

## Results from Selected New Studies of NIET's Impact: LA BOLD

LA BOLD's Implementation of a Human Capital Management System  
A 2016 federal Teacher Incentive Fund-Cycle 5 grant enabled a partnership between NIET and 12 Louisiana local education agencies (LEAs). In an effort to improve student outcomes, this partnership, called Louisiana Building On Leadership Development (LA BOLD), enacted a plan to strengthen systems that supported ongoing, continuous improvement for educators and provided performance measurement as a key tool in describing and improving classroom instruction.

At the onset of the grant, 49 high-need schools (defined as having more than 50% of students eligible to receive free or reduced-price lunch) serving 1,490 teachers and over 23,900 students began receiving targeted support (Louisiana Department of Education, 2016). With the support of this grant, each partner LEA is working to increase the rigor and reach of their human capital management systems by working with NIET to strengthen the educator workforce through a coherent and integrated set of strategies rooted in a common vision for instructional improvement. Specifically, each school is working with NIET to implement opportunities for professional growth and advancement, rigorous instructional evaluation and feedback, and a multilayered performance-based compensation system.

Hudgens and Barnett (2020) examined educator perceptions of grant implementation and impact from the first years of this five-year grant. Key findings include:

**Teacher Recruitment:** Educator perception survey results indicate administrators overwhelmingly agree that the implementation of the grant initiatives has positively impacted teacher hiring. In 2017-18, less than three-fourths of responding administrators moderately or strongly agreed with the statement "grant initiatives have made it easier for me to hire good teachers," and this percentage increased to 81% in 2018-19 (Figure 7, Page 2). This finding is notable given that high-need schools, like the LA BOLD schools, have difficulty attracting and hiring high-quality teachers (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

## Voices from the Field

*"This year I have witnessed a huge impact on retaining and recruiting teachers, especially new teachers who want and are seeking support."*

-LA BOLD Administrator

*"Teachers are learning new strategies during our professional development meetings and are now more intentional with using student data to guide instruction and plan differentiated instruction to ensure that all students have academic success."*

-LA BOLD Master Teacher

*"We now have dedicated time for teachers to work together to focus on ways to improve student achievement. This time for collaboration has made us more intentional with our instruction."*

-LA BOLD Mentor Teacher

*"Teachers are receiving more support in their classrooms. Although it took time to become comfortable with having master and mentor teachers and administrators observe us, their help has been a huge benefit."*

-LA BOLD Career Teacher

*"Teacher collaboration has improved. Teachers are expected to utilize student data to drive instruction and they engage in more conversations with each other about this. They ask each other questions about what has worked and what hasn't worked. They troubleshoot together."*

-LA BOLD Administrator

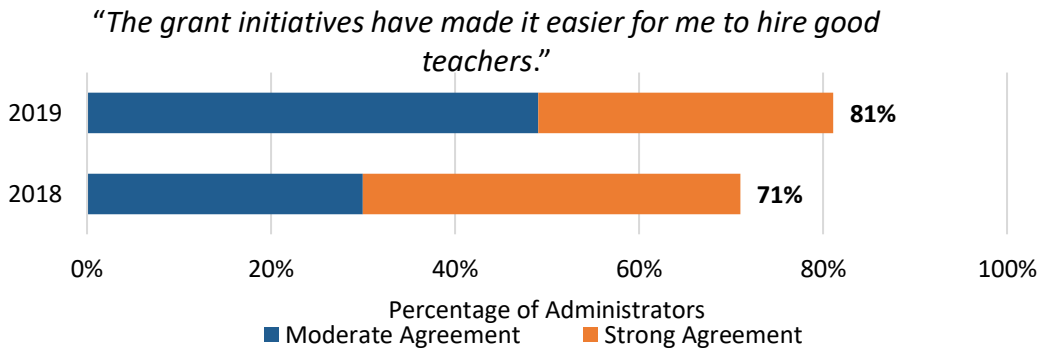


Figure 1. LA BOLD administrators report a positive impact on teacher hiring.

**Collegial Environments:** A concern often noted for performance measures and incentives for teachers is that such policies will result in competitiveness and a loss of collegiality among teachers (American Federation of Teachers, 2001; Chamberlin et al., 2002; Goldhaber et al., 2011). However, survey results suggest that the TAP System’s interrelated elements of professional growth, advancement opportunities, evaluation and feedback, and performance-based compensation facilitate a collegial environment. Survey results indicate a high level of collegiality in LA BOLD schools. In both 2018 and 2019, 94% of LA BOLD teachers who responded to the survey agreed with statements about a high level of collegiality in their schools (Figure 8).

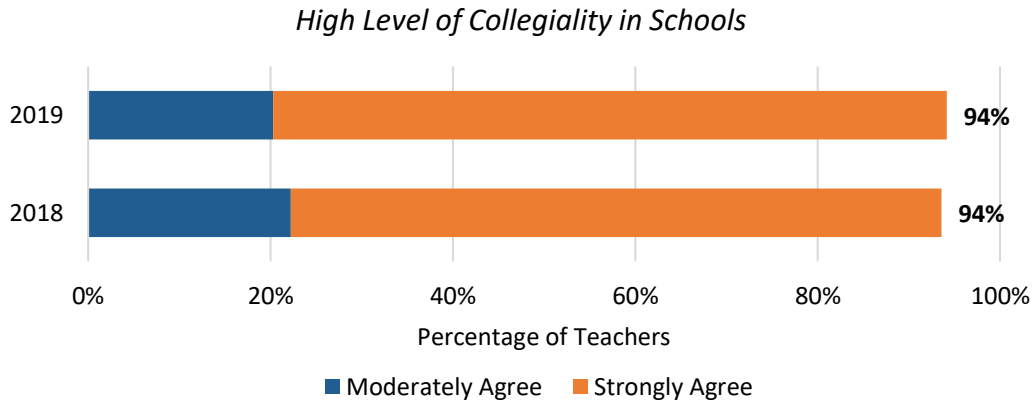
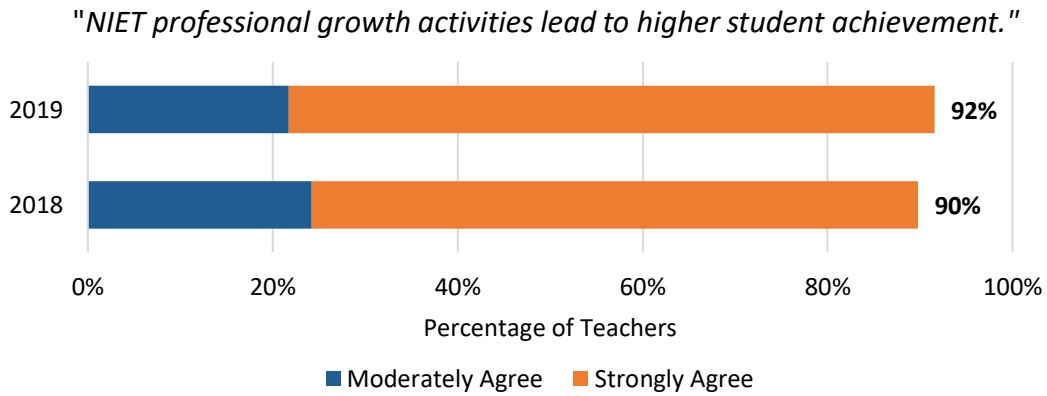


Figure 2. LA BOLD teachers report a high level of collegiality in their schools.

**Student Achievement:** Evaluations across multiple years, program sites, and evaluators document the positive impact NIET initiatives have on student achievement. LA BOLD teachers also perceive these impacts. A large and increasing proportion of LA BOLD teachers agreed that NIET’s professional growth activities lead to higher student achievement (Figure 9).



*Figure 3. LA BOLD teachers report professional growth activities lead to higher student achievement.*

Prior research on the effectiveness of U.S. Department of Education Teacher Incentive Fund grants indicates measurable increases in teacher and principal quality and student achievement growth (e.g., Glazerman et al., 2011; Wellington et al., 2016). Of equal importance are educators' views of grant implementation and impacts. The above findings from the initial years of the LA BOLD grant indicate teachers and administrators perceive that the implementation of grant activities has positively impacted educators and students.