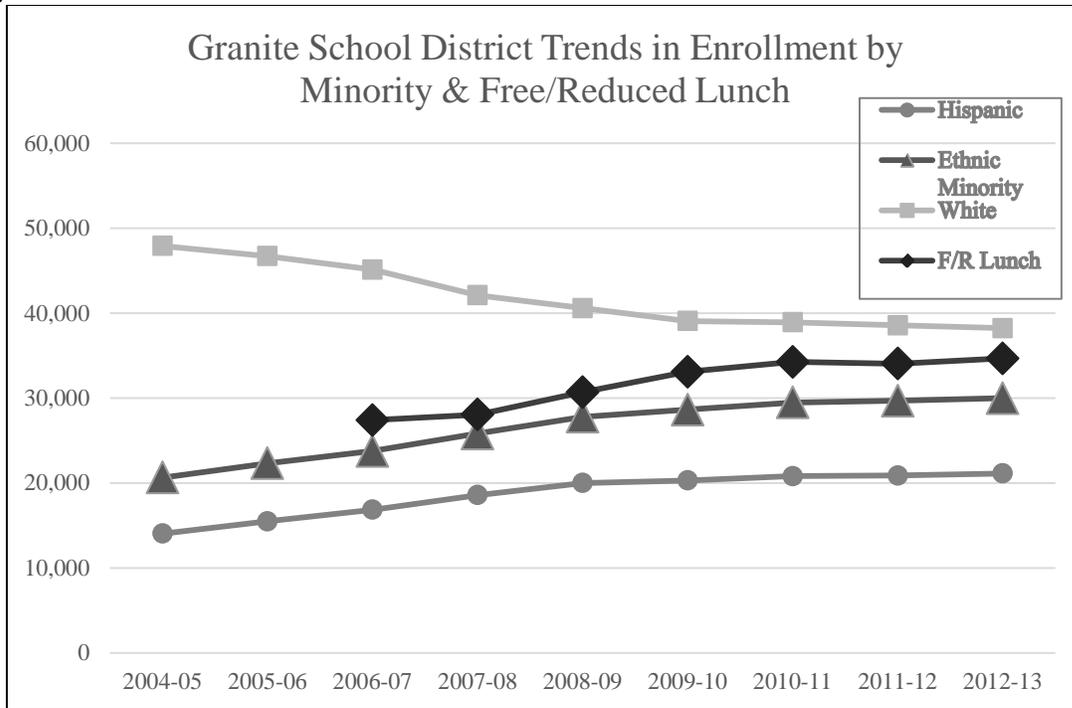
Table 1: SLP Eligibility Criteria

Name of LEA	# of Children or	Poverty Rate		Percent of Teachers
Granite School District	A1	A2	AND	B2
	17,134	22%		6.5%
Data Source for B2:	Granite School District’s Teacher Authorization Summary			

GSD students live in culturally diverse, high poverty, urban environments. Given past growth rates, GSD predicts that the district’s poverty and minority populations will continue to grow at a rapid rate. More specifically, the minority population has risen from 30% to 44% in only nine years, with the Hispanic population increasing from 20% to 31% in that same timeframe (See

Figure 1). The changing demography of GSD mirrors that of the state of Utah, which has experience a nearly 600% growth in the Hispanic population over the last 30 years.

Figure 1: GSD trends in minorities and free and reduced lunch



GSD’s SLP project, *Granite’s Objective of Accomplished Leadership 21 (GOAL 21)*, exemplifies that GSD is committed to changing its direction in leadership preparation and practice to meet the dynamic demands and diversity in the 21st century. *GOAL 21* will serve all GSD’s 89 schools (63 ES, 16 JH, and 9 HS). In preparation for this grant, GSD contracted with RMC Research to conduct a formal evaluation of the district’s leadership and cultivation programs to determine strengths and weaknesses of their current process and to provide recommendations on how the district can improve practices to create a comprehensive, evidence-based pipeline of leadership from recruitment to retaining effective practicing leaders (See Appendix for RMC’s GSD leadership evaluation).

The timeliness of GSD’s leadership research is three fold. First, the Utah State Office of Education (USOE) has adopted new leadership standards and the district would like to be

proactive in ensuring that district is providing an effective leadership process (See Appendix for USOE Leadership Standards). Second, to reiterate, GSD is a growing district, and with the growth in students, also comes a growing demand of additional school leaders. Lastly, the district has never formally evaluated their leadership process.

Invitational Priorities

To address Invitational Priority 1, *GOAL 21* will be providing professional development for principals and assistant principals of Persistently Lowest Achieving Schools (PLAS), Focus Schools, and a Priority School. According to the SIG Program, seven of GSD's schools (Hillsdale ES, Oquirrh Hills ES, Redwood ES, Granite Park JH, Matheson JH, Granger HS, and Kearns HS) are PLAS and account for 6,011 students. In addition to the PLAS, GSD serves 3,253 students at 5 focus schools (Roosevelt ES, Redwood ES, Lincoln ES, Woodrow Wilson ES, and Granite Park JH) and 1,704 students at one priority school (Granger HS) as determined by the Utah State Office of Education ESEA flexibility request. For these schools, as well as all GSD schools, *GOAL 21* will support assistant principals and principals in mastering leadership skills and teach ways to incorporate college- and career- readiness standards in their schools.

In preparation for this grant and to address Invitational Priority 2, GSD conducted an extensive literature review to identify research-based practices and strategies to improve school leadership effectiveness and how this increased effectiveness ultimately influences student academic achievement and school climate. See pp. 39-43 for a sampling of *GOAL 21*'s evidence-based practices.

A. Quality of the Project Design

1) Goals, objectives, and outcomes to be achieved...are clearly specified and measurable

Goals and Objectives

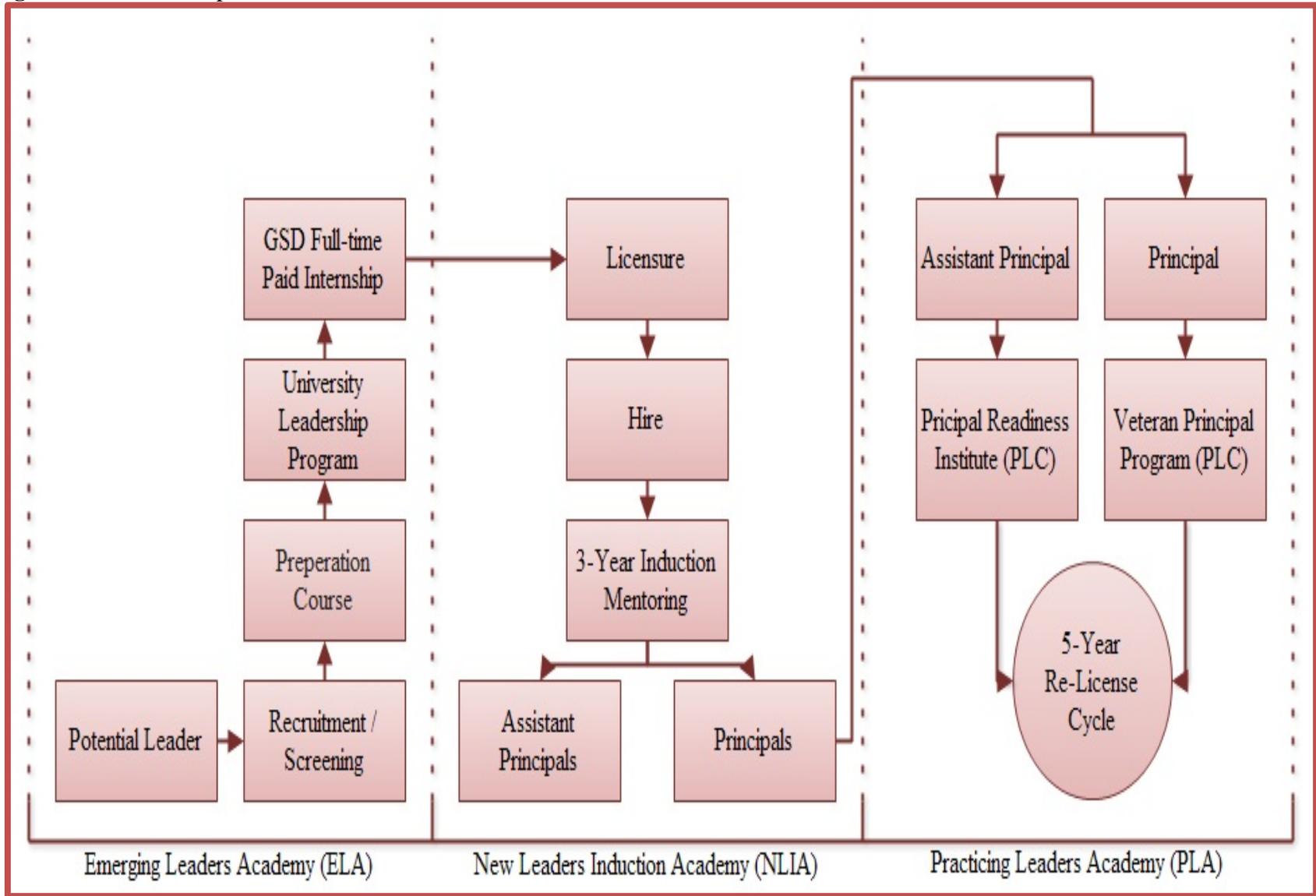
Through the leadership research study, GSD identified four gaps (See Table 3, p. 6). Based on the gaps, GSD created one overarching goal for the *GOAL 21* project: *increase student achievement and improve school climate by improving school leadership*. GSD will achieve this project goal by creating a leadership pipeline where 1) aspiring leaders are offered exemplary educational opportunities and meaningful internships, 2) new assistant principals and principals are part of a successful induction process that includes mentorship, 3) assistant principals are trained to become principals, and 4) practicing principals are continuously supported through PLCs and targeted professional development (see Figure 2, p. 5).

Objectives described in Table 2 are steps *GOAL 21* will take to create the pipeline, fill the gaps, and reach the project goal of improving student achievement and school climate. The project's outcome objectives are also based on a considerable amount of research on current, effective models of leadership and the new USOE Leadership Standards. Each outcome objective has performance measures to ensure project fidelity (See Evaluation section of the proposal, pp. 30-37).

Table 2: *GOAL 21* Outcome Objectives

Obj. 1	Develop the <i>Emerging Leaders Academy</i> as a cohesive, structured process of recruiting, training, providing internships, and achieving state licensure for aspiring administrators.
Obj. 2	Develop the <i>New Leaders Induction Academy</i> as a cohesive, structured three-year process to train and mentor newly hired principals and assistant principals.
Obj. 3	Develop the <i>Practicing Leaders Academy</i> as an on-going support mechanism for the State of Utah's five-year cycle of leadership re-licensure.
Obj. 4	Partner with University of Utah to develop a new course of study that leads to licensure and a master degree in school leadership.

Figure 2: *GOAL 21* Pipeline



(2) Design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs

In developing this SLP proposal, GSD staff reviewed student achievement data as well as the RMC leadership research report. GSD staff also considered existing district leadership initiatives and how the proposed project would enhance existing district efforts and leadership and educational trends in the nation. The conclusions were apparent. In an effort to increase student achievement, GSD needs to strengthen its leadership pipeline. Table 3 outlines the gaps *GOAL 21* will fill.

Table 3: Identified Gaps and Associated *GOAL 21* Objective to Fill the Gap

Gap	Gaps Defined	Objective to Fill Gap
1	Poor academic performance and large achievement gaps	Objs. 1-4
2	Negative school climate	Objs. 1-4
3	Lack of strong, consistent leadership	Objs. 1-4
4	A comprehensive school leadership pipeline does not exist	Objs. 1-4

GAP 1: Poor Academic Performance and Large Achievement Gaps

Low Performing Schools. As indicated in the introduction of the proposal narrative (See p. 1), many GSD schools are low performing schools. Seven schools are classified as Persistently Lowest Achieving Schools (PLAS). These schools collectively serve 6,011 students. Also, GSD serves 3,253 students at 5 focus schools and 1,704 students at one priority school.

Utah Criterion Referenced Test. The Criterion Referenced Test (CRT) tests students’ mastery of Utah’s Core Curriculum in math (grades 3-6 and then subject specific), English language arts (grades 3-11), and science (4-8 and then subject specific). SY 2012 CRT results show low test scores district wide when compared to the overall state scores and large achievement gaps between the overall state scores and GSD’s free/reduced lunch (F/R), Hispanic (Hisp.) and, and

English Language Learners (ELL). Tables 4 and 5 below summarize the district’s CRT results and highlights the troubling achievement gaps that exist.

Table 4: Elementary Students NOT Proficient on CRT in Comparison to State

	State	GSD	Gap	F/R	Gap	Hisp.	Gap	ELL	Gap
Language Arts	20%	31%	11%	40%	20%	42%	22%	70%	50%
Math	23%	34%	11%	43%	20%	46%	23%	70%	47%
Science	28%	45%	17%	57%	29%	62%	34%	87%	59%

Table 5: Secondary Students NOT Proficient on CRT in Comparison to the State

	State	GSD	Gap	F/R	Gap	Hisp.	Gap	ELL	Gap
Language Arts	12%	21%	9%	31%	19%	33%	21%	69%	57%
Math*	19%	59%	40%	68%	49%	72%	53%	87%	68%
Science	30%	45%	15%	59%	29%	64%	34%	89%	59%

*Math scores include only 7th Grade and 8th Grade Math

The academic deficits and achievement gaps for math are far more extensive than Table 5 outlines. CRT scores for more advanced secondary math concepts in Pre-Algebra, Geometry, Algebra I, and Algebra II show a downward plummet in student proficiency rates from 7th and 8th grade math and show widening achievement gaps. Table 6 illustrates. For instance, between the state overall and the district for Geometry, a 30% gap exists, and only 4% of ELL students district wide are proficient in Algebra II.

Table 6: Students NOT Proficient on CRT in Advanced Math in Comparison to the State

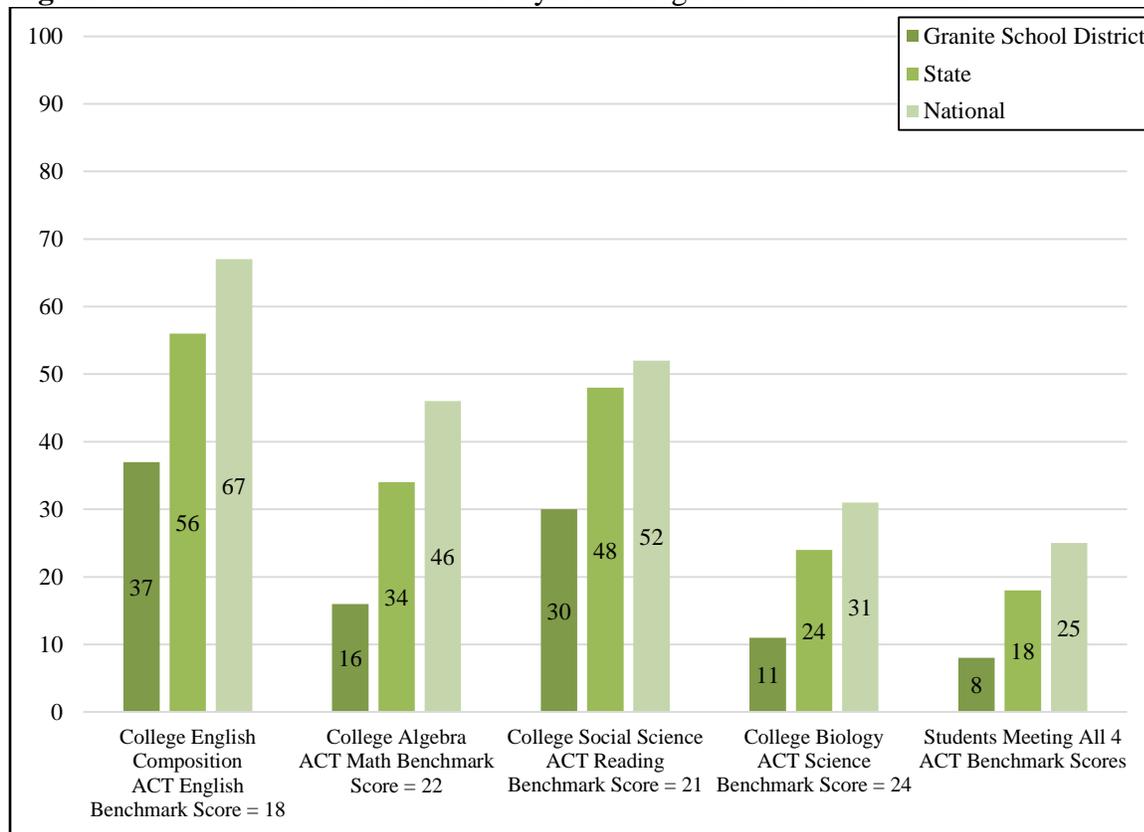
	State	GSD	Gap	F/R	Gap	Hisp.	Gap	ELL	Gap
Pre-Algebra	34%	53%	19%	62%	28%	65%	31%	86%	52%
Geometry	40%	70%	30%	73%	33%	80%	40%	87%	47%
Algebra I	48%	51%	3%	67%	19%	70%	22%	89%	41%
Algebra II	58%	72%	14%	85%	27%	89%	31%	96%	38%

Graduation Rates. A clear indicator of low academic achievement is poor graduation rates. The 2012 pooled mean graduation rate in the district is 69%, with graduation rates at Granger High being as low as 60% and GSD’s alternative high school, Granite Peaks, being a disturbing 21%. These numbers are particularly alarming when compared with the state’s 79% and the nation’s 78%, a gap of 10% between GSD and the state and 9% between the district and nation.

Like with CRT scores, when graduation rates are disaggregated by free/reduced lunch, Hispanic, and English Language Learners, the gaps between the state, nation, and GSD widen even more. Of the GSD Class of 2012, 40% of the economically disadvantaged students (defined by F/R lunch) did not graduate. With a graduation rate of 52%, almost half of GSD’s Hispanic students did not graduate, and 60% of GSD ELL students did not graduate.

College and Career Readiness. With such poor performance on the state’s CRT and with such low graduation rates, it is not surprising that ACT scores are low and students are not ready for the academic challenge of college. Figure 3 summaries the district’s 11th graders dismal ACT performance in comparison with the state and nation.

Figure 3: Percent of GSD Students Ready for College-Level Course Work*



*A benchmark score is the minimum score needed on an ACT subject area test to indicate a 50% chance of obtaining a B or higher or about 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

As Figure 3 clearly shows, GSD has significant gaps in all subject areas on the ACT when compared to both the state and nation. Table 7 shows even wider gaps with the percent of GSD 11th grade Hispanic students who did not meet ACT college readiness benchmarks on the ACT.

Table 7: GSD ACT Benchmark **NOT** met by Hispanic GSD 11th Graders

	English	Math	Reading	Science	All
Hispanic	79%	90%	84%	95%	96%

A comparison of college readiness outlined in Tables 7 and Figure 3 clearly show achievement gaps widening between GSD Hispanic students, the district as a whole, the state, and the nation. For instance, an alarming 4% of GSD Hispanic students who took the ACT are not college ready in all subject areas, which is a 4% difference between the district, a 14% difference between the state, and a 21% difference between the nation.

The stream of poor CRT scores, low graduation rates, and inadequate college readiness translates to either poor performance in college or not attending college at all. The Student Clearinghouse reports that just over half (52%) of GSD students attend college the fall immediately following high school graduation. Of those 52%, 30% drop out of college by the following fall, meaning that only 22% of GSD graduates continue college past the first year.

Gap 2: Negative School Climate based on Student Safety Indicators

As used for *GOAL 21* and as defined by the *National School Climate Council*, school climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. Currently, GSD does not have a comprehensive measure of school climate. However, GSD does have measures of student safety that are indicative of negative school climate as described below. As part of the evaluation, *GOAL 21* will include three administrations of the

Comprehensive School Climate Inventory (CSCI). The CSCI is an empirically validated tool that measures school climate based on the aforementioned definition (see Evaluation section, pp. 30-38).

Although GSD is a large district, enrolling 12% of the state’s total students, the district accounts for a disproportionate percentage of reported incidents of prohibited behavior in school or school-related activities. Overall, GSD accounts for 17% of all incidents of prohibited behavior in school in the state. Of those violations, GSD accounts for a quarter (25%) of the total state incidents involving drugs or distribution of drugs, tobacco, or alcohol. Also, GSD accounts for 20% of all the state school-related violations involving weapons (other than firearms).

Another indicator of poor school climate is the results from the Utah Student Health and Risk Prevention Survey (SHARP). The Utah Division of Substance Abuse and Mental Health disseminates the SHARP survey to students in grades 6, 8, 10, and 12 in 38 school districts across Utah every other year. The survey assesses adolescent substance use, anti-social behavior, and the risk and protective factors that predict adolescent problem behaviors. SHARP reveals some disturbing behaviors that impact school climate. Table 8 summarizes the most recent SHARP data from 2011.

Table 8: GSD SHARP School Climate Results

Survey Item	% GSD	% High Need Schools*
Attacked someone with the intent of seriously hurting them	12%	17%
Carried a handgun	5%	7%
Carried a handgun to school	1%	2%
Low commitment to school	36%	40%
Gang involvement	7%	9%
In past 30 days did not attend school because you felt unsafe	7%	11%
In past 12 months been bullied by student on school property	13%	19%
Opportunities for pro-social involvement in school domain	66%	60%
Rewards for pro-social involvement in school domain	59%	55%

**Schools with the highest poverty and lowest academic achievement (Hillsdale ES, Lincoln ES, Oquirrh Hills ES, Redwood ES, Roosevelt ES, Woodrow Wilson ES, Granite Park JH, Matheson JH, Granger HS, and Kearns HS)*

To briefly summarize Table 8, across all schools, gang involvement is high and bullying is common place. Furthermore, too many students have a low commitment to school and are not engaging in or feeling rewarded by pro-social activities.

When examined by school, the SHARP results are even more troubling. For instance, at Lincoln Elementary, 6% of the students in Grade 6 report they have carried a handgun to school. At the same elementary school, 18% of 6th graders claim to have attacked someone with the intent of seriously hurting them. Another startling percentage is that at Matheson Junior High, nearly a quarter (23%) of the students reported to have attacked someone with the intent of seriously hurting them.

Gap 3: Lack of Strong, Consistent Leadership

Principal Effectiveness. Being a school principal can be a daunting position, especially in a high- need district like GSD, where schools are low performing, academic achievement is low, and school climate is poor. GSD principals need to be strong leaders to tackle the challenges detailed in Gap 1 and Gap 2. Simply stated, principal leadership affects student learning (Leithwood, Louis, Anderson & Wahlstrom, 2004).

The State of Utah and GSD are making changes in data systems and educator evaluations that will make it possible to determine effective and highly effective principals. Utah is implementing the Utah Comprehensive Accountability System (UCAS) to aggregate student achievement data for schools based upon end of year assessments for school year 2012. UCAS will calculate a Student Growth Percentile (SGP) for each student in Utah schools with at least two years contiguous test scores from 3rd through 12th grade. The SGP will document the

amount of growth a student achieved from the previous year. SGP scores could be aggregated by principal to indicate groups of students whose principal achieved one year's growth, which is the definition of an effective principal. It could also be aggregated by principal to indicate those who achieve one-and-one-half year's growth, which is the definition of a highly effective principal. The SGP is a new element of data, which pertains to growth rather than achievement and the information was not collected for the calculating of Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act. UCAS with SGP was accepted by the U. S. Department of Education on June 29, 2012, in the Elementary and Secondary Education Act Flexibility Waiver.

Although data for the principal evaluation system is not yet available, one could assume that because of GSD's low academic achievement and number of low-performing schools that very few principals would meet the criteria of highly-effective principals and many principals would not be marked as effective

Though GSD does not yet have data on effective and highly effective principals, the district does have information on the administrators who are receiving intervention. The district selects administrators for intervention through taking seriously the number, severity, and frequency of complaints a principal receives from other school administrators, teachers, parents, and district supervisors. The intervention is an important step to give a principal the tools necessary to solve the complaints before more drastic measures, like termination, are required. In 2011-2012 SY, three principals received intervention. In the 2012-2013 SY, the number of principals in intervention increased over 50% to eight administrators. With the onset of the 2013-2014 SY, seven principals are required to participate in intervention. District administrators predict that the total 2013-2014 SY intervention participants will likely increase once the school year begins.

With an increasing number of principals needing an intervention to effectively complete his or her duties, the need for a comprehensive leadership pipeline is more apparent. Furthermore, even though having eight ineffective principals may not seem too high of a number for such a large district as GSD, any principal, especially in a high need district with low academic achievement and excessive disciplinary problems, is not acceptable.

Principal Attrition. The GSD school leadership is turning over rapidly. In just the past five years, 36 principals have left their positions with GSD. At 23, 63% of the principal losses were due to retirement. The other losses were because principals were leaving the district for other administrative positions in other districts, resignation, or for personal reasons. District-level administrators anticipate that GSD principals retiring over the next five years will increase and surpass the previous five years. The district in the past five years has internally filled 54 school principal positions. With such a high turnover and an increase in the number of internally-filled positions, a need for a research-based, district-developed school leadership pipeline has become increasingly apparent to GSD district-level administrators. Such a pipeline is not currently in place as Gap 4 below illustrates.

Gap 4: A Comprehensive School Leadership Pipeline Does Not Exist

Over the past year GSD has made efforts to begin establishing a school leadership pipeline through recruitment, Emerging Leaders Academy, university opportunities, internships, and administrator induction. District administrators knowing the importance of strong, consistent school leadership contracted with RMC Research to conduct a formal evaluation to identify the strengths and weakness of GSD's current school leadership programs. The RMC evaluation provided evidence that a fledgling school leadership program was in place, but significant weaknesses existed.

Recruitment. Nearly a year ago, GSD began recruiting potential school leaders through a process of principal nomination. This first cohort of 16 potential school leaders were in enrolled in GSD's newly formed Emerging Leaders Academy (ELA). Through interviews and focus groups, GSD staff and RMC found that the recruitment process seemed fair and that district administration used multiple components to assess the competencies of potential leaders. A significant weakness to recruitment was 1) that the recruited pool considerably lacked diversity, with only 9% of school leaders being a minority; 2) the components used to measure potential leaders were not consistent across supervisors; 3) some of the components may have inaccurately assessed candidates; 4) no feedback was given to those who were not chosen, leaving them unclear about the skills they need to acquire to become a better candidate; and 5) the nomination process tended to be more of a request to be nominated rather than a true nomination based on identified leadership potential.

Emerging Leaders Academy (ELA). Currently, the potential leaders that pass the recruitment process are enrolled in ELA. A Ph.D.-level GSD employee and a guest professor from the University of Utah's College of Education teach the ELA. The ELA lasts a full school year and is held once a month for four hours. The purpose of the ELA course is to begin pre-service training and act as a segue to advanced degrees that qualify the individual for leadership positions. Through the course, potential leaders are able to earn teaching re-licensure credit or lane change credits for their participation. Though only in place for a short time, the ELA shows promise. The RMC research indicated the ELA had high-quality staff, had a positive partnership with the University of Utah (U of U), had the ability to receive individual mentoring, and provided exposure to real-life leadership experiences. Although the ELA strengths were significant, the evaluation highlighted several weaknesses: 1) unclear alignment of what was

going to result from participants in the academy (hiring academy graduates), 2) unclear definitions of competencies expected of principals, 3) lack of depth with university partners, and 4) monetary concerns for continued education.

University Opportunities. Though GSD has connections with U of U, this is the most underdeveloped area of the current pipeline. The evaluation concluded that the relationship with the university partner needs to be strengthened and tailored to the specific needs of the district.

Internships. GSD offers 8 paid, full-time internship opportunities. To qualify for an internship, an individual needs to be enrolled in a university leadership program. The RMC evaluation concluded the internship program 1) did not provide meaningful opportunities in the school, 2) used interns mainly for disciplinary purposes, 3) lacked PD opportunities, 4) left interns feeling unprepared to become effective leaders, 5) did not place all those who completed internships in district leadership positions, and 6) was only provided to a few applicants.

Administer Induction. GSD has offered the induction program to new assistant principals and principals for the last few years. To qualify for this program a hired individual has to have an advanced degree or certification in educational leadership. The induction program lasts for three years. The purpose of induction is to help new leaders learn about district policies, procedures, and the fundamental skills needed to be effective in their principal or assistant principal positions. RMC noted the most significant weaknesses of the administrator induction program were the lack of mentorship and networking opportunities.

Practicing Principal Professional Development. Professional development for practicing principals in GSD is limited. Leadership professional development is critical for GSD principals for two reasons. First, as Gap 1 and Gap 2 illustrate, GSD principals have demanding jobs working within low achieving schools with poor school climates. To improve academic

achievement and school climate, GSD principals need to know how to implement best practices effectively so they can confidently confront the everyday challenges they face. Second, with GSD's adoption of USOE's Leadership Standards (See Table 9, p. 23), principals need to receive comprehensive professional development of the standards and indicators to be used for evaluation to ensure consistency and continuous improvement.

(3) The project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students

GOAL 21 is designed to develop and enhance the expertise of practicing and aspiring school leaders to improve student achievement. GSD believes there are multiple factors that influence quality teaching and learning. To this end, GSD is not only proposing to improve its leadership structure but has already begun the process within the four core education assurance areas identified in the American Reinvestment and Recovery Act (ARRA).

Turning around lowest-achieving schools AND Adopting standards and assessments to assist students to succeed. With the help of a \$500,000 School Improvement Grant and The Utah Education Policy Center (UEPC) and a \$2 million SIG grant for turning around Granger High (a school identified as a Persistently Lowest Achieving School in 2010), GSD's is in the process of improving its lowest achieving schools. The schools are a network that participates in common PD that focuses on the core standards and improving student achievement.

Furthermore, the State of Utah and GSD have adopted the National Core Standards as a basis for curriculum and student assessment. This ensures that all GSD students will be on track to graduate from high school and be college and career ready. The district has also made significant improvements in adopting assessments. Acuity Progress is GSD's universal screening, benchmarking, and progress monitoring tool. Acuity Progress is a powerful assessment tool to

assist the classroom teacher in targeting instruction that meets the needs of every student. The district has also adopted the Scholastic Reading Inventory (SRI). SRI is a research-based, computer-adaptive reading assessment program that measures reading comprehension on the Lexile Framework for Reading. SRI provides fast and reliable low-stakes formative assessments to identify a student's knowledge and provide valuable feedback that teachers can use to tailor instruction. SRI aligns with Common Core Standards and the Utah Criterion-Referenced Test (CRT). GSD also uses the Utah Comprehensive Accountability System (UCAS). UCAS incorporates both student achievement and growth toward improvement in a composite score for each school. Central to having the newly adopted standards and assessments impact student achievement and learning is having school leaders who can understand the changes and can promote them confidently in their schools. *GOAL 21* will provide the training to ensure that GSD leaders from induction to practicing principals become leaders who understand the standards and assessments to enact the changes effectively.

Building data systems. GSD is well underway of developing data systems that measure student growth and inform teachers and principals with information about how they can improve instruction. GSD recently adopted Utah's new robust student information system. The system has two major components. Utah State Office of Education (USOE) maintains a student data warehouse that provides all teachers with CRT data and summative data from content end-of-year exams. The system enables each LEA to submit substantial local normative data to provide teachers and leaders with benchmark achievement data. Utah's award-winning CACTUS system houses all credential information and teacher assignment data, enabling the district to make appropriate teacher assignments, track patterns of equitable distribution, and determine where professional development support is needed to ensure teachers are highly qualified for the

subjects they teach. These two systems—student academic performance and teacher credentialing information—combine to tie student data to individual teachers.

Each student, teacher, and administrator in Utah is tracked using a unique personal identification number that stays with an individual through their public education experience. The unique statewide student identifier is a single, non-duplicated number that is assigned to and remains with a student throughout his or her P-20 career. Assignment of a unique statewide student identifier to every student in the P-20 system provides a way to follow students as they move from grade to grade from school to school within the state. It follows the student into Utah's post-secondary system. This enables the district to track students' academic data even if they move throughout the state, or leave the state and then return.

GOAL 21 activities will provide school leaders the tools necessary for regularly accessing and assessing school data. Through *GOAL 21*, all school leaders will be equipped to access and interpret school data to stay up-to-date on student achievement and teacher performance. Principals will then be able to act quickly to provide appropriate teacher interventions and take other school-level actions to improve student learning.

Recruiting, developing, rewarding, and retaining effective teachers and principals. The

State of Utah and GSD are making changes in data systems and educator evaluations that will make it possible to determine effective and highly effective teachers and principals. The principal component is what is proposed in this SLP project. GSD efforts with improving teaching are described below. At a state level, Utah is implementing the Utah Comprehensive Accountability System (UCAS) to aggregate student achievement data for schools based upon end of year assessments for school year 2012 (See more about UCAS on p. 12).

To build upon the statewide system, GSD has implemented Professional Learning Alignment Navigator (PLAN). GSD is the first district in the state to implement PLAN. The system meets the district's specific administrative and Professional Growth and Evaluation (PG&E) needs. Administrators can use the system to access automatically-generated reports that identify and track teacher qualifications against federal and state standards, and track credit hours and points accumulated by each teacher during the year. These reports help evaluate the effectiveness of a district's staff development programs to help with decision-making. The system allows teachers to identify and take more meaningful training classes to meet state required credit hours and points. And, ultimately, provides students with highly qualified teachers. The PD points that PLAN tracks lead to lane changes and increase in pay.

Additionally, GSD offers a variety of PD opportunities for its teachers to improve instructional practices. For new teachers, the district has the award winning program, Great Beginnings. The purpose of the Great Beginnings Program is to facilitate the growth of the new teacher toward the highest levels of professional and personal development possible and to create professional learning communities in GSD schools. Over a two- to three-year period, developing teachers receive instruction from master teachers, coaching from highly-trained experts, and mentoring from partners in their schools. For veteran teachers, GSD offers PD on a variety of topics including, the new district-wide instructional framework, the use of technology to connect with families, ways to for teachers to create personalized learning environments for their students, and the new district initiative to move to online textbooks.

GOAL 21 will provide principals the professional development opportunities to understand the new evaluation system and reach the new standards expected of school leaders.

(4) The design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies...

Increasingly, research and practice are showing that school leadership matters. In fact, research conducted by Leithwood, Louis, Anderson, and Whalstrom (2004) assert that leadership is second only to teacher quality in school-based factors that influence student achievement. Moreover, teachers name good leadership one of the primary elements of why they decide to continue teaching at a particular school (Darling-Hammond, 2010). Recognizing this increased pivotal role school leadership plays in student achievement and school climate is what led GSD, with the help of RMC, research effective leadership models, study the new USOE Leadership Standards, take inventory of the district's current leadership program, and devise a pipeline model specific to GSD's needs. This process is the basis of *GOAL 21*.

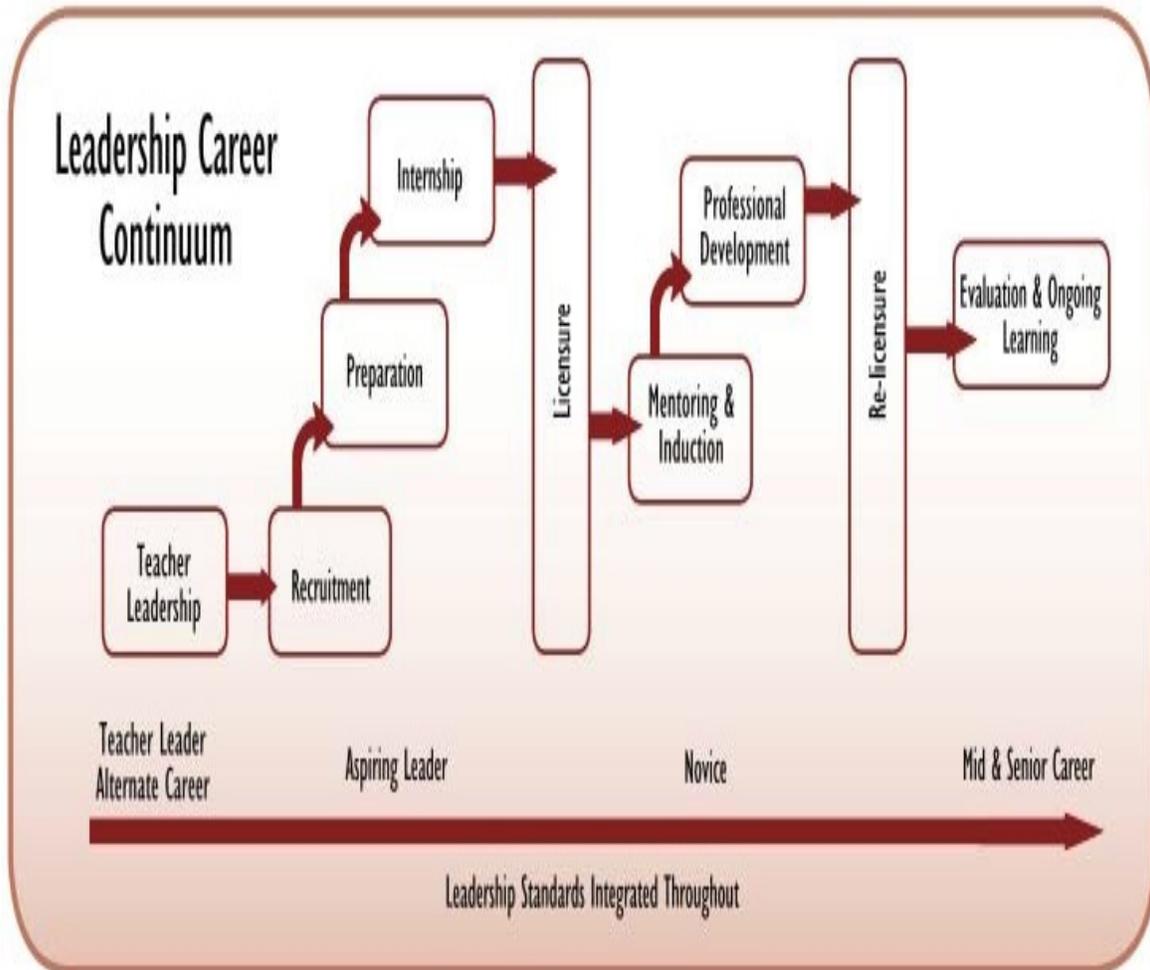
Researched Models

Spurred in part by the 2000 Wallace Foundation initiative, organizations, state, and local school districts have developed multiple models of school, which have placed leadership at the core of school reform. To fully understand the strengths and weaknesses of its current leadership program, GSD researched several effective, best-practice leadership models. Primary among them is the all-inclusive, Wallace Foundation funded model developed by the National Association of School Boards of Education (NASBE).

NABSE's model connects policies, systems, and processes in a comprehensive and sequenced system (See Figure 4, p.21). The continuum starts with a teacher leader who aspires to become, and has inherent qualities of a school leader. In each building block of the continuum, the individual is supported with the knowledge and skills to move to the next step. In addition to

the NASBE model, GSD researched several principal pipelines that the Wallace Foundation identified as promising and effective (Shelton, 2009).

Figure 4: NASBE Leadership Career Continuum



The principal pipeline models included partnership models, district-developed models, and district consortia models and were all implemented in districts similar in size and demographics to GSD. Specifically, the partnership models GSD reviewed were those implemented by St. Louis School District, The New York Leadership Academy, and Prince George’s County School District. The district-developed models GSD studied were Boston Public Schools, Houston Independent School District, and Gwinnett County Public Schools. The reviewed consortia models included Olde English Consortium and the First Ring Leadership Academy. From

reviewing all these promising, best-practice models, GSD developed a hybrid model primarily based on the NASBE model, but introducing components from several of the reviewed principal pipeline models. Furthermore, the GSD developed model builds upon the strengths and weaknesses identified through the leadership research study conducted by RMC and, most importantly, incorporates the new Utah State Office of Education Leadership Standards (See Appendix).

Integration of New Utah State Office of Education Leadership Standards

In its 2011 article *Improving State Systems for Leader Development*, NASBE lists the development of quality state leadership standards as the first element in the creation of state leadership systems that are designed to help school leaders succeed. The high expectations for schools leaders exceed what individual leaders or districts can carry out alone. Moreover, standards for principals that increase efficacy are the foundation on which everything else in the school setting rests. Recognizing the importance of state support in the guidance of developing effective school leaders, the Utah State Office of Education (USOE) revised their leadership standards in February 2013 to reflect the latest research and best practices in effective leadership development. USOE believes that the new clear and consistent standards will help school leaders understand their new roles and leadership practices. Moreover, the new standards have a philosophical basis of the following: 1) student learning and achievement are central, 2) the role of the school leader is changing, 3) school leadership is collaborative, 4) stakeholder groups need to be involved to ensure equitable distribution of resources, 5) communication skills are essential, 6) development of a professional school climate is key, 7) professional learning is embedded, and 8) updated data systems help make decisions about teaching and learning. Based on these philosophies, USOE developed six standards, standards that are in direct alignment with

the Wallace Foundation’s five practices of an effective principal: 1) shaping a vision of academic success, 2) creating a climate hospitable to education, 3) cultivating leadership in others, 4) improving instruction, and 5) managing people, data, and processes). Moreover, the USOE Leadership Standards were developed with coordinating performance expectations and a leadership rubric. The rubric provides incentives for change and recognizes that leaders develop knowledge and expertise over time. Additionally, the rubric provides feedback for professional growth and recognizes and honors effective and highly effective leaders.

Table 9: USOE Leadership Standards

Standard	Description
1: Visionary Leadership	The leader creates and publically communicates a vision with high standards for staff and students. This vision is used as a basis for decision making and is regularly reviewed.
2: Teaching and Learning	The leader creates and promotes a strong professional culture where quality instruction and student learning are central and supported.
3: Management for Learning	The leader manages daily operations and environments through efficiently aligning resources with the vision. This includes allocating resources to address unique academic, physical, and mental health needs of students and staff.
4: Community Collaboration	Leaders recognize the value of diversity in their communities and work to engage all members (including families) in collaboration and partnerships.
5: Ethical Leadership	Leaders promote the success of every student by ensuring a system of integrity, fairness, equity, and ethical behavior.
6: System Leadership	Leaders advocate for education and students in professional, social, political, economic, legal, cultural, and policy arenas.

GOAL 21 Pipeline Implementation Plan

From reviewing promising leadership models and conducting an internal evaluation of its current leadership process, GSD has developed its own leadership pipeline model, aptly named *GOAL 21 Pipeline*. The *GOAL 21 Pipeline* is comprised of three academies, The Emerging

Leaders Academy, The New Leaders Induction Academy, and the Practicing Leaders Academy. Each academy has multiple components (See Figure 2, p. 5). Curriculum taught in the academies will be based on the performance expectations and indicators from the new USOE Leadership Standards described above.

Objective 1: Develop the *Emerging Leaders Academy* as a cohesive, structured process of recruiting, training, providing internships, and achieving state licensure for aspiring administrators. The Emerging Leaders Academy (ELA) will be expanded from the preparation course to taking the potential leader through the first four components of the *GOAL 21* Pipeline: recruitment, preparation, internship, and licensure. Each component is described below.

- ***Activity 1.1: Recruitment and Screening.*** Current principals will nominate potential leaders based on demonstrated leadership skills within the schools setting and not merely based on a teacher's desire to become a leader. A specific emphasis will be placed on recruiting qualified minority candidates. After nomination potential leaders will undergo the Gallup Inventory, which is based on Gallup's seven demands of leadership ability: visioning, maximizing values, challenging experience, mentoring, building a constituency, making sense of experience, and knowing self. In addition to the Gallup Inventory, potential leaders will also have a writing assignment and interview that will be assessed by the recruitment and preparation advisors. Those who pass these screening measures will be encouraged to enroll in the ELA Preparation Course.
- ***Activity 1.2: Preparation.*** GSD will continue offering the ELA preparation course, the Ph.D level Preparation Advisors, where potential leaders are able to explore the roles and responsibilities of the principalship to determine whether becoming a principal is a good match for them. To build on the current ELA successes, the preparation course topics

will be focused around the newly developed USOE Leadership Standards. Participants will have the opportunity to deepen their learning through three on-site visits where they will spend a half day with current administrators. Also, one class period will be dedicated to presentations by local universities to provide participants with their education options for school leadership. Moreover, the Preparation Course Advisors will help participants one-on-one through the university application process. Participants will receive a stipend for taking the course as well as PD credit toward recertification. The ELA Preparation Course is modeled after the Quality-Plus program developed by Gwinnett County Public Schools.

- **Activity 1.3: Internship.** With project funding, GSD will increase the number of internships offered from eight to twelve to students who have completed or currently enrolled in a university leadership program. To fill the gaps identified (See Table 3, p. 6), the *GOAL 21* project will strive to make internship opportunities more meaningful in a variety of ways. GSD will incorporate a one-day summer institute the week prior to the start of school. At the institute the interns and their coordinating principal will review what is expected of each of them and begin developing their internship plan. The internship plan helps delineate the role of both parties and outlines what the intern plans to do for their capstone project. The capstone project is an opportunity for interns to apply theory into practice. The project has to get approval from both the Internship Advisor and the coordinating principal. In addition to the institute, the interns and their coordinating principal will meet with the Internship Advisor monthly to review the progress of the internship plan and capstone project. Applicants that have completed the

GSD ELA Preparation Course will be given preference for the internships. The additions to the internship program are based off of work by Houston Independent School District.

- **Activity 1.4: Licensure.** As part of the *GOAL 21* project, GSD will continue and strengthen its partnership with the University of Utah (U of U). GSD proposes to continue working with its U of U contractor, Dr. Shari Fraser, as an ELA Preparation Advisor. Also, *GOAL 21* will strengthen its partnership with the U of U through the development of a GSD-specific master degree in school leadership. This partnership is further detailed in Objective 4 (See pp. 29-30).

Objective 2: Develop the New Leaders Induction Academy as a cohesive, structured three-year process to train and mentor newly hired principals and assistant principals. Through GSD's fair and equitable hiring process overseen by HR, GSD will interview and hire assistant principals and principals. Once hired, new administrators will be automatically enrolled in the 3-year New Leaders Induction Academy (NLIA), which will be a mentor-based academy split into assistant principal and principal tracks. The academy will focus on district policies and procedure and emphasize the USOE Leadership Standards. Note, if an assistant principal is later hired as a principal, she or he will re-circuit back into NLIA in the principal track.

- **Activity 2.1: Mentor Training.** The induction specialist will select mentors based on their demonstrated success in leadership. Mentors will be required to attend a yearly, half-day mentorship training and four one-hour mentor training sessions. The Induction Specialist will lead the PD and focus on the USOE leadership standards and how to exemplify those standards to their mentee. All mentors will receive a stipend for their time.
- **Activity 2.2: Induction.** After placement, the mentee will meet with the district Induction Specialist, who will introduce them to their assigned mentor. The mentee and their mentors

will be required to have phone or email conversation weekly, a monthly face-to-face meeting, and three yearly mentee observations. All mentee/mentor communications are to be logged. These logs are submitted to the Induction Specialist six times throughout the year. In addition to their primary mentor, mentees will also be assigned specialist mentors. The specialist mentors are experts in specific topics that are related to school leadership: teacher improvement, student achievement, communication, budgeting, and scheduling. The new leader mentees will receive an iPad.

Objective 3: Develop the Practicing Leaders Academy (PLA) as an on-going support mechanism for the State of Utah's five-year cycle of leadership re-licensure. The PLA takes the leader through the last three ongoing components of the pipeline, the Veteran Principal Program (for principals), the Principal Readiness Institute (for assistant principals) and re-licensure. Each of these components is described in more detail below.

- **Activity 3.1: Veteran Principal Program.** Individuals serving as a GSD principal for more than three years will be encouraged to participate in the Veteran Principal Program (VPP). The monthly VPP is an avenue for principals to discuss challenges and experiences as well a format for PD. To make VPP more personalized and effective, principals will be divided into professional learning communities (PLCs) based on what schools they serve (HS, JH, and ES by their network feeder). Weakness identified by the USOE Leadership Standards evaluation rubric will guide PLC's PD topics. The Practicing Leaders Academy Coordinator will organize the PLCs to include formats such as presenters, book reviews (described on p. 28), and webinars. VPP's PLCs will follow the PLC standards of Learning Forward, which are:

1. PLCs are conducted primarily at the school site rather than through off-campus

workshops.

2. PLCs actively involve all school-level administrators and “facilitated by well-prepared school principals and/or school-based (PD) coaches, mentors, master teachers, or other teacher leaders.”
 3. PLCs primarily occur frequently among established professional learning communities and involve a continuous cycle of improvement.
 4. PLCs achieve goals “by implementing coherent, sustained, and evidenced-based learning strategies...that improve instructional effectiveness and student achievement.”
 5. PLCs provide “job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills...”
- **Activity 3.3: Principal Readiness Institute.** GSD’s aim for assistant principals is to eventually move them into principal positions; this progression is the focus of the Principal Readiness Institute (PRI). The goal of PRI is to produce assistant principals who could advance to the principal role ready to function at high levels on the first day of the job. Assistant principals will follow the same PLC model described above, covering topics salient to their role and as identified from the USOE Leadership Standards evaluation rubric. Under direction of the Practicing Leaders Academy Coordinator, assistant principals will meet monthly either in person or virtually. The primary format for PRI will be book reviews. The coordinator will select books that incorporate identified leadership standard topics and assign readings to the group. The books will be discussed at the PLC monthly meetings. The assistant principals will be encouraged to incorporate school-based projects based on the readings of which they will report back to the group. The institute is

conceptualized hybrid of the model used by the Gwinnett County School system and suggestions from the Wallace Foundation.

- **Activity 3.4: Re-licensure.** To maintain licensure in the state of Utah, teachers and school administrators need 300 continuing education credits over a 5 year period, 300 come from working in the field, the last 100 need to come from PD. GSD will ensure that its school administrators reach a sufficient number of credits by offering qualifying PD that focus on the USOE Leadership Standards to new and practicing leaders in a variety of formats including an yearly administrator conference, monthly PD sessions, and assistant principal and principal PLCs (described above).

Objective 4: Partner with University of Utah to develop a new course of study that leads to licensure and a master degree in school leadership. The extended partnership with U of U is ideal for several reasons. First, U of U is in close proximity of all GSD schools. Second, U of U is classified as a Carnegie 1 institution, meaning that it is a doctorate-granting university with very high research activity. Third, the U of U's Department of Education Leadership has a strong national reputation. The department consistently ranks among the top 15 educational administration departments in the country. The faculty members are active in national organizations such as The University Council for Educational Administration, The American Educational Research Association, and The Association for the Study of Higher Education.

- **Activity 4.1:** As part of *GOAL 21* Pipeline, GSD will work with U of U to develop a master's degree in instructional leadership, this program will have the following components: 1) be based on the specific needs of GSD, 2) teach curriculum that is grounded in the new USOE Leadership Standards, 3) include a track for turnaround principals, 4) incorporate leadership theories to improve student achievement, and 5)

include GSD educators as guest speakers. The current U of U course will be offered during Year 1 of the project and will continuously improve through Y2-Y5 of the project to meet criteria 1-5 listed above. With funds from the SLP, GSD will offer two full-ride scholarships to U of U’s instructional leadership program each year and multiple partial scholarships yearly. See the Appendix for U of U’s letter of support.

B. Quality of the Project Evaluation

(1) Methods of evaluation include... performance measures... related to the intended outcomes...and will produce quantitative and qualitative data

GOAL 21 has one goal and four objectives listed below. The *primary* performance measures designed to track progress on each objective are listed in Table 10. See Evaluation Section (2) on pages 34-36 for additional details on all the evaluative measures to be collected.

Table 10: Project Objective and Performance Measures

Project Goal		Performance Measure(s)
Goal	Increase student achievement and improve school climate by improving school leadership.	<p>G.1 Eighty percent (80%) of GSD schools will increase student achievement on the State CRTs in Math, Language Arts, and Science by three percent (3%) annually as compared to the 2013 baseline.</p> <p>G.2 Over the five-year project period, eighty percent (80%) of GSD schools will show a statistically significant increase on a pre-, mid-, post- measures of school climate.</p> <p>G.3 All practicing principals and practicing assistant principals will show a 5% increase toward “Highly Effective” status as compared to first year baseline on Utah’s State Leadership Standards Rubric.</p>
Project Objectives		Performance Measure(s)
Obj. 1	Develop the <i>Emerging Leaders Academy</i> as a cohesive, structured process of recruiting, training, providing internships, and achieving state licensure for aspiring administrators.	<p>1.1 Eighty percent (80%) of participants in <i>GOAL 21</i> will meet Granite School District standards to be hired as principals or assistant principals.</p> <p>1.2 Seventy-five percent (75%) of newly hired principals and assistant principals will be <i>GOAL 21</i> participants.</p>

Obj. 2	Develop the <i>New Leaders Academy</i> as a cohesive, structured three-year process to train and mentor newly hired principals and assistant principals.	2.1 As measured by Utah’s State Leadership Standards Rubric, principals and assistant principals will show a 10% increase toward “Highly Effective” status compared to first year baseline.
Obj. 3	Develop the <i>Practicing Leaders Academy</i> as an on-going support mechanism for the State of Utah’s five-year cycle of leadership re-licensure.	3.1 All practicing principals and practicing assistant principals will show a 5% increase toward “Highly Effective” status as compared to first year baseline on Utah’s State Leadership Standards Rubric. 3.2 As measured by the re-licensure assessment, one hundred percent (100%) of GSD principals and assistant principals will be re-licensed.
Obj. 4	Partner with University of Utah to develop a new course of study that leads to licensure and Master’s degrees in school leadership. [Note: the new course will be customized to meet GSD Leadership needs.]	4.1 Before the beginning of the third year of <i>GOAL 21</i> , University of Utah administration will approve the newly developed course. 4.2 At the beginning of the third year of <i>GOAL 21</i> , the new course of study will be implemented in GSD.

Table 11, below, provides an outline of each *GOAL 21* objective, with its related performance measures, data to be collected, timeframe, and source of data collection. See the Table 12 for a complete statement of objectives.

Table 11: Objectives, Performance Measures, Data, Timeframe, and Data Source

Goal	Performance Measures	Data to be Collected	Timeframe and Data Source
1	G.1 Percentage of schools increasing student achievement.	G.1 Scores on CRTs in Math, Language Arts, and Science.	G.1 Annual reports from UCAS (Utah’s statewide data system).
	G.2 Percentage of schools showing a statistically significant increase in school climate.	G.2 Pre- and post-scores on the Comprehensive School Climate Inventory (CSCI).	G.2 First, third, and fifth year data from CSCI.
	G.3 Percentage increase for principals and assistant principals on Utah’s State Leadership Standards Rubric.	G.3 Scores on Utah’s State Leadership Standards Rubric.	G.3 Annually from GSD HR Department.

Objective	Performance Measure	Data to be Collected	Timeframe and Data Source
1.1	Percentage of <i>GOAL 21</i> participants who meet GSD standards to hired as principal or assistant principal.	Total number of participants and number meeting GSD standards to be hired as principals or assistant principals.	On-going from project records and GSD HR department.
1.2	Percentage of principals and assistant principals hired from <i>GOAL 21</i> participants.	Number of GSD principals and assistant principals hired and the number hired from <i>GOAL 21</i> .	On-going from project records and GSD HR department.
2.1	Progress toward “Highly Effective” status.	Scores from State Leadership Rubric.	Annually from GSD HR.
3.1	Progress toward “Highly Effective” status.	Scores from State Leadership Rubric.	Annually from GSD HR.
3.2	Percentage of principals and assistant principals relicensed.	Re-licensure status.	Annually from GSD HR.
4.1	<i>GOAL 21</i> course of study approved by University of Utah.	Status of <i>GOAL 21</i> course approval.	University of Utah staff.
4.2	Implementation of <i>GOAL 21</i> course of study.	Status of <i>GOAL 21</i> course implementation.	University of Utah staff.

Twice each year, evaluators will collect *qualitative* data by: 1) randomly selecting participants from the three academies to participate in focus groups; and, 2) conducting structured interviews with key stakeholders in *GOAL 21*.

The focus groups will inquire about participant’s thoughts and opinions about strengths, weaknesses, and barriers in the Project. They will also be asked to suggest changes and improvements to *GOAL 21* activities.

The structured interviews will move beyond *GOAL 21* participants and cast a “wider net” that includes district administration, GSD School Board members, teachers, university personnel,

community members, parents, etc. Formative feedback from the focus groups and structured interviews will be relayed to Project leaders to improve *GOAL 21* activities.

As required by the School Leadership Program, the following five performance measures will be reported. Table 12 lists the performance measure, the data to be collected, the timeframe and source of the data.

Table 12: Five Required Performance Measures, Data, Timeframe, and Data Source

SLP Required Performance Measure	Data to be Collected	Timeframe and data source
The percentage of <i>GOAL 21</i> graduates who are certified to become a principal or assistant principal.	Total number of participants and number meeting GSD standards to be hired as principals or assistant principals.	Ongoing from project records and GSD HR department.
The percentage of <i>GOAL 21</i> graduates who are certified and hired as a principal or assistant principal in a high-need LEA.	Total number of participants and number hired as principals or assistant principals in GSD or other high-need LEA.	Ongoing from project records, hiring data from GSD HR
The percentage of <i>GOAL 21</i> graduates certified through the program who are hired as a principal or assistant principal in a high-need LEA who remain in that position for at least 2 years.	Total number of <i>GOAL 21</i> participants; the number hired as principals or assistant principals in GSD or other high-need LEAs; length of employment.	Ongoing from project records, hiring data from GSD HR. Participants leaving GSD for principal or assistant principal employment will be contacted to determine position and length of employment.

SLP Required Performance Measure	Data to be Collected	Timeframe and data source
The percentage of principals and assistant principals who complete the <i>GOAL 21</i> -funded professional development program and whose schools demonstrate positive change, no change, or negative change based on pre- and post-school site measures, of which one measure much include, if available, student growth (e.g., at least one grade level in an academic year).	For student achievement, the UCAS system will calculate aggregate student growth by principal. For school climate, results from Comprehensive School Climate Inventory (CSCI) reported by school (principal). Results will include statistical tests for significance and effect sizes.	Data from Utah State Office of Education database collected each year. Results from the CSCI administered during the first, third, and fifth year of <i>GOAL 21</i> .
The percentage of program graduates who are rated “effective” or “highly effective” as measured by a U.S. Department of Education program approved principal evaluation system, if available.	List of GSD <i>GOAL 21</i> graduates hired as principals and assistant principals and their overall classification on Utah’s State Leadership Rubric.	Each year of <i>GOAL 21</i> from GSD HR Department.

(2) Methods of evaluation provide for examining the effectiveness of implementation strategies.

GOAL 21 will develop and implement three academies as listed in Objectives 1, 2, and 3. The academies are: 1) *The Emerging Leaders Academy*; 2) *The New Leaders Academy* 3) *The Practicing Leaders Academy*. To evaluate the effects of the Academies, we will use the *GOAL 21 Evaluation Framework* developed by SpectrumRED evaluators as explained below. Since the Academies are professional learning experiences, the *Framework* is conceptually derived from Guskey’s (2000) comprehensive framework for evaluating professional learning. Table 13 (p. 35) below lists and briefly explains the evaluation framework.

Table 13: *GOAL 21* Evaluation Framework

Level 1	Participants' reactions	Opinions about the value of <i>GOAL 21</i> as a whole and individual events, activities, etc.
Level 2	Participants' learning	Quantitative measures of <i>GOAL 21</i> 's participants gain in content-knowledge.
Level 3	Organizational support	Data about organizational barriers and support for change at the school, network and district.
Level 4	Implementation	Data about implementation, or enactment of <i>GOAL 21</i> 's strategies in their practice
Level 5	School Climate & Student Achievement	Measures of <i>GOAL21</i> 's effect on school climate student achievement.

Scholars often criticize evaluation of professional learning as shallow and incomplete. Guskey contends that most evaluation stops at what he terms “Level 1”—the mere collection and reporting of participants’ surface opinions about a project and its activities. The *GOAL 21 Evaluation Framework* will probe far deeper, collecting useful collect qualitative and quantitative data on **all five** levels of the framework.

Table 14 below lists information about the data collected at each Level of *GOAL 21 Evaluation Framework*.

Table 14: Data Collection and Analysis

Level	Type of data, collection method, analysis
1	Data about <i>participant reactions</i> is collected by surveys of participants about all <i>GOAL 21</i> activities, events, courses, etc. Focus groups and structured interviews are also used to gather more in-depth information. Data is analyzed by reporting descriptive statistics and qualitative summary of findings of the focus groups and structured interviews.
2	Data about <i>participants gain in knowledge</i> is collected by gathering: a) test scores from the <i>GOAL 21</i> Preparation course; b) and test scores and grades from university classes; c) GSD and evaluator developed tests of knowledge for <i>GOAL 21</i> . Descriptive statistics will be reported about each data source.
3	Data from <i>participants about systemic barriers to change</i> is collected by surveys, focus groups, and structured interviews. Data is analyzed by reporting descriptive statistics and qualitative summary of findings of the focus groups and structured interviews.
4	Data from participants about <i>implementation of change</i> will be collected by requiring participants to develop a portfolio about each innovation along with evidence to support that the implementation occurred. This portfolio will be presented to, reviewed and rated by peers in the respective Academies. The peer ratings will determine whether or not there sufficient evidence of implementation was presented. Data collected will include the portfolio, the peer review ratings, and

	whether or not the innovation was successfully implemented. Descriptive statistics will be reported.
5	For <i>student achievement</i> , the UCAS system will calculate aggregate yearly student growth by principal. Evaluators will track progress over the five years of <i>GOAL 21</i> and use Hierarchical Linear Modeling to calculate statistical significance and effect sizes of the reported gains. For <i>school climate</i> , results from Comprehensive School Climate Inventory (CSCI) reported by school (principal). Results include statistical tests for significance and effect sizes over the three administrations of the CSCI.

Depending on the Academy, different Levels of the *GOAL 21 Evaluation Framework* will be collected. See Table 15 for a summary of the data collected on the three Academies.

Table 15: Levels of the *GOAL 21 Evaluation Framework* for each Academy

	Emerging Leaders	New Leaders	Practicing Leaders
Level 1	X	X	X
Level 2	X	X	
Level 3	X	X	X
Level 4	X	X	X
Level 5		X	X

Note that Level 5 data is not collected for the Emerging Leaders Academy since they do not have a school assignment. Level 2 data on the Practicing Leaders Academy is not collected since the Learning Communities and individual principals and assistant principals will be learning about a wide and differing set of topics.

(3) Methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

To ensure fidelity of project implementation GSD is partnering with an external evaluator, Spectrum Research, Evaluation, and Development (SpectrumRED). The company has worked successfully with GSD on multiple federal grant programs of similar (or larger) size and scope to the School Leadership Program.

SpectrumRED has evaluated education and public health programs across the U.S. funded at over \$300 million. SpectrumRED evaluators hold doctoral degrees in education disciplines and

have extensive experience in research and evaluation methods, administration, professional development, and teaching. They use advanced theoretical methods and technology to gather, analyze, and report vital project data.

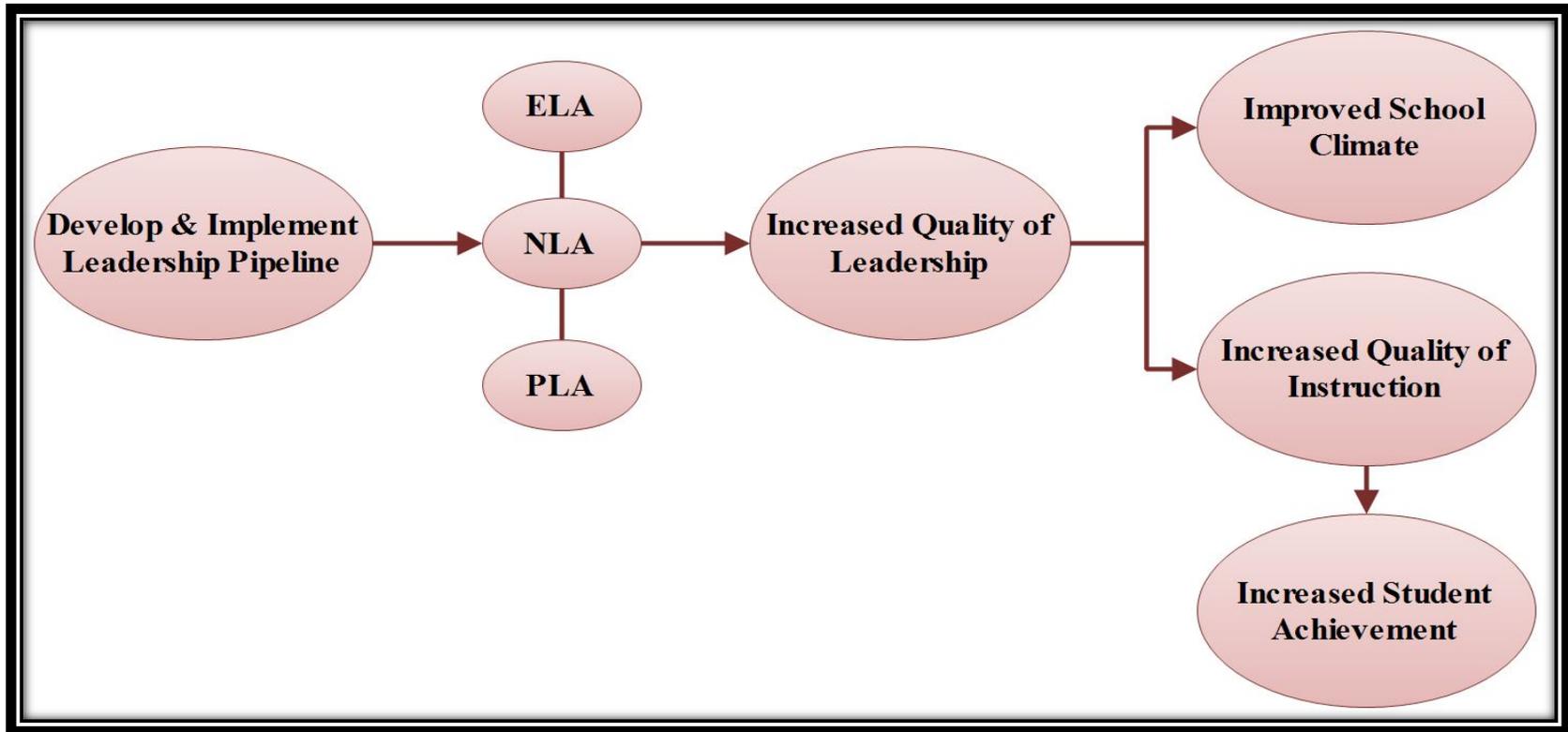
SpectrumRED's approach for *GOAL 21*'s evaluation will be based on the Utilization-focused Evaluation model as described by Michael Quinn Patton. This model incorporates both quantitative and qualitative data and emphasizes providing decision makers with accurate and timely findings to make data-driven decisions. The evaluation plan will emphasize continuous improvement and accountability in all aspects of the project. This



approach supports the Continuous Improvement Management (CIM) model advocated by the U. S. Department of Education. The CIM cycle will guide project staff in monitoring project outcomes; making data-driven, results-based decisions to determine what strategies work and why; and, adjusting activities as needed to more effectively achieve intended outcomes. SpectrumRED staff was involved in the planning stages of the *GOAL 21* Project evaluation and will continue to be in the CIM process throughout the five-year project period. Because the process is cyclical, the prior results provide feedback for the next action plan (refer to inset). The data produced by the CIM process is used to improve Project activities. See the following page (p. 38) for *GOAL 21*'s logic model.

Figure 5: GOAL 21 Logic Model

The chart below presents the logic model for GOAL 21. Starting at the left: 1) GSD will develop and implement a “Leadership Pipeline” consisting of the Emerging Leaders Academy (ELA), the New Leaders Academy, and the Practicing Leaders Academy (PLA); 2) These Academies will increase the quality of leadership in GSD; 3) Increased quality of leadership leads to improved school climate and increased quality of instruction; 4) increased quality of instruction leads to increased student achievement.



C. Significance

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies

Over the past decade, state and national educational entities have put increased pressure on principals to improve teaching and learning. A problem that many school districts face across the country is hiring and retaining school leaders that are trained to succeed in that challenge. The number of administrative positions in education is expected to rise alongside the higher expectations of school leaders. Despite the rise in demand for principals, turnover rates and retire rates of school principals in large districts have resulted in administrator shortages. According to Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen (2007), the problem is not on the difficulty in finding certified candidates but on qualified candidates who are willing to work in the many underserved communities and schools and challenging working conditions. In addition, some potential school leaders view the job as undoable and not well supported.

The issue around principal development and preparation in order to meet the needs of school leadership is a major challenge that *GOAL 21* addresses. *GOAL 21* approaches the problem by providing principals a well-researched, district-developed professional pipeline for school leadership from recruitment to preparation and then to support as outlined in Figure 2 (p. 5). The *GOAL 21* Pipeline is based primarily on the NASBE Leadership Career Continuum. The Wallace Foundation (2012) cites that states and districts across the country have successfully used and adapted the NASBE model.

GOAL 21 has the potential 1) to significantly increase the knowledge and understanding of school leadership programs for all schools, but particularly for low-achieving schools that serve high-poverty, high-minority students and 2) to create a new capacity through the University of

Utah to assist districts throughout the state to develop effective school leadership programs to meet or exceed the new Utah Office of Education Leadership Standards. Specifically, *GOAL 21* will provide the framework for districts, both in state and nationally, to incorporate leadership programs that include 1) Emerging Leaders Academy, 2) New Leaders Induction Academy, and 3) Practicing Leaders Academy. Furthermore, *GOAL 21* will include a robust formative and summative evaluation centered on continuous improvement. These program components are expected to create permanent capacity throughout the district and serve as a model for other districts within the state and nation. Through *GOAL 21*, GSD, the USDOE, and others will be able to understand how the proposed leadership program impacts school leadership, which in turn impacts school climate and student achievement (See *GOAL 21*'s Logic Model, Figure 5, p. 38).

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

GOAL 21 will result in system change or improvement for several reasons. First, the project is based on the recommendations of RMC Research. The recommendations were developed alongside with GSD's District Improvement System Committee (DISC), a committee comprised of elementary, junior high, and high school principals and current and past interns. What resulted was a customized approach to school leadership reform. Together DISC and RMC strived to create reasonable and obtainable solutions to meet the new Utah State Office of Education's Leadership Standards used for leadership evaluation. DISC and RMC specifically looked at revising GSD's approach to leadership recruitment, preparation of potential leaders, and professional development for practicing principals. RMC and DISC based recommendations upon focus groups and interviews with district leaders, district staff, principals, assistant principals, and interns. The full RMC report appears in the Appendix.

Second, *GOAL 21* will incorporate a comprehensive, research-based approach. *GOAL 21* has essential elements researchers have identified for effective principal development programs:

- Be research based;
- Use cohort groupings and mentors;
- Provide experience in authentic environments;
- Have curricular coherence; and
- Include collaborative activities between the program and areas schools (Davis, Darling-Hammond, LaPointe, Meyerson, 2005).

The approach also provides a professional leadership pipeline that includes pre-service and in-service components that use the USOE Leadership Standards as a framework (See Figure 2. P. 5). The pipeline will establish a system change across the district: teacher leaders will be identified, recruited, screened, and trained to be principals and practicing principals will receive comprehensive, ongoing professional development to build upon their skills and knowledge to, in turn, improve school leadership. As a result, district principals will become effective leaders capable of working with school improvement objectives and improving student outcomes. With extra, ongoing support, district principal turnover rates will decrease and principals will become longstanding pillars that represent an important component to a school's success.

Third, in addition to being research based and having the support of GSD principals, *GOAL 21* has a university partner in place to make the program a success. The letter of support from the University of Utah's highlights their commitment to and enthusiasm for the project and, specifically, to develop a GSD-specific leadership program (See Appendix for the letter of support).

Fourth, as outlined in the evaluation section of the proposal (pp. 30-38), a third-party evaluator, SpectrumRED, will rigorously evaluate the project's impact on participants by using the following instruments for measuring principal leadership: 1) CRT scores, 2) School Climate Inventory, 3) Utah Department of Education Leadership Standards Rubric, and 4) GSD Human Resource's records.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement

As stated earlier, empirical evidence shows that principal leadership is second only to teaching among school-related factors that affect student learning (Leithwood, Louis, Anderson & Wahlstrom, 2004). Principals, particularly those in high-need districts, like GSD, face increasing pressure to raise student achievement. Research studies claim that the main responsibility of school leadership is to improve teaching and student achievement (Spillane, 2003). Professional development can improve principals' school leadership (Darling-Hammond, LaPointe, Meyerson, & Orr, 2007).

Through implementing a researched-based professional development model, *GOAL 21* will improve school leadership, which will result in improved teaching and student achievement. *GOAL 21* is based upon the NASBE model (See Figure 4, p. 21) and the Professional Pipeline developed by University Council for Educational Administration (UCEA). The NASBE model is described on p. 21. UCEA's Professional Pipeline for Leadership stresses the need for strategic and intentional coordinator of multiple stakeholders involved in leadership preparation, both in the preparation and practice phases (Hitt, Tucker, & Young 2012). The preparation phase includes the recruitment, selection, and preparation of the pre-service leadership candidates while the practice phase includes the selection, induction and professional development of the

practicing leader. Hitt, Tucker, & Young (2012) found that effective support requires districts to attend to relationships between the programs and school and student outcomes; the alignment of practices and challenges between the schools and programs; the use of multiple review strategies, both internal and external; and the evaluation of the preparation programs.

Through *GOAL 21*, the district will develop an understanding how the leadership pipeline improves leadership and impacts student outcomes. *GOAL 21*'s projected gains in student achievement are shown through multiple performance measures (See pp. 30-38). Through the project, the district will learn and implement strategies that best improve principal effectiveness and, subsequently, impact school climate and student achievement positively.

D. Quality of the Management Plan

(1) The adequacy of the management plan to achieve the objectives...on time and within budget, including clearly defined responsibilities, timelines, and milestones...

GOAL 21 has a strong management team and a clearly defined management plan and timeline. The project personnel described below will ensure that project activities are implemented with fidelity to our implementation plan and timeline. Resumes for named project personnel are in Appendix.

Project Director

Dr. William Kenley will serve as *GOAL 21*'s Project Director. He has an Ed.D in Education from the University of Utah. Dr. Kenley has 19 years' experience in education, including experience as a classroom teacher, a Lead Teacher, an Assistant Principal, and a Principal. He also has experience in adult and alternative education. Dr. Kenley's education and experience make him the ideal Project Director for *GOAL 21*. He will oversee the day-to-day operations of *GOAL 21* and coordinate the efforts of the project management team. He will also manage the

project budget and reporting and will ensure that all project activities, data collection, and reporting occur on time and within budget. Dr. Kenley's time will be an in-kind contribution from GSD.

Recruitment Advisor

The project will incorporate Ms. Donnette McNeil-Waters as the HR recruitment advisor for *GOAL 21*. Ms. McNeil-Waters has been a teacher and administrator in GSD for over 20 years and is currently the Director of Human Resources. As Recruitment Advisor, McNeil-Waters will work with principals and potential candidates to recruit individuals, particularly qualified minority candidates, for participation in *GOAL 21*. She will also work closely with other project leaders and the external evaluator to use project feedback and data to improve project activities and services to teachers. Ms. Donnette McNeil-Waters's time will be an in-kind contribution from GSD.

Preparation Advisors

The project will have two Preparation Advisors. Dr. Shari Fraser from the University of Utah has an Ed.D in Educational Leadership and Policy and has worked as a leadership consultant with GSD since 2011. Additionally, Dr. Fraser worked as a GSD principal for 7 years, and during that time received two awards from the Granite Association of School Administration for exemplary leadership. The other Preparation Advisor is a TBH .5 FTE position. The successful candidate will be an internal Teacher Specialist that has shown exemplary leadership skills. Dr. Fraser's time will be a contracted position.

Internship Advisor

The project will include a TBH Internship Advisor. The Internship Advisor will work closely with project leaders and school principals to oversee all *GOAL 21* internships. The Internship

Advisor will organize the internship summer institute and work with interns and their coordinating principal on their internship plan. The position requirements include a master's degree (or higher) in education, administration, or related field; at least ten years of experience in education, including administrative positions; experience as an assistant principal or principal; experience working with interns; and experience coordinating with university partners. This is a 1 FTE position.

Induction Specialists

Ms. Annette Brinkman and Mr. Tim Frost will fill these positions. Ms. Brinkman has an M.Ed in Education Administration from the University of Utah. Her experience includes over 15 years in education, including numerous administrative positions. Ms. Brinkman has extensive experience coaching teachers, developing curricula, conducting observations, and organizing conferences and professional trainings. She is currently serving as GSD's Director of Induction and Intervention. Mr. Frost is similarly qualified. He holds an M.Ed in Education and over 30 years' educational experience, both as a classroom teacher and administrator. Together, Ms. Brinkman and Mr. Frost will work to manage the New Leaders Induction Academy. Specifically, they will spearhead mentor recruitment, mentor training, match mentors to mentees, and supervise the mentoring relationship. Ms. Brinkman and Mr. Frost will offer their services and expertise as an in-kind contribution.

Practicing Leaders Academy Coordinator

The Practicing Leaders Academy Coordinator position will be filled upon notification of funding at 1 FTE. The qualified candidate will have master's degree (or higher) in education, administration, or related field; at least ten years of experience in education, including administrative positions; and experience designing and implementing PD based on data. The

coordinator will be responsible for organizing both the Veteran Principal Program and Principal Readiness Institute components of the academy as well as help oversee re-licensure. Explicitly, the coordinator will assist in reviewing mean results from the USOE Leadership Standards evaluation rubric results to identify weaknesses. Based on weaknesses identified the coordinator will help plan PLC PD.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project

Project leaders will work with their external evaluators, Spectrum Research, Evaluation, and Development (SpectrumRED), and DeepWell Data Services to ensure that regular feedback will lead to continuous improvement of project operations. DeepWell Data will provide an internet-based data portal that manages the vast amounts of project data. Such data, uploaded regularly, will allow project leaders and evaluators to quality-check the output and outcome measures for reporting purposes.

For years, SpectrumRED has successfully utilized DeepWell's online database system to track participant data for many DoDEA, HHS, and Department of Education grantees across the nation. DeepWell's database system is SSL encrypted and utilizes authentication and authorization technologies to secure data. To protect privacy, information about individuals is tracked by means of unique numeric identifiers and not by name. Project leaders and evaluators are able to monitor the data to make formative adjustments to program activities and easily generate federal reports.

Project Timeline. Table 16 below provides GOAL’s implementation timeline, complete with responsibilities and milestones.

Table 16: Implementation Timeline, Milestones, and Responsibilities

Data	Milestone	Responsibility
Objective 1: Develop the <i>Emerging Leaders Academy</i> as a cohesive, structured process of recruiting, training, providing internships, and achieving state licensure for aspiring administrators.		
Ongoing	ELA recruitment/ Gallup Inventory	Recruitment advisor
Monthly	ELA preparation course	U of U & ELA Preparation Advisors
Oct., Jan, & Apr.(yearly)	ELA three on-sight visits	ELA Preparation Advisors
July (yearly)	Offer 12 internships to university leadership program students	U of U, ELA Internship Advisor, district admin.
Aug.(yearly)	Summer institute for interns	ELA Internship Advisor
Monthly	Intern, principal, & internship advisor meeting	Intern, principal, ELA Internship Advisor
Objective 2: Develop the New Leaders Induction Academy as a cohesive, structured three-year process to train and mentor newly hired principals and assistant principals.		
June (ongoing)	Hire school leaders	District admin. & HR
Upon hire	Enroll new hires in NLIA	District admin. & Induction Specialists
Aug. (yearly)	Half-day NLIA mentor training	Induction Specialists
Quarterly	Mentor training for NLIA mentors	Induction Specialists
Aug. (yearly)	Hires are match and meet mentors	Mentors and Induction Specialists
Weekly	Mentor/mentee phone/email meeting	Mentor
Monthly	Mentor/mentee in person meeting	Mentor
Oct., Jan, & Apr. (yearly)	Mentee observation	Mentor
Bimonthly	administrator/mentor communications log	Mentor & Induction Specialists
Objective 3: Develop the Practicing Leaders Academy as an on-going support mechanism for the State of Utah’s five-year cycle of leadership re-licensure.		
April (yearly)	Administrator’s conference	Practicing Leader Academy Coordinator & university partners
Monthly	VPP PLCs	Practicing Leader Academy Coordinator & university partners
Monthly	PRI PLCs	Practicing Leader Academy Coordinator & university partners
Objective 4: Partner with University of Utah to develop a new course of study that leads		

to licensure and a master degree in school leadership.		
Sept. (yrs. 3-5)	Offer U of U MS Instructional Leadership Degree	U of U & project director, and district admin
July (yrs. 3-5)	Offer 2 full-ride scholarships and several partial scholarships to the U of U MS Instructional Leadership Degree	U of U & ELA Preparation Advisors