

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND
PROGRAM**

CFDA # 84.385A

PR/Award # S385A100065

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

****Table of Contents****

Forms

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
RRISD RRISE GEPA Statement	e13
7. Dept of Education Supplemental Information for SF-424	e14
RRISE Human Subjects Research	e16

Narratives

1. Project Narrative - (Project Abstract...)	e17
RRISE Abstract	e18
2. Project Narrative - (Application Narrative...)	e19
RRISD RRISE Application Narrative	e20
3. Project Narrative - (High-Need Schools Documentation...)	e80
RRISD High Needs School Documentation	e81
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e82
Letters of Commitment	e83
5. Project Narrative - (Other Attachments...)	e90
Attachment - 1	e91
6. Budget Narrative - (Budget Narrative...)	e133
RRISD Budget Narrative	e134

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

* Last Name: [REDACTED]

Suffix:

Title: Discretionary Grant Coordinator

Organizational Affiliation:

* Telephone Number: [REDACTED]

Fax Number: [REDACTED]

* Email: [REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-002

Title:

Teacher Incentive Fund Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

RRISE: Round Rock Incentives for Superior Education

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 31

* b. Program/Project: 31

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

18. Estimated Funding (\$):

a. Federal	\$ [REDACTED]
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ [REDACTED]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: [REDACTED]
Middle Name:
* Last Name: [REDACTED]
Suffix:

Title: Superintendent

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* Email: [REDACTED]

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Round Rock Independent School Di...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
5. Supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
6. Contractual	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs*	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): Texas Education Agency The Indirect Cost Rate is 14.79%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Round Rock Independent School Di...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ █	█	█	█	█	█
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	█	█	█	█	█
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	█	█	█	█	█

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: [REDACTED]

Title: Superintendent

Date Submitted: 06/21/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: ██████████ Title: Superintendent Applicant: Round Rock Independent School District Date: 06/21/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Round Rock Independent School District

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: [REDACTED] Middle Name: H

Last Name: [REDACTED] Suffix:

Title: Superintendent

Signature:

Date:

06/21/2010

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : RRISD RRISE GEPA Statement

File : H:\Grants\Teacher Incentive Fund 2010\GEPA Section 427.doc

GEPA Section 427: Equitable Access and Participation

Round Rock ISD's proposed Round Rock Incentives for Superior Education (RRISE) Program is committed to providing an equitable work and education environment for all its participants, regardless of race, color, creed, national origin, religion, physical or mental disability, age, gender, marital status, or sexual orientation. The district considers nothing but a candidate's qualifications in its hiring decisions. It will not tolerate harassment, discrimination, intimidation, or bias on the part of employees or students towards any member of the Round Rock ISD community, and any such incidents will be met with disciplinary action for students and employees alike.

The district goes out of its way to recruit underrepresented minority members for available positions, and will do so to staff the RRISE Program. In addition to advertising the staff positions on the district website, Round Rock ISD will advertise in publications and e-venues that cater to Hispanic and African American readers. The district's Superintendent, Dr. Jesús Chávez, nurtures relationships with community groups such as the Hispanic Chamber of Commerce and the Ministerial Alliance, a coalition of traditionally African-American churches. Round Rock ISD is deeply aware that its students from underrepresented minority groups need positive role models – and that its White students need positive images of Hispanic and African-American adults as well.

Round Rock ISD is committed to equal access for handicapped persons. All facilities are accessible to persons with handicaps, and accommodations such as interpreters will be made for those who need them in order to participate. Our website complies with federal standards for accessibility for disabled persons.

Intolerance of religious differences will not be allowed; accommodations for religious holidays will be made when possible. Persons of all genders and marital status will be respected. As an educational institution, Round Rock ISD sees its responsibilities to educate its students in tolerance as well as academics.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. [REDACTED] [REDACTED]

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: Williamson
* State: TX * Zip / Postal Code: 78681 * Country: USA

* Phone Number (give area code) (512)464-5970
Fax Number (give area code) [REDACTED]

Email Address:

[REDACTED]

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : RRISE Human Subjects Research
File : H:\Grants\Teacher Incentive Fund 2010\Human Subjects Research.doc



Round Rock Independent School District
Teacher Incentive Fund Grant Application

Human Subjects Research

Round Rock ISD's Round Rock Incentives for Superior Education (RRISE) Program will use human subjects as part of its evaluation, but it will *only* involve those subjects in research conducted in established or commonly accepted educational settings, involving normal educational practices. All research will be conducted on Round Rock ISD premises. Student data to be collected will only include students' scores on standardized tests. Teacher and principal data will include observation evaluation scores, scores on portfolios, records regarding collaborative meetings, and teacher retention records. None of these data fall outside of that collected to conduct research involving normal educational practices.

Project Narrative

Project Abstract

Attachment 1:

Title: **RRISE Abstract** Pages: 1 Uploaded File: **H:\Grants\Teacher Incentive Fund 2010\Abstract.doc**

Round Rock Incentives for Superior Education (RRISE) Program – Main Application

RRISE will serve seven high-need campuses whose poverty levels have grown dramatically since 2000 in Round Rock ISD, a suburban district in the environs of Austin. RRISE's innovative program will award teachers based on school-wide value-added growth on standardized test scores according to grade level, as will principals. RRISE will also employ district-level evaluators to conduct classroom evaluation for teachers and school-wide evaluation for principals, based on the belief that district-level evaluators can bring greater inter-rater reliability to the observation process. Both teachers and principals will also be assessed based upon the quality of a portfolio and their participation in collaborative instructional groups. Teachers will be awarded for their assumption of leadership positions and, if they teach in hard-to-staff fields, recruitment and retention. Principals will be rewarded for teacher retention, as such retention is an indication of a healthy school climate and good leadership.

RRISE will be staffed by a Coordinator and three Observers for Professional Growth who will observe teachers and principals, provide formative feedback, and give evaluation scores. RRISE will also employ personnel who are exclusively given over to formative evaluation and professional development: a Principal Coach who will work with administrators and five Master Teachers who will work with teachers. A Data Analyst will set growth targets and assess whether or not schools have met those goals. An Administrative Assistant will support the team.

RRISE requests Annual incentive costs of \$ [REDACTED] RRISD currently commits [REDACTED] million to a PBCS system, and hopes to increase its commitment by [REDACTED] in 2011-2012, increasing gradually to \$ [REDACTED] by 2014-2015 for a total planned commitment in the final year of the grant of [REDACTED]

Project Narrative

Application Narrative

Attachment 1:

Title: **RRISD RRISE Application Narrative** Pages: **60** Uploaded File: **H:\Grants\Teacher Incentive Fund 2010
\Application FINAL.doc**

Table of Contents

Introduction	Page 2
Need for the Project	Page 3
Project Design	Page 13
Adequacy of Support for the Proposed Project	Page 41
Quality of Local Evaluation	Page 54
Works Cited	Page 58

Introduction

Round Rock Independent School District is a suburban district in the environs of Austin, the capital of Texas. With approximately 42,000 students (Texas Education Agency Academic Excellence Indicator System), the district is growing at approximately three percent annually and predicts that it will continue to do so for at least the next five years. The district has a tradition of academic excellence, and was awarded “Recognized” status by the Texas Education Agency (TEA) in 2008-2009 and 2009-2010, according to preliminary data. Dr. Jesús H. Chávez has lead the district as Superintendent since 2006 towards significant achievement, including:

- An increase of high school completion rates of 87.3% in 2007 to 92.1% in 2008 (TEA)
- Gold Performance acknowledgement for college-ready graduates for the Class of 2008, the most recent year for which data is available (TEA)
- A record of 24 “Exemplary” and 11 “Recognized” campuses out of 43 total, with no campuses falling below “Academically Acceptable” in 2008-2009 (TEA)

Round Rock ISD has also successfully implemented a performance-based compensation system on several of its campuses for the last two years. Funded by a TEA grant, the District Award for Teacher Excellence (DATE) Grant Program has provided incentive pay based on student growth performance on the Texas Assessment of Knowledge and Skills (TAKS) test to teachers at all of RRISD’s high schools and five of district’s Title I elementary schools. Grant funds of \$2.9 million have been successfully implemented to raise or maintain student achievement and increase teacher retention. From 2008-2009 to 2009-2010, student performance at two of the five participating high schools rose from “Academically Acceptable” to “Recognized;” the remaining three high schools retained their “Academically Acceptable,” “Recognized” and Exemplary” statuses. Teacher retention improved on all high school campuses by as much as 10

percent. The DATE Grant Program has clearly been successful on RRISD's high school campuses.

However, the five participating Title I elementary schools have not fared as well under the DATE Grant program. Preliminary TEA data indicates that 2009-2010 TAKS scores have dropped at three of the five schools, risen at one school, and maintained at the fifth. Teacher retention varied too much – from 96.9 percent to 67.6 percent – to draw conclusions regarding the DATE Grant Program's effect. This suggests that the strategies employed by the DATE Grant Program – differential incentives for teachers based upon student growth as measured by the TAKS test, incentive pay for collaboration, and retention bonuses for teachers in secondary math and science – were not sufficient to truly affect change on elementary Title I campuses. RRISD is very much in need of Teacher Incentive Fund Grant monies to change the culture on its lowest-performing elementary and middle school campuses so that experienced teachers will remain on those campuses and provide their wealth of experience to struggling students.

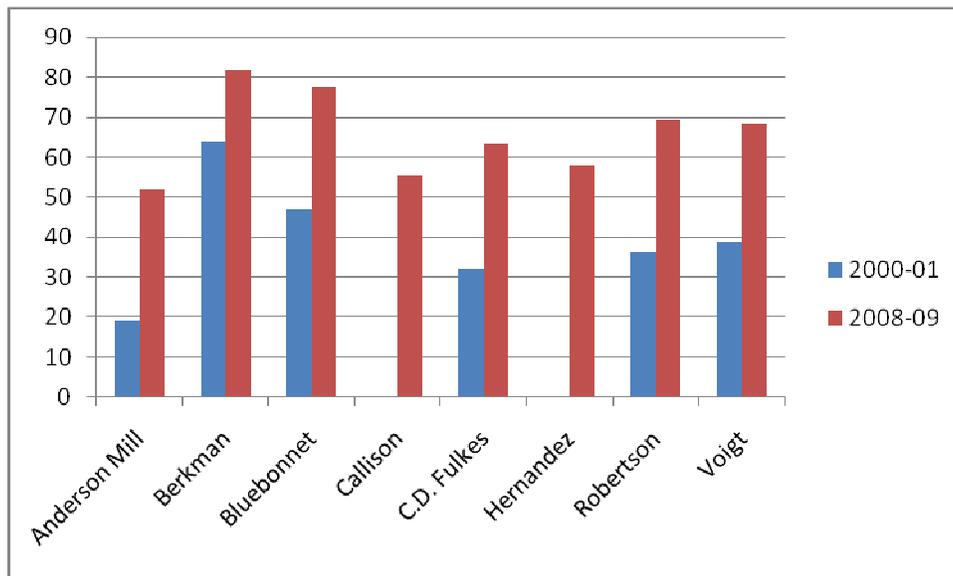
Need for the Project

Round Rock is typical of a surprising demographic trend: the growing impoverishment of suburban populations. According to a Brookings Institution report, “while cities [studied] had about 100,000 more poor residents in 2000 than their suburbs, by 2007, the suburban poor outnumbered the city poor by more than 1.5 million” (Frey, W.H., A. Berube, A. Singer, J. H. Wilson, 2009). In an interview regarding a still more recent 2010 study, the Institution's William Frey indicated that “Austin, Texas shows that the old urban stereotypes no longer apply” (Yen, 2010). Frey's 2010 study indicated that “[t]he suburban poor grew by 25 percent between 1999 and 2008 – five times the growth rate of the poor in cities.” Cities are experiencing “bright flight,” where wealthier (and predominantly white) young adults choose to

live in city cores because of access to public transportation, knowledge-based jobs, and newly renovated downtowns, leaving suburbs poorer and with larger minority populations.

RRISD has shown a similar demographic trend. As the chart below demonstrates, all of the participating schools that were in existence in 2000 have shown a dramatic increase in the percentage of students receiving free and reduced lunch:¹

Chart 1: Percentage of Students Receiving Free and Reduced Lunch, 2000-01 and 2008-09



Round Rock ISD expects its population of students of low socioeconomic status to continue to grow faster than the general student population. The district is acutely aware of its responsibility to improve the academic performance of economically disadvantaged students, and sees the TIF grant as a means of addressing the special needs of these learners.

Student achievement in Round Rock's participating TIF schools is not where it should be, particularly when compared with similar schools in the state of Texas. Round Rock ISD compared its TIF schools to a number of other Texas schools, selected according to their (1)

¹ Callison opened in 2008 and Hernandez will open in August 2010.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

level of socio-economically disadvantaged students, defined by the percentage receiving free or reduced lunch, and (2) demographics of subpopulations of White, Hispanic, and African-American students. Where there was a close match, Round Rock ISD schools often fared worse, as the following charts will show:

Chart 2: Demographic Comparison of RRISD Anderson Mill Elementary School to Bellville ISD O’Bryant Primary and San Angelo ISD Holiman Elementary Schools

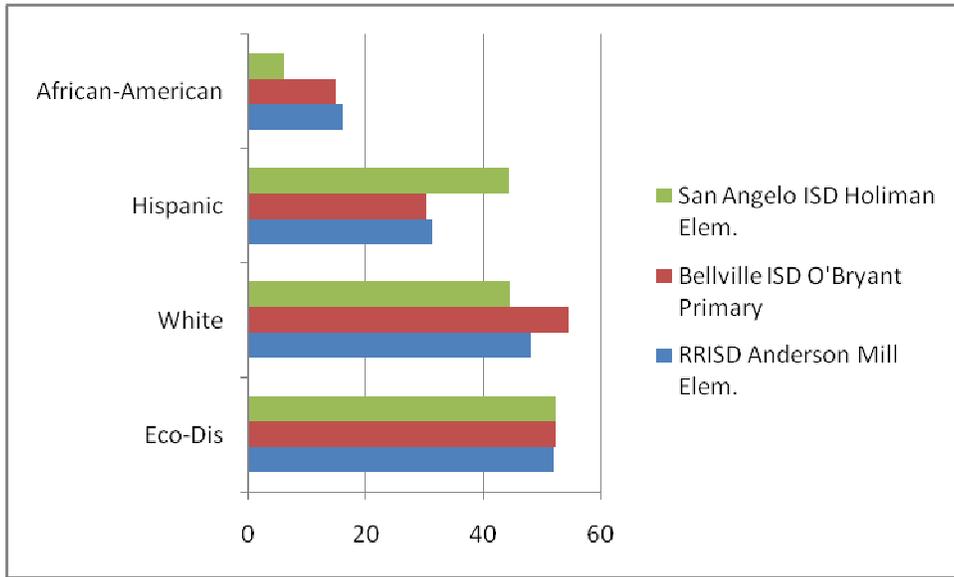


Table 1: Comparison of Passing Rate on all TAKS Scores Among RRISD Anderson Mill Elementary, Bellville ISD O’Bryant Primary, and San Angelo ISD Holiman Elementary Schools (lowest scores in **bold**)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD Anderson Mill	76	64	92	62	48
BISD O’Bryant	98	98	100	97	94
SAISD Holiman	96	93	98	94	100

Chart 3: Demographic Comparison of RRISD Berkman Elementary School to Austin ISD Joslin Elementary and MISD Hanby Elementary Schools

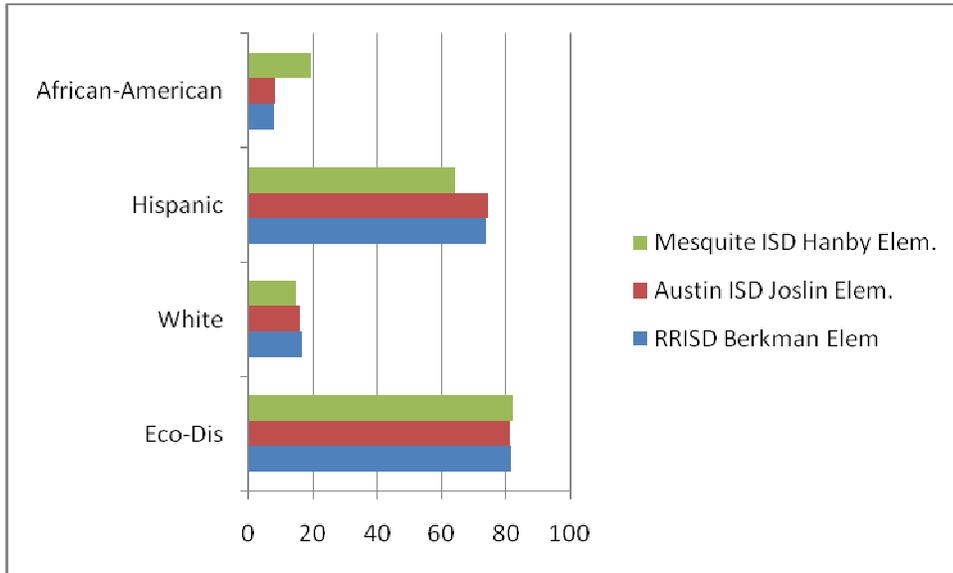


Table 2: Comparison of Passing Rate on all TAKS Scores Among RRISD Berkman Elementary, AISD Joslin Elementary, and MISD Hanby Elementary Schools (lowest scores in **bold**)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD Berkman	80	78	80	79	94
AISD Joslin	88	83	100	87	57
MISD Hanby	84	83	90	84	77

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Chart 4: Demographic Comparison of RRISD Bluebonnet Elementary School to San Angelo ISD Alta Loma Elementary and Northside ISD Powell Elementary Schools

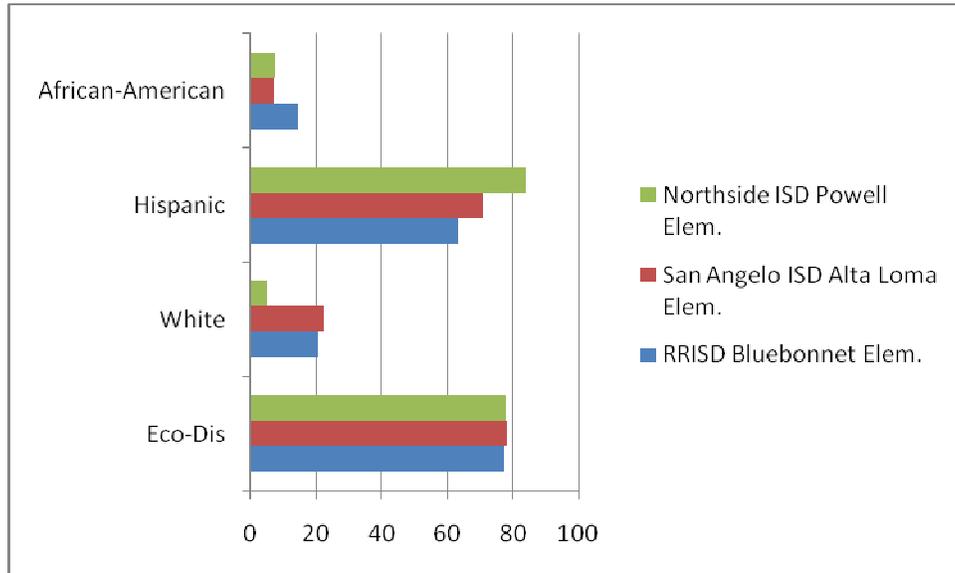


Table 3: Comparison of Passing Rate on all TAKS Scores Among RRISD Bluebonnet Elementary, San Angelo ISD Alta Loma Elementary, and Northside ISD Powell Elementary Schools (lowest scores in **bold**)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD Bluebonnet	71	67	86	66	74
SAISD Alta Loma	85	87	92	82	100
NISD Powell	89	86	92	87	100

Chart 5: Demographic Comparison of RRISD Robertson Elementary School to Houston ISD Sinclair Elementary and Fort Worth ISD Burton Hill Elementary Schools

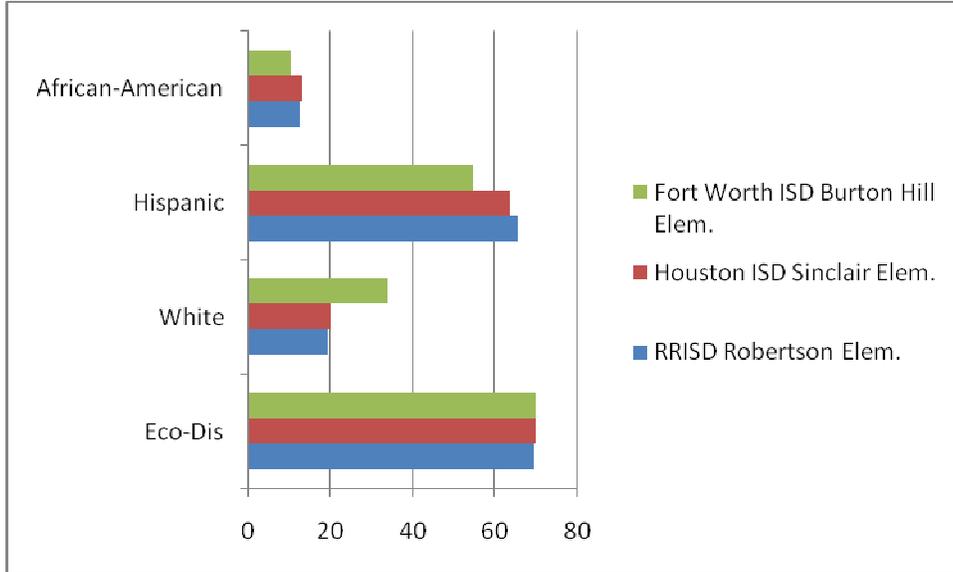


Table 4: Comparison of Passing Rate on all TAKS Scores Among RRISD Robertson Elementary, Houston Sinclair Elementary, and Fort Worth Burton Hill Elementary Schools (lowest scores in **bold**)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD Robertson	70	69	70	72	50
HISD Sinclair	86	82	93	85	76
FWISD Burton Hill	84	83	80	87	81

Chart 6: Demographic Comparison of RRISD Voigt Elementary School to Goose Creek CISD Crockett Elementary and Irving ISD Hanes Elementary Schools

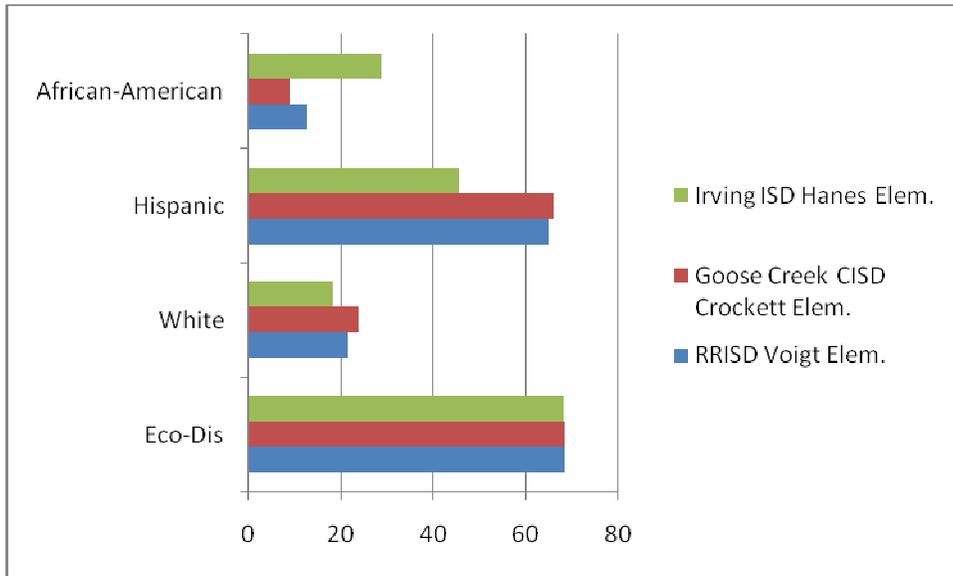


Table 5: Comparison of Passing Rate on all TAKS Scores Among RRISD Voigt Elementary, Goose Creek CISD Crockett Elementary, and Irving ISD Hanes Elementary Schools (lowest scores in **bold**)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD Voigt	73	71	74	78	59
GCCISD Crockett	89	83	96	82	85
IISD Hanes	86	82	98	82	82

Chart 7: Demographic Comparison of RRISD C.D. Fulkes Middle School to Irving ISD Lamar Middle and Klein ISD Wunderlich Intermediate Schools

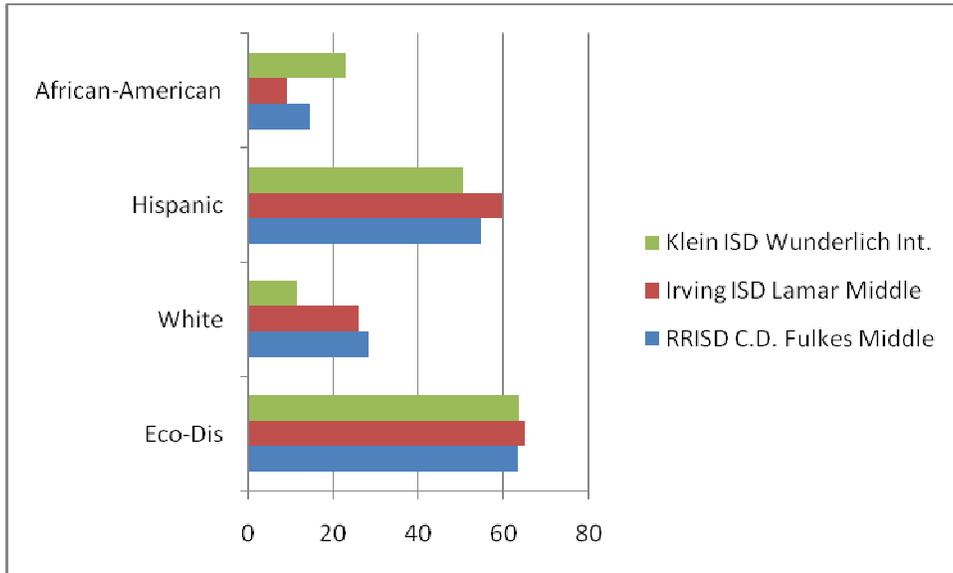


Table 6: Comparison of Passing Rate on all TAKS Scores Among RRISD C.D. Fulkes Middle, Irving ISD Lamar Middle, and Klein ISD Wunderlich Intermediate Schools (lowest scores in bold)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD C. D. Fulkes	69	62	85	62	62
IISD Lamar	81	77	90	77	70
KISD Wunderlich	78	72	88	74	73

Chart 8: Demographic Comparison of RRISD Hopewell² Middle School to Houston ISD West Briar Middle and Northside ISD Hobby Middle Schools

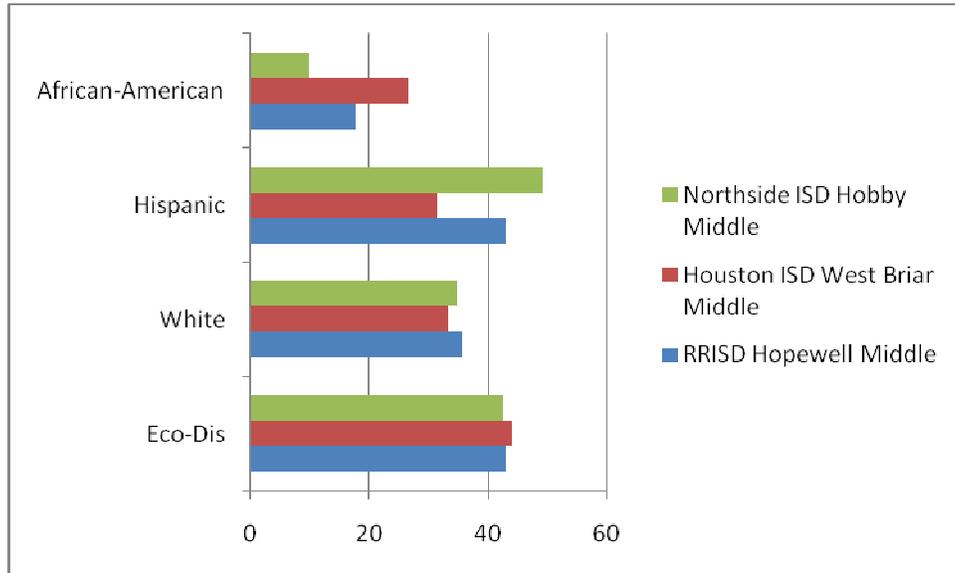


Table 7: Comparison of Passing Rate on all TAKS Scores Among RRISD Hopewell Middle, Houston ISD West Briar Middle, and Northside ISD Hobby Middle Schools (lowest scores in **bold**)

School	All Students	Economically Disadvantaged	White	Hispanic	African-American
RRISD Hopewell	79	72	89	71	77
HISD West Briar	84	73	94	78	73
NISD Hobby	85	76	96	81	65

Except in two subpopulations, Round Rock ISD’s TIF schools under-scored their comparison schools in all categories, and in both of these exceptions, the subpopulations were small, meaning that a small fluctuation in passing scores could have a disproportionate effect on

² Hernandez Middle School, as noted above, will open in Fall 2010. Many of its students will be drawn from the current catchment area of Hopewell Middle School. Thus, RRISD is relying on Hopewell demographics as predictors of Hernandez’s TAKS performance. It is predicted, based upon its feeder patterns, that 58 percent of Hernandez’s students will receive free or reduced lunch.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

passing percentiles. Clearly, these RRISD schools are in need of the kind of intervention that a TIF grant can bring to their campuses.

Students at these schools are also served by more beginning (that is, teachers in their first year) and novice (that is, teachers in their first, second, or third year in the profession) teachers than at other schools in the Round Rock ISD, and by fewer teachers from selective schools, as the following tables show.

Table 8: Comparison of the percentage of beginning and novice teachers, as well as percentage of teachers from selective undergraduate schools, at C.D. Fulkes and Hopewell Middle Schools to the RRISD District Average for Middle Schools

School	Percent of Beginning Teachers	Percent of Novice Teachers	Percent of Teachers from Selective Undergraduate Schools
C.D. Fulkes	6.5	27.4	40.0
Hopewell	5.6	30.1	42.0
District Average	5.2	22.0	50.6

Table 9: Comparison of percentage of beginning and novice teachers, as well as percentage of teachers from selective undergraduate schools, at Anderson Mill, Berkman, Bluebonnet, Robertson, and Voigt Elementaries to the RRISD District Average for Elementary Schools

School	Percent of Beginning Teachers	Percent of Novice Teachers	Percent of Teachers from Selective Undergraduate Schools
Anderson Mill	4.2	33.5	47
Berkman	5.6	22.1	36.0
Bluebonnet	5.0	14.5	63.0
Robertson	12.7	38.0	50.0
Voigt	9.5	22.6	56.0
District Average	4.7	19.1	51.0

In comparison to the rest of the district’s schools (five further – but less needy – Title I schools and 33 wealthier schools), these schools eligible for the TIF grant have higher levels of inexperienced teachers, and, in the case of the middle schools and some elementary schools,

lower levels of teachers from selective undergraduate schools. Students at TIF grant schools are underperforming in comparison to their peers at schools across the state, and they are served by less experienced and sometimes less qualified teachers than their peers in the district.

This is particularly true of teachers in the fields of math and science in the middle schools and bilingual education in the elementary schools. Math teachers at TIF-eligible schools are twice as likely to be teaching outside of their fields, be novice teachers, or lack full certification than their peers at other schools in RRISD. Science teachers at TIF schools are twice as likely to be in their first year of teaching than their peers at other RRISD schools. In TIF-eligible elementary schools, students in bilingual classes are more than twice as likely to be taught by teachers who are teaching outside of their fields than at other RRISD schools. At non-TIF schools, *all* bilingual teachers are fully certified, whereas at TIF schools nearly 8 percent lack full certification. Students at TIF-eligible schools in Round Rock ISD do not have the benefit of a fully certified and experienced teaching staff, particularly in hard-to-staff areas of elementary bilingual education and secondary math and science.

Project Design

RRISD has therefore developed the Round Rock Incentives for Superior Education (RRISE) Program, which addresses the needs of these campuses with high concentrations of students who are economically disadvantaged and come from underrepresented minority subpopulations. This program provides monetary awards to teachers based on gains in standardized test scores using college-readiness standards and classroom evaluations, as well as to teachers' preparation of a teaching portfolio, their participation in collaborative meetings, their assumption of leadership roles, and, in the case of teachers in hard-to-staff areas, their willingness to enter into or stay in their positions. Principal awards, too, will be tied to the growth of the general student population

Round Rock Independent School District
Teacher Incentive Fund Grant Application

as well as to observations by trained evaluators, their participation in collaborative meetings with other principals and with their teachers, and the retention rate of teachers at their campuses. The RRISE Program will provide job-embedded professional development teachers and principals need to fully support them in increasing student achievement, from coaching by Master Teachers and a Principal Coach to on-line professional development courses. In short, RRISE will support student learning by supporting and awarding excellent teaching and campus leadership.

Award Structure

Part I: Teacher Award Structure

RRISD has developed a two-part teacher incentive plan for the RRISE – one part tiered and one part flat. The tiered portion provides teachers differentiated awards based on student academic growth as measured by standardized tests and on the results of classroom-observation evaluations. The following chart provides an overview of the tiered awards:

Table 10: Tiered award structure for teachers for student growth performance and the results of classroom observation evaluations.

Tiered Teacher Incentive Awards				
	Tier 0	Tier 1	Tier 2	Tier 3
Student Growth/Performance	\$0	\$2,115	\$2,990	\$4,000
Classroom Observation Evaluation	\$0	\$500	\$1,000	\$1,500

Awards based on student growth and performance are determined by reference to grade-appropriate standardized tests. Third through eighth grade students will take the TAKS test in the first year of the grant and the STAAR test in the second and following years of the grant. In the first year of the grant, RRISE will calculate student growth for third through eighth graders

by examining the growth of students on TAKS based on students' prior TAKS scores in all four TAKS-tested subject areas. To examine student growth, RRISE will employ the equations utilized by Pearson, Inc. and the Texas Education Agency to calculate the Texas Growth Index (TGI).

In this method, the z-scores (or standardized scores) from two consecutive grades are set equal to each other. Then the intercept and slope are estimated using the following equations:

$$Y = MX + B$$

where

$$M = sy/sx$$

and

$$B = Y_{mean} - X_{mean} (sy/sx)$$

where Y is the *Year 2* predicted score for a student, M and B are the slope and intercept parameters, X is the student's scale score in *Year 1*, sx and sy represent the standard deviations for students' scale scores in *Year 1* and *Year 2*, and X_{mean} and Y_{mean} are the mean scale scores for *Year 1* and *Year 2*, respectively.

A student's growth is calculated by subtracting the *Year 2* expected score (taking into account the student's score in the first growth year) from the *Year 2* observed score. The result from that calculation is then divided by an adjustment, where the adjustment is the standard deviation of the residuals, or the differences between students' actual and predicted *Year 2* scores. This will be an estimate of the student's

growth. If the student's adjusted growth is positive, the student is considered to have grown, and the magnitude of the adjusted growth indicates the number of standard deviation units of growth. If the student's adjusted growth is below the expected score, the student is considered to have regressed.

Since the reform effort focuses on the school rather than the individual student or teacher and such a growth estimate is not particularly accurate with small sample sizes, the growth estimates for each student will be aggregated to the school level. Further, separate estimates will be conducted for reading and mathematics.

Awards will be based on the following five levels:

Level 1 = The school gain is 1 standard error below the reference gain.

Level 2 = The school gain is between 1 standard error below the reference gain and .5 standard errors above the reference gain.

Level 3 = The school gain is greater than .5 standard error above the reference gain and one standard error above the reference gain..

Level 4 = The school gain is greater than one standard error above the reference gain and two standard error above the reference gain..

Level 5 = The school gain is two standard errors above the reference gain.

Level 1 and 2 schools received will receive no TIF grant award, while Level 3 schools will receive a Tier 1 award, Level 4 schools will receive a Tier 2 award, and Level 5 schools will receive a Tier 3 award.

The second year of the grant (2011-2012), however, poses a particular challenge, in that Texas will be shifting from the TAKS test to the STAAR test and thus will not have continuity of

standardized testing for third through eighth graders. While STAAR will be vertically scaled, there will be no prior year's score to determine growth. Thus, in this second year, ordinary least squares regression analysis will be employed to determine school-level value-added estimates.

While the focus of the reform is on school-level gains, researchers have access to individual student-level data for all students in the state. Thus, the regression analyses will utilize student-level data for multiple years. Table 11 documents the number of prior years of data that will be employed in the analyses.

Table 11: Number of Prior Years of Data

Grade Level	Reading	Math
Grade 4	1	1
Grade 5	2	2
Grade 6	3	3
Grade 7	3	3
Grade 8	3	3

School NCE Mean

This is the STAAR normal curve equivalent (NCE) for the school. This value is calculated by establishing the NCE for each student based on his or her prior year's scores. In two, this will be TAKS scores. In subsequent years, this will be STAAR scores.

Standard Error of School TAKS NCE Mean

This is essentially the standard deviation of the NCE scores for the students in the school for a particular TAKS test. However, because there is measurement error for each student's TAKS scores and the sample of students is just one possible sample of a number of different samples of students, the standard error of the mean is an estimate of the standard deviation after accounting for measurement error and various possible samples of students.

School TAKS NCE Gain

This is the NCE gain score for a school. The NCE gain score is calculated by subtracting the Year X-1 STAAR NCE score from the Year X STAAR NCE score. In both cases, the NCE scores are calculated using multi-variate regression analyses that take into account prior year scores. In year two, the regression analysis will employ the 2011 STAAR scores as the dependent variable and the 2008, 2010, and 2011 TAKS scores as the independent variable. For both the reading and mathematics analyses, the students' prior reading and mathematics scores will be utilized as independent variables. Researchers will ensure the results are not correlated with student demographics such as the percentage of students enrolled in a school participating in the free- or reduced-price lunch program. If statistically significant correlations are identified, then the regressions will be re-calculated and the pertinent student demographic variables will be employed as independent variables. With each subsequent year, additional years of STAAR scores and fewer years of TAKS will be used in the analyses.

Standard Error of School TAKS NCE Gain

This is the estimate of the standard deviation of the NCE gain.

School Comparison

The school comparison results are based on a comparison of the school NCE gain to the standard error of that gain. For the TIF grant purposes, RRISD will employ the following standards to determine five levels of school performance.

Level 1 = The school gain is 1 standard error below the reference gain.

Level 2 = The school gain is between 1 standard error below the reference gain and .5 standard errors above the reference gain.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Level 3 = The school gain is greater than .5 standard error above the reference gain and one standard error above the reference gain..

Level 4 = The school gain is greater than one standard error above the reference gain and two standard error above the reference gain..

Level 5 = The school gain is two standard errors above the reference gain.

Level 1 and 2 schools received will receive no TIF grant award, while Level 3 schools will receive a Tier 1 award, Level 4 schools will receive a Tier 2 award, and Level 5 schools will receive a Tier 3 award.

It is important to note that the comparison reference gain for RRISD schools will be zero. The value will be zero because RRISD students and schools will be compared to all Texas students and schools that receive regular accountability ratings. Thus, the average gain is set to zero and all other gains are in relation to the average gain for the state.

In the third and following years of the grant, RRISE will calculate student growth for third through eighth graders by examining the actual growth of students on STAAR based on students' 2011 and 2012 STAAR scores in all four TAKS-tested subject areas. To examine student growth, RRISE will employ the equations utilized by Pearson, Inc. and the Texas Education Agency to calculate the Texas Growth Index (TGI), as was laid out in the treatment of TAKS scores.

For Kindergarten, First, and Second grade students, RRISE will use the Texas Early Mathematics Inventory Test (TEMI) and the Developmental Reading Assessment 2 (DRA 2) to measure student growth. The TEMI was developed by the Vaughn Gross Center, the College of Education at the University of Texas at Austin, and the Texas Education Agency to identify

students struggling with number, operations, and quantitative reasoning skills. This test requires students to follow oral instructions to complete mathematical operations (such as identifying greater and lesser numbers) on paper within a 45-minute time span. The TEMI allows a value-added assessment to be calculated because the test is administered at the beginning and end of the year. There is also a mid-term assessment that can also be used formatively in assessing student progress. Further, the TEMI provides scores that indicate grade level achievement and expected levels of growth independent of the scores of RRISD students. These expected levels of achievement and growth were determined by psychometricians and are considered valid and reliable. Thus, the gain for each RRISD student can be compared to the expected gain. The student scores and gains will be aggregated to the school level and then the school-level aggregates will be compared to the expected gain using a simple one-sample t-test procedure in which the school gain will be compared to the expected gain. Tiered awards will be determined as in the STAAR test, with Levels One and Two receiving no award, Level Three receiving a Tier 1 award, Level Four receiving a Tier 2 award, and Level Five receiving a Tier 3 award.

The Developmental Reading Assessment 2 is an individual reading assessment designed to determine students' reading performance which RRISE will be using in Grades K-3. The test requires students to read leveled texts to their teachers and to explain their significance until the student reaches texts that are beyond his or her reading level. This allows teachers to determine the child's reading ability on the DRA 2 scale. Fortunately, the test is designed to be administered at the beginning and the end of the year; thus student progress can be calculated using a simple gain score. The DRA 2 provides scores that indicate grade level achievement and expected levels of growth independent of the scores of RRISD students. These expected levels of achievement and growth were determined by psychometricians and are considered valid and

reliable. Thus, the gain for each RRISD student can be compared to the expected gain. The student scores and gains will be aggregated to the school level and then the school level aggregates will be compared to the expected gain using a simple one-sample t-test procedure in which the school gain will be compared to the expected gain. Tiered awards will be determined as in the STAAR test, with Levels One and Two receiving no award, Level Three receiving a Tier 1 award, Level Four receiving a Tier 2 award, and Level Five receiving a Tier 3 award.

Pre-Kindergarten teacher awards are determined based upon student performance on the Woodcock-Muñoz Language Survey – Revised. These individually administered tests, available in English and Spanish, provide a broad sampling of proficiency in oral language, language comprehension, reading, and writing. Fortunately, the test is designed to be administered at the beginning and the end of the year; thus student progress can be calculated using a simple gain score. Fortunately, the DRA provides scores that expected levels of growth independent of the scores of RRISD students. These expected levels of achievement and growth were determined by psychometricians and are considered valid and reliable. Thus, the gain for each RRISD student can be compared to the expected gain. The student scores and gains will be aggregated to the school level and then the school level aggregates will be compared to the expected gain using a simple one-sample t-test procedure in which the school gain will be compared to the expected gain. Tiered awards will be determined as in the STAAR test, with Levels One and Two receiving no award, Level Three receiving a Tier 1 award, Level Four receiving a Tier 2 award, and Level Five receiving a Tier 3 award.

RRISE will also implement a tiered award structure for classroom observations (which will be described in greater detail below). Teachers will be observed three times annually and will be scored each time on a 30-point rubric, thus allowing them to accumulate a yearly total of 90

Round Rock Independent School District
Teacher Incentive Fund Grant Application

points. Teachers who earn 80 points or more will be considered Expert teachers and will receive a Tier 3 award; teachers who earn between 60 and 79 points will be considered Experienced and will receive a Tier 2 awards; teachers who earn between 40 and 59 points will be considered Emerging and will receive a Tier 1 award; lastly, teachers who score 39 points or lower will receive no award.

RRISE will award incentive pay to teachers based upon whether they meet certain expectations, as indicated below:

Table 12: Flat-rate incentive awards for teachers based on whether expectations are met

Teachers “Meets Expectations” Awards	
Assessment By Collaboration (ABC) Oral Presentation and Portfolio	\$1,000
Evidence of Career Leadership	\$1,500
Participation in Collaborative Meetings	\$500
Recruitment/Retention Stipend for Hard-to-Staff Positions	\$1,500

Teachers will be required to submit an Assessment by Collaboration (ABC) portfolio and give an oral presentation at the end of the school year in order to qualify for a \$1,000 incentive award (this portfolio and presentation are described in greater detail below). Teachers who show evidence of career leadership – who mentor new teachers; serve as department chairs, team leaders, or tutors in afterschool programs such as that funded by the Twenty-first Century Community Learning Center Grant on all campuses; or take on other leadership roles – will receive a \$1,500 reward.

Teachers who participate in a determined number of collaborative meetings in the course of the academic year are eligible for a \$500 award. These collaborative groups can be any combination of two or more teachers, and need not be the same group of teachers over the course of the year.

A math and art teacher might meet to discuss methods of bringing ratio proportion lessons into

Round Rock Independent School District
Teacher Incentive Fund Grant Application

the art classroom, or the entire faculty might meet to implement a reading strategy throughout the school. Teachers must document these meetings using meeting logs and show that they have incorporated TAKS-tested knowledge and skills into their lesson plans or student activities.

Lastly, RRISE will offer retention or recruitment stipends to teachers in hard-to-staff positions. These stipends of \$1,500 will be offered to secondary teachers in math and science who sign on to teach in these fields or who return in the second and subsequent years of the grant, or to elementary teachers of bilingual education who do the same.

Thus, teachers who receive the highest tiered awards in both categories, fulfill all expectations, and are eligible for a retention or recruitment award are eligible to receive \$10,000.

Part II: Principal Award Structure

The Principal award structure closely parallels the teacher award structure in most respects, particularly in the tiered awards.

Table 13: Tiered award structure for principals for student growth performance and the results of school observation evaluations.

Tiered Principal Incentive Awards				
	Tier 0	Tier 1	Tier 2	Tier 3
Student Growth/Performance	\$0	\$2,115	\$2,990	\$4,000
School Observation Evaluation	\$0	\$500	\$1,000	\$1,500

Principal scores at the elementary and middle schools will be tied to TAKS and STAAR scores; targets and tiers will be set in exact parallel with those of their teachers. Like their teachers, principals will be observed three times annually (greater description of these observations can be found in the “Teacher and Principal Observation” section of this application) and will be scored each time on a 30-point rubric, thus allowing them to accumulate a yearly total of 90 points.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Principals who earn 80 points or more will be considered Expert principals and will receive a Tier 3 award; principals who earn between 60 and 79 points will be considered Experienced and will receive a Tier 2 awards; principals who earn between 40 and 59 points will be considered Emerging and will receive a Tier 1 award; lastly, principals who score 39 points or lower will receive no award.

RRISE will also award incentive pay to principals based upon whether they meet certain expectations, as indicated below:

Table 14: Flat-rate incentive awards for principals based on whether expectations are met

Principal “Meets Expectations” Awards	
Assessment By Collaboration (ABC) Oral Presentation and Portfolio	\$1,000
Participation in Collaborative Meetings with Faculty	\$1,500
Participation in Collaborative Meetings with Fellow TIF Principals	\$500
Retention of 85 Percent or More of Teaching Staff	\$1,500

Principals will be required to submit an Assessment by Collaboration (ABC) portfolio and give an oral presentation at the end of the school year in order to qualify for a \$1,000 incentive award (this portfolio and presentation are described in greater detail below). This portfolio prompts reflective thought about leadership and asks the author to develop an action plan for the growth of his or her skills as a campus administrator. Principals who participate in a determined number of collaborative meetings with teachers of the sort described above and who show evidence of assisting the teacher(s) involved in implementing the discussed learning strategy are eligible for a \$1,500 award. These meetings promote principal involvement with teachers in implementing best teaching practices on campus. Principals are also required to meet a determined number of times with other RRISE principals to develop and implement leadership strategies that are well adapted to schools with large numbers of students from low socioeconomic backgrounds, and

will receive \$500 for doing so. Lastly, principals will receive an award of \$1,500 if at least 85 percent of their teaching staff returns in the following year. Staff loyalty is a strong indication of the health of a campus and the quality of its leadership.

Valid and Reliable Measures

All of the standardized tests proposed by RRISE as measures of student growth are valid and reliable measures. All tests were developed by highly reputable state, academic, and private educational agencies. As an NCLB-mandated test, the TAKS test must show degrees of validity and reliability; its successor, the STAAR test, must do so as well. Results of the Woodcock-Muñoz, DRA 2, and the TEMI testing for validity and reliability can be found in their comprehensive manuals (Alvarado, Ruef, & Schrank, 2005; Pearson Education, Inc., 2009; Bryant, Bryant, Shih, Sperling, Kim, & Seo, 2008).

Size of the Awards

Goldhaber points out that the question of “the appropriate size of incentives needed to induce the changes in teacher behavior that we wish to see” is one that research has yet to be able to answer (Goldhaber, 2009). However, some preliminary research provides guidance to RRISE in determining its awards structure and amounts. The Texas Education Agency, in its directions to districts implementing the District Awards for Teacher Excellence Grant, indicates that “Research shows that in order for award amounts to be meaningful, it is highly suggested that award amounts be at least \$3,000 per teacher” (Texas Education Agency, 2008). RRISE’s own experience as part of the Texas Governor’s Educator Excellence Grant Program, which found that smaller, more egalitarian awards were not effective in raising student achievement, has led it to set substantially higher award amounts with highly differentiated levels of awards. Research also indicates that “multiple prizes can be more effective than a single large prize that

most employees have little chance of winning. . . . [T]he optimal incentive system needs to include an array of intermediate awards to elicit more total effort from employees” (Taylor, L., Springer, M.G., Ehlert, M., 2009). Other research, too, indicates that monetary awards alone make little difference in student achievement unless they are embedded in cultural changes in the school environment – greater collaboration among teachers, more support for new teachers, and stronger leadership from principals (Greenlee, B., Brown, J.J. Jr., 2009). Thus RRISE offers awards to encourage these behaviors as well, encouraging cultural change through monetary incentives to participate in reflective teaching practices (represented by preparation of the ABC portfolio), to take on leadership roles that help form an adult learning community, to collaborate in creative and sometimes cross-disciplinary ways with peers and to incorporate the fruits of that collaboration into classroom instruction, and to recruit the best new and retain the best returning human capital. RRISE believes that its award structure, running from a low of no award whatsoever to a high of \$10,000 for a teacher who is eligible in all categories, provides a sufficient award with an array of intermediate levels to induce teacher participation and affect teacher and principal decisions as to whether to go to, or remain at, a TIF program school.

Determination of Effectiveness of Teachers and Principals

Educator effectiveness is determined by the educator’s effect on student growth, and all RRISE criteria for awards reflect either directly or indirectly on an educator’s ability to positively affect student growth. There is, of course, a direct correlation between teacher awards based on student performance on state standardized tests, TEMI, DRA 2, or Woodcock-Muñoz test scores, and student growth as measured by those scores. There is an indirect effect between all other award criteria and student growth. Classroom and school-wide observations focus on best practices (such as encouraging students towards self-directed learning and meta-cognition) which have

been shown to have a positive effect on student growth. Assessment By Collaboration (ABC) portfolios, as will be made evident later in this application, focus on teacher metacognition and on student growth through their focus on best practices in pedagogy and school leadership. Awards for collaboration are based upon findings that indicate that collaboration among teachers that results in cross-disciplinary practices is highly beneficial to students (this is, for example, the basis of the Strategic Instruction Model developed by the University of Kansas, which relies upon common routines among classes to teach metacognition – a strategy that has been found to be particularly effective with struggling students) (The University of Kansas Center for Research on Learning, 2010). Lastly, teacher retention, particularly in hard-to-staff areas, contributes to extending the years of experience teachers on these high-need campuses have, and the connection between teacher experience, teacher quality, and student achievement is well known.

Teacher and Principal Support for RRISE

Teacher and principal support for RRISE is high. Principal letters of support in the appendix attest to their enthusiasm regarding the program. All teachers at each campus were given the opportunity to vote regarding their school's participation in a performance-based compensation system, and teachers at every RRISE campus voted to participate. Voting results were as follows:

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Table 15: Percentage of positive vote for participation in the TIF grant by school

School	Anderson Mill	Berkman	Bluebonnet	C.D. Fulkes	Hernandez	Robertson	Voigt
Percentage of Positive Vote	93	96	97	100	100	100	97

These were well-informed votes. Teachers at every campus received memos regarding the program as well as PowerPoint presentations, and were invited to participate in question and answer sessions; individual teacher meetings were available upon request and several teachers took advantage of this opportunity.

RRISE was designed with considerable input from teachers and principals alike. RRISD drew from two years of experience with the District Awards for Teacher Excellence (DATE) grant, a TEA-funded Performance-Based Compensation System (PBCS) system whose design also involved considerable teacher and principal input. Two years of teacher feedback regarding everything from reducing the paperwork load to making collaborative meetings more meaningful have given RRISD considerable insight into how best to serve its teachers with a PBCS system.

Teachers and principals were also involved in the design of RRISE itself. The RRISE Advisory Committee included four teachers (two elementary and two middle school) and four principals (again, two elementary and two middle school), all of whom significantly contributed to the overall architecture and details of the program. Teachers, for example, requested that the program employ the ABC process, as they found it a meaningful method of self-reflection as well as of evaluation; they also helped determine which tests would be utilized to determine student growth, ensuring that RRISE used tests that were already being administered and did not

pile additional testing burdens on already overlaid teachers and students. Principals were instrumental in designing the teacher evaluation component of RRISE – the Focused Observation Form grew out of the doctoral research of one of the Committee’s middle school principals. Principals and teachers alike requested that RRISE appoint district-level observers for Professional Growth so as to mitigate the bias – positive and negative – that principals might bring to the observation and evaluation of their teachers. But they also requested that the program retain at least one observation of teachers by principals annually, so that the observer would be better informed of campus conditions that might influence a teacher’s pedagogical decisions. The eight principals and teachers were an integral part of the design of every component of this program.

RRISD does not have a teacher union, and thus no letter of support from a body representing teachers for the purpose of collective bargaining will be found in the appendix to this application.

Teacher and Principal Evaluation

For many educators, the evaluation cycle is a summative pass-fail judgment by the administrator. Educators need to view observation as a tool for professional development and growth (Morgan, 1999). An observation system needs to support teacher growth and development through an emphasis on formative assessment processes, such as self-evaluation, goal setting, and timely feedback. RRISE has developed an evaluation system based upon these principles and will evaluate its educators using a process and Focused Observation Form based upon the research of Danielson, J. Stiggins, R. Stiggins, and Marzano, among others. The Focused Observation Form is a rubric that concentrates on the quality of an educator’s teaching, such as his or her ability to solicit meta-cognition in students, develop depth and complexity of learning, generate student ownership of learning, and give quality feedback to students (please see the appendix for a draft

of this rubric). Educators will use the Focused Observation Form as a basis for self-evaluation at the beginning of the school year, examining the effectiveness of their own teaching styles and abilities from complex points of view. This self-examination will serve as a basis for the educator's formative evaluation throughout the year and will be shared with the Campus Master Teacher (this role will be further discussed in the section of this application dealing with professional development). The Campus Master Teacher will observe the educator at the beginning of the year and use Focused Evaluation Form to provide feedback to the educator and as a foundation for reflective conversations and a professional development plan.

The educator will also be observed by one of three District-Level Observers for Professional Growth (OPGs), whose observation will be guided by the Focused Observation Form. At least one of the OPGs will observe the educator twice in the school year – once in the first semester, once in the second. This observation will be announced and will last for at least twenty minutes, during which the OPG will closely examine the educator's interaction with students, his or her mastery of class content and alignment with the Aligned Round Rock Curriculum,³ the depth of knowledge and inquiry the teacher solicits from the student, and the degree of differentiation the educator brings to each learner, among other best practices. This observation will be followed within two working days by a reflective conversation between the OPG and the educator; at the end of this conversation the OPG will communicate an evaluation score to the teacher. The teacher and OPG will engage in a coaching conversation regarding actions to support the teacher's improvement goals and overall teaching effectiveness; a synopsis of this conversation

³ Round Rock ISD's vertically and horizontally aligned curriculum that maps to the Texas Essential Knowledge and Skills.

will be shared with the campus Master Teacher and Principal. This evaluation, along with two others in the course of the year, will serve as the basis of the educator's tiered evaluation award.

A team of District-Level OPGs can provide objective standards of evaluation across campuses, something that is certainly necessary given the biases – negative and positive – that principals can bring to evaluating their teachers. However, District-Level OPGs do not have principals' knowledge of campus culture or the history of a particular group of children in an educator's classroom. Thus, Round Rock ISD will conduct a third intermediate evaluation conducted in tandem by one of the OPGs and the campus principal. Again, the Focused Observation Form will serve as the guide for this observation; the observation will be announced, and will last at least twenty minutes. The OPG and principal will discuss their findings within a day after the evaluation and will hold a reflective conversation with the educator within two days. This reflective conversation will be a coaching conversation regarding actions to support the teacher's improvement goals and overall teaching effectiveness; a synopsis of this conversation will be shared with the campus Master Teacher. Again, this conversation will end with the communication of the evaluation score to the educator. This will serve as the second observation upon which the educator's evaluation award is based; the third will be a final observation by the District-Level OPG.

The Focused Observation Form will also serve as a starting point for a portfolio submitted by RRISD teachers. Based upon the educator's guided self-assessment, he or she will engage in the Appraisal By Collaboration (ABC) process, in which the educator develops a research question, called a "banner question," which guides the ABC process throughout the year (for example, "How can I plan my instruction more effectively by disaggregating student data to improve African-American students' performance on the Math TAKS test?"). This question must be

related to a district goal and to the school's Campus Improvement Plan, and must be measurable in terms of student learning outcomes. The educator also develops a goal regarding best practices in his or her field (for example, returning tests the next class period 80 percent of the time). The educator then develops a plan for collecting data (quantitative and qualitative) – such as observing and researching other educators' professional activities, reading professional journals and texts, attending professional development events, and participating in discussions with colleagues – that will further his or her professional goals.

During the first semester, the educator will meet with either his or her principal or an OPG, and the two individuals will reflect upon the educator's banner question, further narrowing or even redirecting the question in order to address student achievement, align the question with campus and district goals, and/or enable the educator to effectively evaluate the progress of his or her research. It is not the role of the advisor to provide the teacher with a question, but he or she may guide the direction of the inquiry.

Throughout the year, the educator meets with self-selected focused reflection groups, usually departmental subgroups with a common goal. These peers support each other in pursuing better student achievement and best practices through curricular implementation. As the process goes forward, the educator continues in self reflection and collects artifacts and evidence representing the process. The data allows the educator to evaluate and share the effectiveness of his or her action research. It is possible for an educator to find that the attempts made in refining and improving particular strategies are not beneficial to improving student achievement. When that is the case, new questions, research, strategies, and hypotheses may be formed and pursued.

At the end of the year, the educator presents his or her findings to the reflection group and the primary appraiser through both an oral presentation and a portfolio. The presence or absence of

a *quality* ABC presentation and portfolio will determine whether the educator will receive \$1,000 in incentive pay, as described above. RRISE will develop a rubric in its first year to guide the evaluators in determining the quality of an ABC portfolio and presentation; this rubric will most certainly deal with the level of self-reflection the portfolio elicits, the depth of research it shows, its relevance to areas of campus and student growth, and its relevance to individual teachers' growth plans.

Principal observation and evaluation will closely parallel that of teachers. The principal will be observed three times annually by at least two OPGs (for inter-rater reliability) for a longer period of time, both in a classroom and in interactions with teachers in staff meetings and students in day-to-day activities such as assemblies. OPGs will be guided by a rubric that will be developed early in the grant period that will address the principal's skills not only as a manager but as an instructional leader. The results of this evaluation will be shared with the principal within one day of the observation, as well as with the Principal Coach; they will serve as the basis for a formative conversation regarding next steps in the principal's professional development.

Principals also participate in the process of composing an ABC portfolio and presenting their work in an oral presentation at the end of the year. The subject of this portfolio is an area of need as identified by campus and district data which impacts student achievement. Like teachers, principals develop a banner question that guides their research and professional development for the year. The presence or absence of a *quality* ABC portfolio will determine whether or not they receive a monetary award. RRISE will develop a rubric in its first year to guide the evaluators in determining the quality of an ABC portfolio and presentation; this rubric will most certainly deal with the level of self-reflection the portfolio elicits, the depth of research

it shows, its relevance to areas of campus and student growth, and its relevance to individual principals' growth plans.

Data-Management System

RRISE's data-management system will accommodate the following: student achievement measurements based on multiple testing and benchmarks for specific grade levels and specific subject matters; trend and statistical analysis using designated testing measures by grade level to better identify professional development areas; classification of teachers and principals as participants along with their roles and responsibilities on RRISE campuses including certifications for additional focus on high-need areas; management of vacancies on RRISE campuses in an effort to recruit teachers and principals with specialties that track to high-needs areas and student achievement measurements; statistically measurable evaluation component using rubrics that can record multiple levels for numerous evaluation events for both teachers and principals based on roles and responsibilities; directory of RRISE award profiles and specific business rules for each profile; and ability to generate multiple payments to teachers and administrators on TIF campuses using detailed formulas and a defined payment schedule.

RRISE student achievement measurements will include the ability to upload or record testing data results by grade level and campus. RRISE will provide the framework to designate one or more testing tools per grade and campus. Additionally, the system will have the ability to record multiple test occurrences for a given year. Testing tools translate to the appropriate grade for which that test naturally occurs. Each result set will be uploaded into the RRISD data warehouse so that student and campus progress can be fully analyzed and studied. The RRISD data warehouse will retain RRISE test data to facilitate ratios and data analysis on the test results based on the grant specifications. Multiple testing datasets can be stored in the data warehouse

for trend analysis by student, grade level and campus. The trend analysis results would directly and indirectly recognize specific areas of professional development for teachers and principals as individuals and each campus as a whole based on student responses over a given school year. Identifying specific areas of trends, both positive and negative, can provide timely benefits to the professional development curriculum for RRISE campuses that would be necessary to address high-needs students and other areas targeted for potential and growth. Given the cyclical nature of testing, analysis will occur as data is collected to provide additional information to each campus, teacher, and principal regarding their accomplishments or areas of improvement over the course of a year versus at year end, thus providing formative feedback.

RRISD can utilize an existing staff development training database to assign specific needs-based training and professional development to teachers and principals for a given RRISE campus. The staff development database retains training schedules, attendance and completion information to ensure participants receive credit for attendance as stipulated by the TIF grant.

RRISE will retain demographic and job-related information regarding each participant since it will be a part of the existing RRISD financial and human resources database. RRISE will provide a method to record and retain active and inactive participants within a given TIF grant year and for a RRISE campus. Hiring date, days worked, attendance, and FTE information can easily be incorporated into the RRISE PBCS through integration. By not creating a separate tool or database for employee information, RRISE can more easily recognize participants who transfer into and out of RRISE campuses during a school year as well as their active primary and secondary positions during a TIF grant year. Attendance and job code information is readily available with this solution to better track, retain, and analyze participants as individuals and members of a RRISE campus.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

The RRISD PBCS will be linked to the existing RRISD electronic personnel request form (ePRF) application which allows campus hiring managers to effectively manage their staffing activities such as hiring teachers and principals, identifying vacancies in all areas including high-needs areas, managing FTE for campus allocations allowing flexibility in hiring, assignment changes for staff to meet campus needs, and identifying positions with existing and upcoming vacancies. Integration with this application provides flexibility to the RRISD PBCS process since it assists RRISD-campus hiring managers with filling vacancies or creating new assignments which meet improvements plans for a campus.

The RRISD PBCS will provide a statistically measurable classroom evaluation component using the Focused Observation results along with the Assessment by Collaboration (ABC) tool. The RRISD PBCS will include the ability to upload the ABC results for a participant in a given year. The ABC results will be recorded in objective, quantifiable measurements on an annual basis. The Focused Observation rubric provides objective, quantifiable measurements that can be taken multiple times in a given school year and then summed to provide an annual result. The RRISD PBCS evaluation will record the evaluator using existing RRISD roles and responsibilities for a given campus and demographic information about the evaluator. The RRISD PBCS will provide a mechanism to assess the Focused Observation rubric results incrementally and annually as a collective effort to compare student testing and evaluation results. This comparison would discover anomalies between evaluation data and student testing performance. The Focused Observation rubric data will be used to support the professional development effort discussed above. Along with professional development, the Focused Observation rubric data will foster the ability to make multiple level payment awards based on performance by each campus, subject matter, or individual.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

The RRISD PBCS will retain each possible RRISE grant award within profiles for a given year. This approach allows for more granule detail to the RRISE program, including the ability to set a minimum and maximum amount award for that portion. Awards can be divided into different categories to account for the different aspects of the grant. This structure also allows for maintaining multiple grant award levels for a given subject or test results area and flexibility in maintaining the possible awards separate from the participants. Business rules regarding each award type will be included in the award profiles.

The RRISD PBCS will include data entry areas to facilitate the adding, changing or removing of one or more grant award for any participant in a given year. The business rules set on the award profiles would be applied as each participant or campus award is entered. Once entry is complete, summary and detail award reports will be available to confirm the appropriate rules were applied for a given participant and campus.

The RRISD PBCS will generate single or multiple payments to participants on RRISE campuses using detailed algorithms for each award and a defined payment schedule. Algorithms for awards will cover student and testing improvement at RRISE campuses as well as including additional weighted components for evaluations and professional development achieved in a given school year. Using existing RRISD payroll processing function, payments will generate in a timecard format based on the data entered for each participant in the RRISD PBCS. Payments will combine with regular payroll processing using easily identifiable RRISE payment codes. The payment data will be readily available for reporting and post-payment analysis. After payments are made, additional reporting can be performed regarding the impact to fringe benefits with the addition of RRISE grant payments, which can better track the total amount paid by TIF grant funds.

Professional Development

Professional development will be highly targeted towards each principal and teacher based upon the results of the Focused Observation, formative observations by the Observers for Professional Growth, discussions with the Master Teachers and Principal Coach, observations drawn from the ABC presentation and portfolio, and results of student standardized testing. Areas of weakness will be addressed and areas of strength will be supported, perhaps through asking teachers to take on leadership roles in training other teachers.

RRISE will use in-district, out-of-district, and on-line resources to work in providing professional development to its teachers. The chief method of delivery to teachers will be through Master Teachers, who will provide confidential formative assessment through observation of instruction and highly individualized professional development through coaching.

RRISE will employ five Master Teachers – three split between the six elementary schools and one at each middle school – who will work closely, often individually, with teachers based upon feedback from the resources listed above. Master Teachers will provide model lessons, in-depth feedback on specific topics in the classroom, effective planning or instructional strategies for students, and a host of other valuable information and support. These Master Teachers will also address school-wide needs as identified by the Campus Improvement Plan and district-wide needs identified in district goals that have particular impact on the school (for example, “Accelerate TAKS gains for economically disadvantaged, African-American, and Hispanic students to reduce the achievement gap”). Master teachers must be highly qualified (as discussed in the “Management” portion of this application) and respected by their peers.

RRISE will also employ a Principal Coach to provide targeted staff development to principals. This Coach provides confidential and individualized professional development to principals

based upon strengths and weaknesses identified through OPG observations, the Coach's own formative evaluations, the principals' ABC presentations and portfolios, and the results of student standardized testing. Coaching is again highly individualized to the subject's needs, and will allow campus leaders to address specific personnel or campus issues, but may also address Campus Improvement Plan or district goals as necessary, particularly as they intersect with the subject's areas of need. This Principal Coach must have principal certification; further qualifications will be discussed in the "Management" section of this application.

RRISE will also take advantage of the district's existing professional development opportunities. RRISD can create individualized professional development plans for teachers and administrators with its currently existing e-campus system, which requires teachers to sign in for all face-to-face and on-line professional development sessions. Thus, compliance with professional development requirements can be assured. Master Teachers can indicate that individual teachers attend particular workshops in pre-service or professional development days, and e-campus can track the teachers' compliance with these instructions. The district currently offers face-to-face workshops on topics such as content areas in elementary and secondary Reading, Writing, Math, Science, and Social Studies, as well as topics in methodology such as cooperative learning structures, assessment strategies for formative and summative assessments, differentiation in the classroom, and the Strategic Instruction Model developed by the University of Kansas.

The district also relies upon professional development offered by Texas' service centers which support Local Education Agencies. These service centers provide workshops on its site and contract out to provide workshops on location on a number of topics that are relevant to teachers in schools with high levels of students of low socioeconomic background. Their offerings currently include workshops such as Marzano's Formative Assessments, English Language

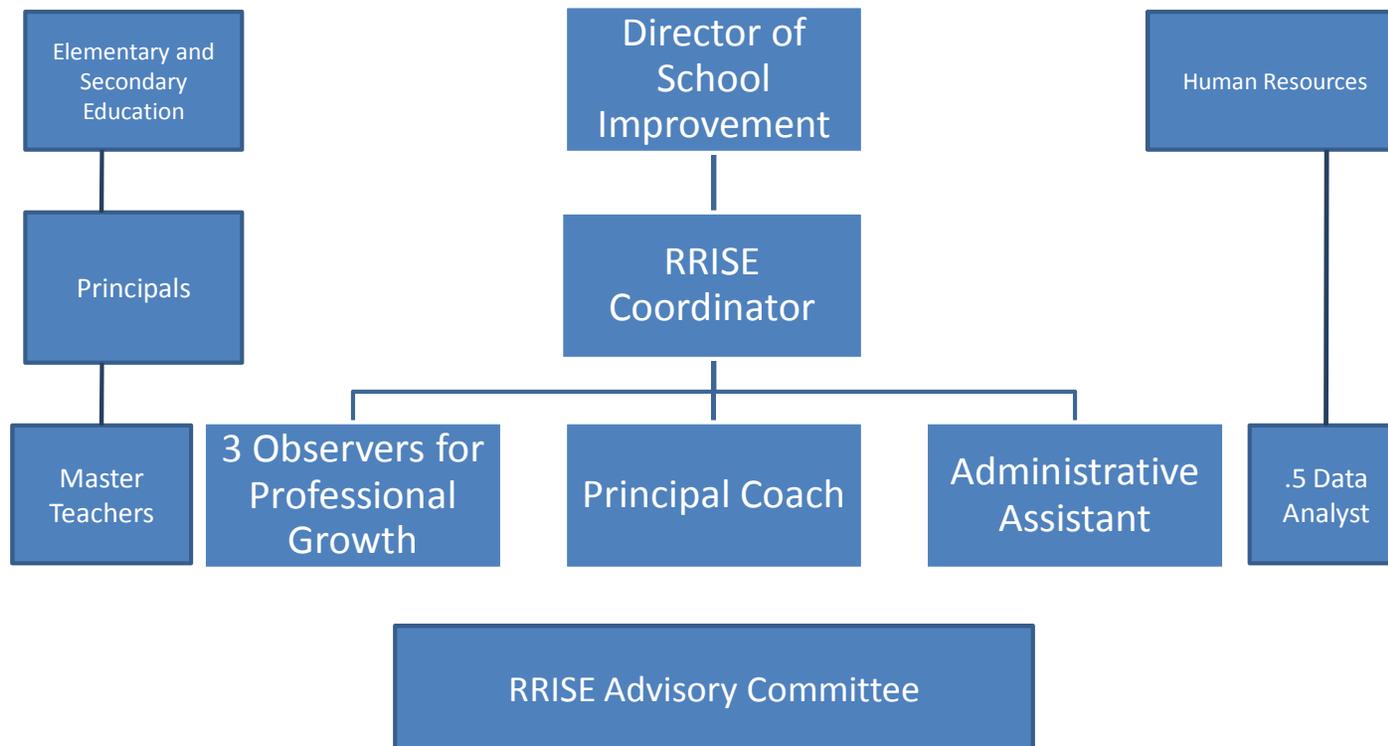
Proficiency Standards Training, Guided Reading, the Texas Math and Science Diagnostic System, Response to Intervention, and others. RRISE would be interested in contracting with any of these service centers to provide individualized training to its teachers – and to its principals as well. One service center is host to the Coaching and Leadership Development Center, which provides coaching to administrators and aspiring administrators. It provides individual coaching services, a coach certification program, crucial conversations and crucial confrontations training, and customized leadership development for campuses and districts. The service centers will be invaluable sources of contracted services for RRISE.

RRISE also intends to contract with on-line service providers for highly customizable professional development. Based on student and teacher data, on-line professional development targets can be used to bridge the gap between professional learning and classroom implementation. Topics for on-line learning range from assessment, differentiation, meeting the needs of diverse learners, and curriculum, to specific instructional strategies, leadership, and content specific training. Most on-line learning includes a differentiated option for new teachers and allows teachers to input their experience or training to help better identify their specific learning needs. On-line professional development provides a highly flexible environment for teachers – it can be completed wherever a teacher has access to the internet and at whatever time suits – and a highly customizable environment as well – it can be differentiated according to a teacher's needs and experience. In short, it complements the coaching and face-to-face professional development described here in its ability to address targeted areas of concern.

Adequacy of Support for the Proposed Project

Because the Teacher Incentive Fund Grant requires a complex and extensive degree of communication among departments, RRISE's management and personnel structure is highly interdisciplinary. This plan calls for cooperation among Payroll, Human Resources, Information Services, Elementary and Secondary Education, Curriculum and Professional Development, and Instructional Support Services as a whole. Thus, the RRISE Coordinator, who will lead the program, must be able to manage not only his or her own team, but must manage communication with personnel that are crucial to the program but report to other departments in the district.

RRISE's personnel will be structured according to the following diagram:



Round Rock Independent School District
Teacher Incentive Fund Grant Application

The Round Rock Incentives for Superior Education (RRISE) program will be administered through the Instructional Support Department with Sharon Barnard, Director of School Improvement and Academic Interventions, as Project Manager. The plan ties together existing structures for professional improvement with teacher and principal incentive pay to support student success and academic growth. The goal will be to add additional personnel resources and incentives so that schools and staff experience a well-integrated, proven model of professional and student support.

Implementation of the grant will be directed by the RRISE Coordinator who will oversee a four-member team of professionals (including three Observers for Professional Growth [OPGs] and a Principal Coach) and will work with principals to direct the activities of five Master Teachers and with Human Resources to oversee the activities of a Data Analyst. The major focus of the support team will be to implement a teacher/principal growth and development model through an observation system that emphasizes formative assessment processes such as self-evaluation, on-site observations, timely feedback, goal setting, and focused professional development.

Teacher and principal compensation systems and processes will be implemented through the Human Resources Department under the direction of the Assistant Superintendent. Working with processes already in place through the TEA DATE Grant, the department will weave the two compensation plans together to form a seamless incentive program.

The Project Manager will be Sharon Barnard, currently completing her first year as Director of School Improvement and Academic Interventions. In Ms. Barnard's program, implemented during the 2009 – 2010 school year, campuses with a high percentage of struggling students receive focused support for both teachers and administrators as they integrated best practices into their work with students. RRISE's program design fits into this structure well and increases

Round Rock Independent School District
Teacher Incentive Fund Grant Application

resources as well as pay incentives to the work already in place. Ms. Barnard has 25 years experience in education with 20 years in administration. She has served as principal in elementary, middle, and high schools. Before assuming her current position, she worked directly with secondary principals in an oversight role.

The key grant position will be the RRISE Coordinator who will be charged with overseeing all facets of grant implementation and creating a collaborative leadership team with grant personnel that actively support best practices and demonstrate the characteristics of a learning community. Reporting directly to the Project Manager, s/he will coordinate grant activities and provide the point-of-contact communication with eight participating principals and central office departments including Payroll, Human Resources, Information Services, Elementary and Secondary Education, Curriculum and Professional Development, and Instructional Support Services as a whole. A key for successful implementation of the grant will be a high level of communication and transparency connecting the different departments that will support the work of the grant. Another important role will be to work closely with the RRISE Advisory Committee as the grant is implemented, thus involving a broad cross-section of teachers, principals, and central administrators. In addition, the Coordinator will guide the work of the five staff members, four professional and one clerical, who report directly to her/him.

The RRISE professional team will be composed of three OPGs and a Principal Coach. The OPGs will possess principal certification with a minimum of three years of administrative experience. They will be charged with providing formative evaluations of principals, assistant principals, and teachers using program-developed rubrics. Classroom and other site observations and communication of the results of the observations will assist OPGs and staff members to establish individual improvement goals and to identify professional development activities that

support the goals. The OPGs will be charged with establishing and maintaining clear communication lines with principals on each campus and the grant-provided Master Teachers so that RRISE and campus personnel support each staff member using consistent and systematic processes.

The Principal Coach will provide coaching services for principals and assistant principals, helping them to respond to their observations, identified goals, and training needs. The Principal Coach will work with the OPGs and principals to provide job coaching. The Principal Coach must have certification in administration, have a minimum of three years of experience as a principal in either elementary or middle schools with preference given to those who have worked in both settings, and hold or be willing to acquire coaching training and certification within two years of being hired. The coaching program must be connected to a nationally-recognized, professional organization.

The five Master Teachers will report to their assigned campus principals and provide professional-coaching support for teachers on RRISE campuses. One Master Teacher will be assigned to two elementary schools or to one middle school. Driven by observations and identified improvement goals, the Master Teachers will work with the OPGs and principals to help define the focus of their work with individual teachers. They will provide job-embedded professional development and help teachers identify other training opportunities that will support their individual goals. The Master Teachers will have teacher certification, a minimum of five years of successful classroom experience, with preference given to those who have demonstrated exemplary work with struggling students and successfully provided coaching services in the past. Coaching training is also desired but must be obtained within two years of being hired.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

RRISE will also employ a Data Analyst, who will participate in the setting of goals and benchmarks; designing and executing the evaluation of progress of schools towards meeting the goals; calculating the value-added progress of schools using student-level data; comparing the value-added progress of Round Rock schools to comparable schools from across the state using student- and school-level data; creating, administering, and analyzing surveys; and writing reports. The Data Analyst must have at least a Masters degree in statistics (preferably with a concentration in educational statistics) and five years or more experience in the field of education.

The fiscal aspects of the program will be monitored by the RRISD grant accountant. The District is known as a leader in successful and innovative fiscal management and was awarded the top rating of "Superior Achievement" in the Texas Schools FIRST financial accountability system by the Texas Education Agency (TEA). The district has earned exemplary scores each year since the system was established in 2001. The district boasts successful experience in managing both the programmatic and financial aspects of numerous grants, having received and executed both state and federal grants on multiple campuses for several years totaling about \$5,000,000 a year. RRISD has administered the DATE Grant, the state-funded PBCS grant of \$2.9 million, for more than two years now, and its systems have served as examples to other districts in the state.

Evaluation services for the grant will be contracted with an outside evaluator using the district's standard bid process. The evaluator will be chosen on the basis of previous successful experience with federal grants and the ability to meet other district requirements. In addition to fulfilling the specific evaluation requirements of the grant, they will work directly with the RRISE Coordinator and be actively involved in structuring a formal monitoring system that will

Round Rock Independent School District
Teacher Incentive Fund Grant Application

assist the district in identifying program strengths and weaknesses and in helping to validate observation and feedback instruments. The goal of on-going monitoring will be to identify issues in implementation that can be addressed and resolved quickly.

RRISE will engage in the following activities in its first school year:

Table 16: Activities to be undertaken in the first year of the grant

Date	Activity	Responsibility
September 2010	Receipt of Notification of Grant Award	
October 2010	Develop job descriptions for RRISE Coordinator, three Observers for Professional Growth (OPGs), one Principal Coach, one Administrative Assistant, one part-time Data Analyst, five Master Teachers	Director of School Improvement, Human Resources
	Advertise RRISE positions	Director of School Improvement, Human Resources
	Locate office space	Director of School Improvement
	Purchase materials such as laptops	Director of School Improvement
	Advertise for outside evaluator	Director of School Improvement
	Initiate Assessment By Collaboration portfolios; continue development throughout the school year	Teachers, Principals
	Notify teachers and principals of grant activities and requirements	Director of School Improvement
	Notify community and Board of Trustees of grant award	Director of School Improvement
	Hire RRISE Coordinator	Director of School Improvement, Human Resources
	Continue interviews for other RRISE positions and hire when suitable candidates are identified	Director of School Improvement, RRISE Coordinator, Human Resources
	Attend TIF Incentive Fund Grantee Meeting	Director of School Improvement, RRISE Coordinator, Third key person

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Date	Activity	Responsibility
October 2010	Contract with outside evaluator and begin to develop and/or refine rubrics from teacher and principal evaluation and ABC portfolio assessment	RRISE Coordinator, Outside Evaluator
	Write compensation guidelines for teachers and principals	RRISE Coordinator, Information Services, Human Resources
	Build computer guidelines for data collection for rosters, payroll, evaluations, and payout	Information Services
	Develop current rosters of qualifying teachers and principals	Information Services
	Build electronic observation evaluation templates	Information Services
	Set targets for student growth	Data Analyst
November 2010	Train OPGs, principals, and Principal Coach for inter-rater reliability	RRISE Coordinator, Outside Evaluator
	Convene meeting of RRISE Advisory Committee to appraise them of grant activities to date	RRISE Coordinator
	Provide coaching training for Master Teachers and Principal Coach	RRISE Coordinator
	Start collaborative meetings	RRISE Coordinator, Teachers, Principals
	Establish working relationship with RRISE-campus principals	RRISE Coordinator, OPGs, Principal Coach, Master Teachers
December 2010	Assign Master Teachers to specific campuses; determine observation schedules for OPGs, set Principal Coach consultation schedule	RRISE Coordinator
January 2011	Begin formal observation, feedback, assessment, and professional development activities	RRISE Coordinator, OPGs, Principal Coach, Master Teachers
	Conduct bi-weekly meetings of all RRISE team members, including Master Teachers	RRISE Coordinator

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Date	Activity	Responsibility
January 2011 and ongoing	Communicate regularly with Grants, Accounting, Payroll, Human Resources, Information Services, Elementary and Secondary Education, Curriculum and Professional Development, and Instructional Support Services as a whole	RRISE Coordinator
	Update master roster	Information Services
February 2011	Conduct refresher inter-rater reliability workshop	RRISE Coordinator, Outside Evaluator
March 2011	Conduct on-site formative evaluation	Outside Evaluator
April 2011	Present and evaluate ABC portfolios	Teachers, Principals, OPGs
May 2011	Update master roster	Information Services
	Conduct end-of-year retreat to review the year, identify successes and weaknesses, plan revisions	RRISE Coordinator
	Convene RRISE Advisory Committee to review the first year's activities	RRISE Coordinator
June – July 2011	Review and refine program	RRISE Coordinator
	Collect and authenticate documentation of collaborative meetings	Administrative Assistant
	Produce report on classroom observation evaluation results	Information Services
	Calculate growth based on state standardized exam, TEMI, DRA 2, and Woodcock-Muñoz tests	Data Analyst
August 2011	Begin official training in principal coaching, if necessary	Principal Coach
	Update master roster	Information Services
August 2011	Report growth scores to Information Services	Data Analyst
	Report evaluation, collaborative meetings, and ABC portfolio scores to Information Services	RRISE Coordinator, Administrative Assistant
August 2011	Produce report on retention of teachers in hard-to-staff areas	Information Services
	Produce report on incentive awards for all teachers and principals and deliver to Payroll	Information Services
September 2011	Initiate process of observation, feedback, assessment, and professional development activities	RRISE Coordinator, OPGs, Principal Coach, Master Teachers

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Date	Activity	Responsibility
September 2011	Conduct refresher inter-rater reliability workshop	RRISE Coordinator, Outside Evaluator
October 2011	Conduct award payout to teachers and principals	Payroll

These activities allow for a seamless interaction between RRISE’s evaluative, professional development, information system, payroll, and human resources functions, and show a program that will work smoothly towards its desired goals. Each activity has a clearly defined responsible party and a specified date for implementation; the timeline is realistic and can be accomplished with the personnel and district resources available.

These activities will also set systems in place that will survive the TIF grant period. Although the district may not be able to continue to employ all of the TIF personnel once grant funds have ended, several of the systems that have been developed using grant funding will have been strengthened and institutionalized. The evaluation program’s Focused Observation Form, for example, will have been made available to all schools in the district as a measure of classroom observations. The methods of assessing the quality of the ABC portfolio will be a particularly valuable product of the TIF grant, as the State of Texas will soon request that districts codify their teacher evaluation process; RRISE’s efforts to create a rubric to evaluate the ABC portfolio will put RRISD one step ahead of the game. The district will also have methods of tying student growth and teacher evaluation to merit pay in place – a strong advantage given current trends towards institutionalizing merit pay structures.

Round Rock Independent School District
Teacher Incentive Fund Grant Application

Currently, RRISD commits \$ [REDACTED] million of DATE grant monies to PBCS programs on other campuses in the district. RRISD is willing to commit a portion of its funds for future teacher and principal payroll increases to the growing support of RRISE. The district will dedicate ten percent of any available funds for teacher and principal payroll increases to the support of RRISE in 2011-2012, and will eventually grow to dedicate fifteen percent of any available funds for teacher and principal payroll increases to the support of RRISE in 2014-2015. In 2009-2010, RRISD had approximately \$3 million available for pay raises to teachers and principals; were this level of availability to continue, RRISD would commit \$ [REDACTED] to RRISE in 2011-2012 and, eventually, \$ [REDACTED] in 2014-2015.

RRISE is also pursuing private sources of funding, particularly from the John Arnold Foundation of Houston and the Michael and Susan Dell Foundation of Austin. These private charitable organizations have shown considerable interest in funding pay-for-performance programs.

RRISE's total requested grant amount is [REDACTED]. The program based this amount on careful consideration of its needs, particularly in terms of its awards structure. In setting this awards structure, RRISE drew on the district's prior experience with the DATE grant, Austin Independent School District's PBCS (known as REACH), and Houston Independent School District's ASPIRE program.

RRISD's DATE program is structured very similarly to RRISE, with a three-tiered award system based on student performance and growth, and a flat award for collaboration and retention of teachers in hard-to-staff areas. Its close parallels make it an invaluable predictor for RRISE. RRISE's targets differ from DATE's, though, in including classroom evaluation, portfolio evaluation, principal participation (including the categories that are unique to principals), and recruitment in hard-to-staff areas. Exact parallels cannot be drawn. AISD's and HISD's

programs had far fewer targets, which were fairly simply determined; again, exact parallels cannot be drawn (Schmitt, 2009, Schmittk., 2009, Behrstock, 2008).

Using these data, RRISE predicts that

- Five percent of teachers will not meet tiered performance targets
- 15 percent of teachers will meet Tier 1 targets
- 45 percent of teachers will meet Tier 2 targets
- 35 percent of teachers will meet Tier 3 targets.

In terms of flat, “Meets Expectations,” awards, RRISE predicts that

- 100 percent of teachers will submit quality ABC portfolios
- 50 percent of teachers will take on positions of leadership
- 100 percent of teachers will participate in all required collaborative meetings
- 35 percent of teachers will receive recruitment or retention bonuses.

RRISE expects overall payout to teachers to be \$2,189,040.

For principals, RRISE predicts that

- Five percent of principals will not meet tiered performance targets
- 15 percent of principals will meet Tier 1 targets
- 45 percent of principals will meet Tier 2 targets
- 35 percent of principals will meet Tier 3 targets.

In terms of flat, “Meets Expectations,” awards, RRISE predicts that

- 100 percent of principals will submit quality ABC portfolios
- 100 percent of principals will participate in all required collaborative meetings with teachers

- 100 percent of principals will participate in all required collaborative meetings with other RRISE principals
- 100 percent of principals will preside over schools in which teacher retention rate reaches 25 percent or more.

RRISE expects overall payout to principals to be \$145,275.

RRISE believes these are high but attainable goals for its teachers and principals and that they translate into a fiscally responsible and sustainable grant budget. Personnel costs are also appropriate. Salaries for the OPGs and Principal Coach reflect their necessary principal qualifications in order to observe, evaluate, and advise principals; salaries for the Master Teachers reflect their necessary expertise; salaries for the Data Analyst reflect his or her needed expertise in setting growth targets and calculating actual growth. Materials and supplies include books and computer software for professional development, as well as hardware for RRISE employees. RRISE will pay fringe on all employee payouts, including incentive pay. Money will be set aside for teacher travel to professional development conferences, particularly for those teachers who show the most need of intervention. In all, an operational budget of [REDACTED] is reasonable and necessary.

Quality of Local Evaluation

RRISE will solicit bids from outside vendors of the highest quality to provide evaluation services to the program adhering to district procurement policies. This application will not name specifically an external evaluator; an evaluator will be contracted within two months of the grant start date. Eligible applicants will be chosen based on their level of experience in 1) grant evaluation experience, especially with federal grants; 2) collecting, writing, and organizing findings for a variety of audiences and purposes; and 3) experience in validating data-collection

instruments. Their publications in scholarly journals and other media will be reviewed as a part of the process. An example of the RFP is attached in the appendix.

A comprehensive case study using both qualitative and quantitative data will be used to develop a detailed picture of the effectiveness of the RRISE Program in supporting student and teacher learning, principal effectiveness, and staff retention. In coordination with the external evaluator, the RRISE Coordinator will be the hub, working closely with the Data Analyst, Information Services and Human Resource Services, of the data collection efforts at the district level. The Coordinator will be responsible for leading planning efforts and implementing necessary actions as directed by feedback from the Advisory Board, program participants, and from conclusions of the external program evaluation to insure continuous program improvement.

The coordinator and external evaluator will work together to complete all necessary reporting and evaluation components required by the Government Performance and Results Act through monitoring the following metrics:

1. GPRA (1): Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a record of effectiveness.
 - a. The increase in the average years of teacher experience at each RRISE campus
 - b. The increase in the average years of teacher experience in RRISD at each RRISE campus
 - c. The increase in the average number of teachers holding full certification at each RRISE campus
 - d. The increase in retention rate of teachers of core subjects whose students have high passing rates on state standardized tests

Round Rock Independent School District
Teacher Incentive Fund Grant Application

- e. The increase in retention rate of teachers whose observation evaluation scores are high
 - f. The increase in recruitment and retention of teachers in hard-to-staff subjects
 - g. The increase in the average years of principal experience at all RRISE campuses
 - h. The increase in the average years of principal experience in RRISD at all RRISE campuses
 - i. High levels of teacher satisfaction with principals on each campus on the RRISD Employee Climate Survey
2. GPRA (2): Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals.
- a. The increase in the percentage of teacher and principal personnel budgets used for incentive payments to teachers and principals based upon student achievement on state standardized tests

The RRISE Coordinator, working with the external evaluator, will conduct both summative and formative evaluations. The measures above will serve as annual summative metrics and as a foundation for formative metrics for the following year. Formative evaluation will examine the quality and degree of program planning and implementation, including the strengths and weaknesses of the program as identified by both qualitative and quantitative data. The RRISE Coordinator will engage in continuous formative evaluation, including analysis of satisfaction surveys of RRISE staff and examination of district-administered student benchmark exams, to

identify and correct any weaknesses in the program and correct them as the program progresses rather than allowing them to fester.

In addition to the traditional organizational reporting structure, the RRISE Coordinator will report to the RRISE Advisory Committee, made up of participating teachers and principals, representatives from the departments of Elementary and Secondary Education, Curriculum, Professional Development, Information Services, Human Resources, Payroll, Budget, Evaluation, Instructional Support Services, and Grants, who will hold the Coordinator responsible for the program's success. The Advisory Committee will meet a minimum of once a semester and more often if program changes are required. Specifically, it will review district policies, practices, and procedures and their alignment with grant goals and objectives; ensure that program success and barriers are addressed; make certain that program objectives are met; and provide feedback for continuous program improvement. Ultimately, the RRISE Coordinator will be held responsible to the Department of Education and to Round Rock ISD's Superintendent, both of whom will hold him or her to high standards.

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Round Rock Independent School District
Teacher Incentive Fund Grant Application

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Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **RRISD High Needs School Documentation** Pages: 1 Uploaded File: **H:\Grants\Teacher Incentive Fund 2010 High Needs School Documentation.doc**

Round Rock Independent School District
Teacher Incentive Fund Grant Application

HIGH NEEDS SCHOOL DOCUMENTATION

SCHOOL	PERCENT FREE AND REDUCED LUNCH, ACCORDING TO THE TEA ACADEMIC EXCELLENCE INDICATOR SYSTEM REPORT FOR 2008-2009
Anderson Mill Elementary School	51.9%
Berkman Elementary School	81.8%
Bluebonnet Elementary School	77.5%
Robertson Elementary School	69.3%
Voigt Elementary School	68.3%
C.D. Fulkes Middle School	63.2%
Hernandez Middle School	58% ¹

¹ Hernandez Middle School will open in August 2010. Percentage of students receiving free and reduced lunch is predicted based on Hernandez's feeder pattern, which includes two out of five Title I elementary schools. These schools include Double File Trail (37.3%), Robertson (69.3%), part of Teravista (22.2%), part of Caldwell Heights (37.2%), and part of Union Hill (51.8%) Elementary Schools. Neighborhood demographics in the split schools send poorer students to Hernandez Middle School.

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Commitment** Pages: 7 Uploaded File: **H:\Grants\Teacher Incentive Fund 2010
Principal_Letters.pdf**



Anderson Mill Elementary
International Baccalaureate World School
Kelly McBride, Principal
10610 Salt Mill Hollow, Austin, Texas 78750-1699
PH: (512) 428-3700 FAX: (512) 428-3790
www.roundrockisd.org

June 16, 2010

To Whom It May Concern,

Anderson Mill Elementary is excited that we may have the opportunity to participate in the Teacher Incentive Fund Grant. As an administrator new to the Round Rock District, I am coming from the Houston Independent School District's program of attaching incentive pay to student data, and thus am aware of the results that can occur.

Teacher leadership will also be supported through participation in collaboration meetings and mentoring of new teachers. Providing compensation for the extra hours required for tutoring students in need of additional time will support efforts for maintaining high teacher morale.

As an International Baccalaureate World School, our staff is already heavily practicing collaboration. We work together in so many different ways. The school's staff has also participated in Instructional Rounds, so they are comfortable with the professional development cycle and in establishing professional goals as well as collecting feedback about their progress.

Participating in the program and the observation process for teachers will hopefully assist us in our work to support excellence in our teaching staff.

I look forward to supporting this program on our campus!

Sincerely,

A handwritten signature in cursive script that reads "Kelly McBride".

Kelly McBride

BERKMAN ELEMENTARY SCHOOL

Round Rock Independent School District

400 West Anderson Avenue

Round Rock, Texas 78664

Phone: (512) 464-8250 Fax: (512) 464-8315

Mary Patterson

Principal

Catherine Gutierrez

Assistant Principal

June 15, 2010

To Whom It May Concern,

Berkman is excited by the prospect of implementing the Teacher Incentive Fund Grant. We see it as an opportunity to further enhance our goals as we work to create a strong professional learning community. As Marzano's research has shown, teacher effectiveness is critical to student success. By providing incentive pay attached to student data, we believe that more efficiency of effort will be generated while rewarding teachers who best promote student growth.

Building leadership capacity in teachers will also be supported through participation in collaboration meetings, book studies and mentoring of new teachers. Providing compensation for staff as they work to assist struggling students, through tutoring, in truly mastering all objectives to build the strongest foundation possible will support efforts for maintaining high teacher morale.

We believe we can learn from one another as well as, "What gets monitored, gets done.", which supports our belief in classroom observations. Linking this effort and quality of what we see happening instructionally to teacher incentive funds will enhance our effectiveness as educators. This will assist us in our on-going goals of supporting excellence in teaching and promoting professionalism in teaching.

We look forward to the opportunity to support positive change on our campus and in the district.

Sincerely,



Mary Patterson



Bluebonnet Elementary

1010 Chisholm Valley Drive
Round Rock, Texas 78681
(512) 428-7700
(512) 428-7790 Fax

June 10, 2010

To Whom It May Concern,

Having participated in the TEEG and DATE grants in prior years, the teachers at Bluebonnet Elementary are excited about the possibility of participating in the Teacher Incentive Fund Grant. We welcome the challenge of increasing student achievement. Being recognized monetarily for our successes is a very positive incentive. We believe that incentive pay for student performance generates collaboration among staff and deep discussions about teaching and learning. Teacher observations with feedback, goal setting, and professional development to support our teachers and students will also assist us as we promote professionalism in teaching.

Sincerely,

Lucy McVey

Lucy McVey
Principal

Minor Baker
Academic Dean

Margo Vogelpohl
Assistant Principal

Bluebonnet . . . Believe



ROBERTSON ELEMENTARY SCHOOL

1415 Bayland, Round Rock, Texas 78664
(512) 428-3300 Fax (512) 428-3370

**Principal
Patricia Ephlin**

**Assistant Principal
Gabi Nino**

June 17, 2010

To Whom It May Concern,

Robertson Elementary is excited by the prospect of implementing the Teacher Incentive Fund Grant. We see this as an opportunity to further advance our development of Professional Learning Communities. By providing incentive pay attached to student data, we believe that teachers will be rewarded for their students' growth, thereby increasing student achievement.

Teacher leadership will also be supported through participation in collaboration meetings, data planning meetings, staff development, vertical team meetings and mentoring of new teachers. Providing compensation for the extra hours required for tutoring students in need of additional time on task will support efforts for maintaining high teacher morale and increased student achievement.

Our staff is also looking forward to linking classroom observations to teacher incentive funds. This will assist us in our on-going goals of supporting excellence in teaching and promoting professionalism.

We look forward to the opportunity to support positive change on our campus and in the district.

Yours truly,


Patricia Ephlin
Principal
Robertson Elementary

Robertson Elementary ensures that all students will receive a challenging and balanced academic experience in a safe and structured school environment that will benefit them in becoming tomorrow's leaders.

Christene Nemetsky
Voigt Elementary
1201 Cushing Drive
Round Rock, Texas 78664
June 15, 2010

To Whom It May Concern,

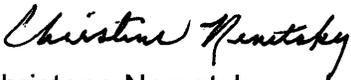
Our campus is excited by the prospect of implementing the Teacher Incentive Fund Grant. Student achievement continues to be a priority for the entire staff. We are committed to our students and their education. Rewarding teachers with incentive pay not only promotes student growth but also recognizes teachers for their efforts in ensuring that students learn.

Our campus also fosters a climate of creating teacher leaders by participating in the district's mentor program for new teachers. Each new teacher is assigned a mentor for two years and is provided the support of collaborative teachers and interventionists. My staff is aware of the struggles on campus and they provide extra tutoring before, during and after school on their own without pay. We also conduct school on Saturdays and teachers give of their own time again to spend with students who need additional support. Providing compensation for the all the extra hours will support efforts for maintaining high teacher morale.

Part of my commitment in our quest for excellence is continuously providing teachers feedback through classroom observations. The feedback will be timely and factual of the instruction observed. This data will also support the teacher incentive fund and assist our staff in utilizing best practice in the classroom.

Becoming a part of the teacher incentive grant will make a huge impact on teacher morale and student achievement. Your favorable consideration is appreciated.

Yours truly,


Christene Nemetsky

C.D. FULKES MIDDLE SCHOOL

ROUND ROCK INDEPENDENT SCHOOL DISTRICT

300 WEST ANDERSON
ROUND ROCK, TEXAS 78664



PHONE: 512/428-3100
FAX: 512/428/3240

Nancy Guerrero
C.D. Fulkes Middle School
300 W. Anderson Ave.
Round Rock, Tx. 78664
June 17, 2010

To Whom It May Concern,

Our campus is excited by the prospect of implementing the Teacher Incentive Fund Grant. The opportunity of the TIF grant has been embraced by our campus team as a way to further advance the development of our professional learning community. By providing incentive pay attached to student data, we believe that more efficiency of effort will be generated with effective practices yielding student results and rewarding teachers who best promote student growth.

Teacher leadership will also be supported through participation in collaboration meetings and mentoring of new teachers. Providing compensation for the extra hours required for tutoring students in need of additional time will support efforts for maintaining high teacher morale.

Our staff is also looking forward to linking classroom observations to teacher incentive funds. This will assist us in our on-going goals of supporting excellence in teaching and promoting professionalism in teaching.

We look forward to the opportunity to support positive change on our campus and in the district.

Sincerely,

A handwritten signature in black ink that reads 'Nancy Guerrero'. The signature is written in a cursive, flowing style.

Nancy Guerrero
Principal

JUST CAN'T HIDE C.D. PRIDE!

Pfc. Robert P. Hernandez Middle School

1901 Sunrise Road
Round Rock, Texas 78664
Dr. D. Brennan, Principal

June 11, 2010

To Whom It May Concern,

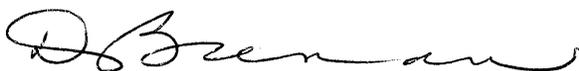
Hernandez Middle School is excited by the prospect of implementing the Teacher Incentive Fund Grant. Our staff looks forward to the opportunity to further advance our development as a true community of learners. Incentive pay attached to student data, will encourage teachers to expend time and effort to collaboratively analyze student data and share effective instructional strategies, as well as reward teachers who best promote student growth. The incentive pay for collaborative meetings further supports these efforts.

Further contributing to the spirit of our professional learning community, teachers who take on leadership positions will be supported, as well as those who mentor new teachers. Providing compensation for the extra hours required for tutoring students in need of additional time will support efforts for maintaining high teacher morale.

The Hernandez Middle School staff looks forward to linking classroom observations to teacher incentive funds. The process of observation with timely feedback will assist us in our on-going goals of supporting excellence in teaching and promoting professionalism as life-long learners.

We look forward to the opportunity to participate in the Teacher Incentive Fund Grant as a way to support positive change on our campus and in the district.

Yours truly,



Dr. D. Brennan
Principal

Project Narrative

Other Attachments

Attachment 1:

Title: Pages: **0** Uploaded File: **C:\Users\Alexander.pena\Documents\Hotline\RRISD TIF Appendix.doc**

Texas Review and Comment System

Review

Applicant/Origination Round Rock Independent School District
Contact Ms. Carolyn F. Austin
Contact Phone: (512) 464-5976

Project Name: 84.385 - Round Rock Incentives for Superior Education

Funding Agency: ED **SAI/EIS#:** TX-W-20100616-0004-50
Date Received: 06/16/2010

The State of Texas has waived review of this project for the reason or reasons shown below.
Waiver of review does not constitute approval of nor agreement with this project.

Reason for waiver:

Program not selected for review under TRACS.

Denise S. Francis, State Single Point of Contact
Governor's Office of Budget, Planning &
P.O. Box 12428
Austin, TX 78711
(512) 463-8465



TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • www.tea.state.tx.us

TO: County District #246909: ROUND ROCK ISD

FOR: THE ADMINISTRATOR ADDRESSED

SUBJECT: Indirect Cost Rates for July 1, 2010 through June 30, 2011

DATE: January 13, 2010

This is to notify the district that, based upon the financial information submitted using the Modified Total Direct Costs (MTDC) Method, the Texas Education Agency has calculated the indirect cost rates which will be effective for the period of July 1, 2010 through June 30, 2011.

Predetermined Restricted Indirect Cost Rate: 1.629 %

Predetermined Non-restricted Indirect Cost Rate: 14.795 %

For information relating to types of rates and method of calculation, refer to Financial Accounting and Reporting Module (FAR) of the Texas Education Agency *Financial Accountability System Resource Guide*, Sections 1.6.1.1 through 1.6.1.3.

Please forward a copy of this certification to your business office/manager and federal funds coordinators.

If you have any questions concerning these rates, please contact Gayle Escobedo at (512) 463-9095.



Thelma Melendez de Santa Ana
Assistant Secretary, Office of Elementary and Secondary Education
United States Department of Education
Washington, DC 20202

June 17, 2010

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Round Rock ISD

Mr. Pete Winstead
Founding Shareholder
Winstead P.C.

Dear Ms. Melendez de Santa Ana:

E3 Alliance: Education Equals Economics is a regional education collaborative of districts, colleges, business and community partners that use objective data and focused community collaboration to align our education systems so all students succeed and lead our region to economic prosperity. We are the P-16 Council for the 8 county, 380,000+ student Central Texas region. In that capacity, we have worked closely with Round Rock ISD for over four years, sharing student and school data, engaging the community around educational change, and aligning practices to achieve significantly higher educational outcomes for all students.

On behalf of E3 Alliance, I am excited to offer our support for the Round Rock ISD TIF grant application **RRISE: Round Rock Incentives for Superior Education**.

A multitude of research all shows that teacher effectiveness is the key to student success. Teacher effectiveness can and should be supported by valid teacher evaluation and compensation systems that track teacher qualifications and student outcomes on a broad set of measures and reward success. RRISD has made great progress in building systems that recognize and compensate teachers more strategically, and a TIF grant will help to move that effort forward significantly. Equally importantly, RRISD has been a leader in the region in providing teachers with the best research-validated instructional practices and tools, together with job-embedded professional development, to not just measure them better, but improve teaching practice. Our region has submitted an i3 Validation grant application to improve instructional practices, and Round Rock was a leader in piloting scalable models to pair better teaching with targeted compensation systems to drive far higher student outcomes.

I have seen firsthand that RRISD is not only deeply committed to preparing students to meet the rigorous standards of college- and career-readiness required to succeed in the 21st century, but is fiscally and programmatically able to succeed. They are well down the path of providing compensation to teachers that supports student growth and success. A TIF grant to RRISD is an investment that can be made with confidence of success.

For the future of our students and our community – and as a model for other communities across the nation, E3 Alliance urges you to fully fund RRISE.

Sincerely,



Susan Dawson, President
E3 Alliance

E3 ALLIANCE

Austin Community College District
5930 Middle Fiskville Rd., Austin, TX 78752
Phone 512.223.7240 Fax 512.223.7242 www.e3alliance.org



June 15, 2010

Thelma Melendez de Santa Ana
Assistant Secretary for Elementary and Secondary Education
United States Department of Education
Office of Elementary and Secondary Education
Washington DC 20202

Dear Ms. Melendez de Santa Ana:

It is with great excitement that I write to endorse Round Rock Independent School District's application for the Teacher Incentive Fund (TIF) Grant Program. As President of the Board of Trustees, I am pleased to report that the Board voted on May 20, 2010 unanimously and enthusiastically to endorse the district's application for the grant.

We believe the Round Rock Incentives for Superior Education (RRISE) program that the district is proposing for funding by the TIF Grant will be tremendously valuable to Round Rock ISD. RRISD teachers are superb professionals – dedicated educators who seek out opportunities to serve their students in every possible way. Teachers will be even more motivated to serve their students through incentives based on student performance on standardized test scores. We are also pleased to see the inclusion of classroom observations as one of the standards for teacher incentive awards, as this avoids some of the mechanical impersonality that reliance on test scores alone can bring to incentive pay structures.

We are happy as well to see that RRISE includes principals in the awards structure. RRISD's principals are some of the best in the state, and they serve their students and their teachers tirelessly. Rewarding our principals for increases in their students standardized test scores for excellent leadership, as observed through campus evaluations, is a superb way to acknowledge the work they do and incentivize them to do even more.

RRISE will also develop a culture of cooperation on the TIF campuses by determining awards based on school-wide performance on standardized tests and rewarding teachers and principals for collaboration. We believe that our teachers have much to teach each other, and see the TIF grant as a way of fostering and rewarding this interaction.

For these many reasons, the Round Rock Independent School District Board of Trustees strongly endorses the district's application for the Teacher Incentive Fund Grant. We hope the district will be successful – we know it will use the funds wisely and will serve as a model for other districts to come.

Sincerely,

Glen H. Colby
School Board President

JOHN R. CARTER

31ST DISTRICT, TEXAS

HOUSE REPUBLICAN CONFERENCE
SECRETARY

REPUBLICAN STEERING COMMITTEE

COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES:

MILITARY CONSTRUCTION AND
VETERANS' AFFAIRS

HOMELAND SECURITY

TRANSPORTATION, HOUSING AND
URBAN DEVELOPMENT



Congress of the United States
House of Representatives
Washington, DC 20515-4331

June 2, 2010

WASHINGTON OFFICE:

409 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3864

<http://carter.house.gov>

DISTRICT OFFICES:

1717 N. IH-35, SUITE 303
ROUND ROCK, TX 78664
(512) 246-1600

6544-B SOUTH GENERAL BRUCE DRIVE
TEMPLE, TX 76502
(254) 933-1392

Thelma Melendez de Santa Ana
Assistant Secretary for Elementary and Secondary Education

Dear Ms. Melendez de Santa Ana:

It is my pleasure support the Round Rock Independent School District application for Teacher Incentive Fund Grant. The grant will explore ways teacher compensation can have a positive impact on Title I students and their campuses.

RRISD has a reputation in this region of Texas for innovative teaching techniques and effective education for all students. While the district's student demographics are changing, the district maintains a focus on assuring that all students learn.

It is the district's belief that an effective performance-based compensation system will result in greater student learning. The district has already implemented a different compensation system that in the early stages is proving to be effective in impacting student learning.

A goal of the district and region is that all students be prepared for college or career. Consequently, when struggling students improve their learning, their ability to pursue college-ready courses of study is enhanced.

RRISD will put the TIF grant to good use. It was rated "Recognized" by the TEA in 2008-2009, and has an excellent reputation for fiscal responsibility. Its students and the region will benefit tremendously from the greater quality of education it will allow the district to offer, and my district will benefit from the economic boost the incentive pay structure will bring.

I support Round Rock ISD's application for the Teacher Incentive Fund Grant and look forward to hearing of their success.

Sincerely,

A handwritten signature in cursive script that reads "John R. Carter".

John R. Carter
Member of Congress
Texas District 31

United States Senate

WASHINGTON, DC 20510-4304

June 8, 2010

Dr. Peggy Kress
Director
Grant Development and Grant Funded Initiatives
Round Rock Independent School District
1311 Round Rock Avenue
Round Rock, TX 78681

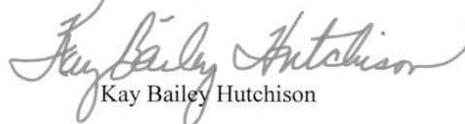
Dear Dr. Kress:

Thank you for your correspondence regarding the grant proposal submitted to the U.S. Department of Education. I appreciate the information you provided about your grant proposal, and I am pleased to support the application.

I have contacted the Department on your behalf and have encouraged the grant office to carefully consider the merits of this grant proposal. Your project will have a positive impact on the community by implementing innovative ways to enhance students' college and career readiness.

I am committed to ensuring that each grant application receives a fair and thorough review, and you may be certain that I will continue to monitor the progress of this proposal. As the application process moves forward, please do not hesitate to contact me if you have any questions or concerns.

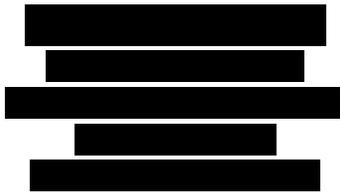
Sincerely,



Kay Bailey Hutchison

KBH/lis

Web=<http://hutchison.senate.gov>



EDUCATION

M.A. Mid-Management, the University of Texas at San Antonio 1990
B.S. Elementary Education, Corpus Christi State University 1984

CERTIFICATIONS

Mid-Management Administrator, Grades PreK – 12, Texas
Elementary Self-Contained, Grades 1 – 8, Texas
Elementary-Reading, Grades 1 – 8, Texas
Kindergarten, Grades PK – KG, Texas
School Building Leader-New York

EXPERIENCES

Director of School Improvement and Academic Interventions, Round Rock ISD 2009-2010

- Implements and monitors academic improvements in four elementary schools and three middle schools
- Supervises the implementation of Response to Intervention in Round Rock ISD
- Supervises the implementation of Read 180 in Round Rock ISD
- Supervises interventions in Round Rock ISD elementary schools
- Monitors Positive Behavior Support and Strategic Instruction Model in Round Rock ISD

Director of Secondary Education, Round Rock ISD 2007 - 2009

- Assisted in supporting and supervising secondary principals
- Planned and implemented Secondary Summer School for 2000 students
- Assisted secondary parents with educational needs
- Served on bond and boundary committees
- Assisted with secondary strategic planning process
- Worked with other departments to coordinate Response to Intervention efforts
- Created procedures for opening new secondary schools
- Prepared board presentations

Interim Principal, Round Rock High School, Round Rock ISD Fall, 2008

- Created and implemented procedures for opening the school year
- Conducted certified and classified staff evaluations
- Supervised intervention plans for 13 certified staff
- Collaborated with building leadership team for efficient operation in all aspects of the high school
- Collaborated with building leadership team to write Campus Improvement Plan, Response to AYP, Staff Handbook, Crisis Plan
- Focused staff attention on improving math and science performance
- Managed high school budget
- Planned and coordinated supervision for all high school events

- Assisted parents and students with educational needs
- Supported and assisted new principal with transition to campus

Interim Principal, Stony Point High School, Round Rock ISD, 2006-2007

- Implemented and improved multiple systems in the operation of the high school
- Collaborated with building leadership teams to reestablish trust with the staff, students, and community
- Improved state test performance in 44 of 66 areas
- Improved student behavior and created a safe and nurturing environment
- Worked with a team to improve master scheduling process
- Supervised, evaluated and intervened with certified staff
- Supported and assisted new principal with transition to campus

Principal, Blackland Prairie Elementary, Round Rock ISD 2001-2007

- Opened new campus
- Hired, evaluated and provided staff development to all staff
- Implemented process for creating culture, mission and vision
- Managed campus budget and purchased all materials
- Developed a strong network of parent support
- Served as instructional leader for campus
- Collaborated with staff to create strong, sustainable systems to improve student achievement that met the needs of diverse learners and provided an engaging learning environment
- Ensured staff used data to drive decision making and instruction
- Collaborated with staff to create an exceptional reading program which resulted in exemplary performance in reading
- Led staff through Malcolm Baldrige Continuous Improvement process and won a Level II (2004) and Level III (2006) award
- Obtained several grants
- Planned and implemented a yearly golf tournament to raise money for assisting students in improving their reading skills

Interim Principal, Ridgeview Middle School, Round Rock ISD Spring, 2006

- Collaborated with leadership team to support and maintain all school systems
- Worked with staff to improve academic performance which resulted in a state rating of “Recognized” for the first time
- Assisted staff in obtaining a Malcolm Baldrige Level I award
- Provided support and assistance to parents and community

Principal, Scobee Elementary, Northside ISD, San Antonio, Texas 1994-2001

- Instructional Leader for campus – school received a state “Exemplary” designation for 6 years
- Implemented an exceptional reading program which resulted in the Governor of Texas choosing Scobee as one of 4 schools to kick off a state reading initiative
- Worked with staff to create successful instructional practices
- Created report cards to match curriculum

**Vice Principal Scobee Elementary, Northside ISD, San Antonio, Texas
1990-1994**

- Coordinated implementation of student discipline and attendance policies
- Scobee became a Texas Partnership Initiative School (PSI) which enabled staff to focus on innovative practices
- Assisted as Instructional Leader for campus
- Monitored and evaluated certified and classified staff
- Assisted in monitoring all school systems

Teacher, Northwest Crossing Elementary, Northside ISD, K, 3, ¹⁹⁸⁷-1990

- Served as instructional leader for students
- Served as Kinder Team Leader
- Member of the PTA Board and Campus Leadership Team

Teacher, Kostoryz Elementary, Corpus Christi ISD, K, 5 1985-1987

- Wrote curriculum for kindergarten class
- Planned and implemented effective lessons for students

PROFESSIONAL DEVELOPMENT

Texas Documentation, Frank R. Kemerer, John A Crain 2009
Teacher Expectations and Student Achievement (TESA) 2008
HOPE Foundation Courageous Leadership for School Success based on
Failure is Not an Option by Alan Blankenship 2009
Service Learning 2008
Drop-Out Prevention 2008
What Works in Schools, Robert J. Marzano 2007
Making Content Comprehensible for English Learners, SIOP Model 2008
Transformers – Cultural Diversity 2008
Working on the Work, Phillip C. Schlechty 2006
Differentiated Instruction in Elementary Classrooms 2006
Professional Learning Communities at Work, Rick DuFour, Robert Eaker 2005
Concept Based Curriculum & Instruction, H. Lynn Erickson 2005
Texas Elementary Principals and Supervisors Association- Leadership Academy 2000

ACCOMPLISHMENTS

Texas Education Agency Recognized School, Blackland Prairie Elementary 2001-2007
Texas Education Agency Recognized School, Ridgeview Middle School, 2006
Baldrige Examiner for Quality Texas 2005
Baldrige Examiner for the University of Texas Center for Performance Excellence
Title V Grant Recipient, 3 years 2002-2004
Malcolm Baldrige Level III Award, University of Texas Center for Performance Excellence 2006
Malcolm Baldrige Level II Award, University of Texas Center for Performance Excellence 2004
Texas Education Agency Exemplary School, Scobee Elementary 1997-2000
Partnership Initiative School, One of four school in Texas chosen to launch a Reading Initiative in Texas 1990-1999
Northside ISD Parent Teachers Association Vice Principal of the Year 1994

REFERENCES

Toni Garcia, Deputy Superintendent
1311 Round Rock Avenue Round Rock, Texas 78681
Office Phone: (512) 464 5089 Email: toni_garcia@roundrockisd.org

Matt Matthys, Assistant Superintendent Instructional Support
1311 Round Rock Avenue Round Rock, Texas 78681
Office Phone: (512) 464 5986 Email: matt_matthys@roundrockisd.org

Beverly Helfinstein, Assistant Superintendent Elementary Education
1311 Round Rock Avenue Round Rock, Texas 78681
Office Phone: (512) 464 5131 Email: beverly_helfinstein@roundrockisd.org

Susan Brown, Assistant Superintendent Human Resource Services
1311 Round Rock Avenue Round Rock, Texas 78681
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Carla Amacher, Director Elementary Education
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Robbin Gesch, Director Student Services and College Career Readiness
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Office Phone: (512) 464 5633 Email: emily_reichert@roundrockisd.org

Sue Harrison, Assistant Director Secondary Staffing
1311 Round Rock Avenue Round Rock, Texas 78681
Office Phone: (512) 464 5032 Email: sue_harrison@roundrockisd.org


ROUND ROCK I S D
JOB DESCRIPTION

Job Title RRISE Grant Coordinator		Organizational Level Coordinator	Department School Improvement
Pay Grade 107	FLSA Exempt	RRISE Revised 06/10	Supervisor Director of School Improvement

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in providing an exemplary education, which prepares each student to perform successfully in an ever-changing world.

BASIC FUNCTION & RESPONSIBILITY: Coordinate the launch, implementation, evaluation and reporting requirements for the Round Rock Incentives for Superior Education (RRISE) grant.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein, however, this list represents EXAMPLES ONLY, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Monitor all RRISE grant funded-activities.
- Provide leadership to RRISE Observers for Professional Growth, Principal Coaches, and Administrative Assistant, and ensure compliance with RRISE grant intent and guidelines.
- Provide guidance to Master Teachers and Data Analyst and ensure compliance with RRISE grant intent and guidelines.
- Manage teacher and principal evaluation teams and ensure strictest inter-rater reliability.
- Collaborate regularly with campus principals and/or leadership teams to utilize Master Teachers effectively to maximize student performance.
- Monitor campus master schedules to ensure that Master Teacher assignments are in compliance with RRISD RRISE grant guidelines.
- Collect and analyze campus data (including value-added growth) in assigned areas, conduct team efforts to design, implement, measure and refine RRISE programs, and lead quality improvement efforts.
- Determine eligibility for teacher incentive awards per RRISE grant guidelines and requirements; develop and communicate payment timelines and facilitate appropriate payments to employees.
- Develop a system to track and evaluate collaborative campus teacher meetings.
- Model core organization values and beliefs; communicate openly and effectively within and across campuses and manage resources to effectively support district goals.
- Ensure full and timely completion of federal required reports. Coordinate and/or assist in negotiations with funding officials.
- Attend meetings and/or conferences pertaining to RRISE grant development or evaluation.
- Develop, implement, and monitor grant goals and activities; ensure that all program guidelines are met with fidelity by program and grant partners.
- Prepare and complete pertinent communication, newsletters, Internet communication, program brochures, posters and dissemination or program information; assist with website.
- Administer and coordinate all programs and services in conjunction with RRISD departments (e.g. Budget, Purchasing, Accountability, Human Resource Services, Payroll, etc.).
- Communicate and collaborate with internal and external customers to support high student achievement and customer satisfaction.
- Perform other duties as assigned.


ROUND ROCK I S D
JOB DESCRIPTION

Job Title RRISE Grant Coordinator		Organizational Level Coordinator	Department School Improvement
Pay Grade 107	FLSA Exempt	RRISE Revised 06/10	Supervisor Director of School Improvement

SUPERVISION EXERCISED: Five personnel positions.

KNOWLEDGE:

- Knowledge of grants funding opportunities.
- Knowledge of grant writing.
- Knowledge of program administration.
- Skill in securing grant funding.
- Skill in the development and maintenance of grant programs.
- Skill in writing, developing and administering grant proposals and projects.
- Skill in monitoring grant budgets.
- Skill in conducting seminars/workshops.
- Skill in communication and collaboration between and among various areas of the organization to support high student achievement and customer satisfaction.
- Skill in delivery of services throughout the learning community, assigned area, and customers.
- Skill in working with various levels of government agencies and private business.

ENTRY QUALIFICATIONS: Master's degree in Education and Principal Certification and two years' experience in grant administration.

PHYSICAL DEMANDS:

- Work with frequent interruptions.
- Repetitive hand motions; prolonged use of computer.
- No or very limited physical effort required.
- No or very limited exposure to physical risk.

ENVIRONMENTAL FACTORS:

- Work is normally performed in a typical interior/office work environment.



ROUND ROCK I S D

JOB DESCRIPTION

Job Title RRISE Grant Coordinator		Organizational Level Coordinator	Department School Improvement
Pay Grade 107	FLSA Exempt	RRISE Revised 06/10	Supervisor Director of School Improvement

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ DATE: _____

Employee


JOB DESCRIPTION

Job Title Observer for Professional Growth		Organizational Level Coordinator	Department School Improvement
Pay Grade	FLSA Exempt	Date Revised 06/10	Supervisor RRISE Grant Coordinator

ROLE: The Observer for Professional Growth will report to the Round Rock Incentives for Superior Education (RRISE) Grant Coordinator regarding the observation and evaluation of teachers and principals on RRISE grant campuses.

BASIC FUNCTION & RESPONSIBILITY: Provide formative evaluation to teachers and principals at RRISE grant schools designed to (1) help teachers and principals design and implement professional development plans, (2) justify the evaluation awards granted to teachers through the RRISE grant incentive award program, and (3) improve instruction and student learning.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein, however, this list represents EXAMPLES ONLY, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Conduct classroom evaluations of teachers to assess the quality of their pedagogy.
- Collaborate with campus principals in conducting teacher evaluations.
- Conduct campus-level evaluations of principal performance.
- Provide timely feedback to teachers and principals.
- Facilitate reflective dialogue with teachers and principals to improve performance.
- Develop observation instruments and rubrics.
- Keep accurate and up-to-date records of evaluation results that substantiate incentive awards.
- Collaborate with other departments (particularly Information Services and Human Resources) whose workings are crucial to the success of the RRISE program.
- Maintain active and open communication with all stakeholders.
- Maintain and communicate observation and feedback schedules so that all timelines are met.
- Work with other evaluators to ensure a high level of inter-rater reliability.
- Work within federal grant guidelines.
- Perform other duties that may be assigned by the RRISE Grant Coordinator.

SUPERVISION EXERCISED: None.



JOB DESCRIPTION

Job Title Observer for Professional Growth		Organizational Level Coordinator	Department School Improvement
Pay Grade	FLSA Exempt	Date Revised 06/10	Supervisor RRISE Coordinator

SKILLS & KNOWLEDGE:

- Knowledge of curriculum design, implementation, evaluation, and refinement.
- Knowledge of effective best practices in instruction and evaluation methodologies.
- Ability to engage others in collective inquiry and problem solving.
- Skilled in collecting, analyzing, and using data to support student learning.
- Ability to build collaborative teams to transform instructional practices.
- Ability to communicate effectively with various stakeholders.
- Knowledge of federal grant guidelines and procedures.

ENTRY QUALIFICATIONS: Master’s degree and principal certification required; minimum of three years administrative experience. Leadership experience in evaluation preferred.

PHYSICAL DEMANDS:

- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling and pushing.
- Move small stacks of textbooks, media equipment, desks, and other classroom equipment.
- Travel by automobile within the district.

ENVIRONMENTAL FACTORS:

- Work is normally performed in a typical interior/office work environment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____
Employee


ROUND ROCK I S D
JOB DESCRIPTION

Job Title RRISE Principal Coach		Organizational Level Team Leader	Department School Improvement
Pay Grade 107	FLSA Exempt	Date Revised 06/10	Supervisor RRISE Grant Coordinator

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in providing an exemplary education which prepares each student to perform successfully in an ever-changing world.

BASIC FUNCTION & RESPONSIBILITY: The RRISE Principal Coach is responsible for assisting, supporting, mentoring, advising, coaching and being a resource for Principals at schools participating in the Round Rock Incentives for Superior Education (RRISE) grant. Responsibilities include mentoring and coaching, being a role model and guiding individual principals, facilitating in professional development and assisting in problem solving to improve campus performance.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein, however, this list represents EXAMPLES ONLY, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Ensure effective integration between and among vertical and horizontal systems for assigned programs or teams to enhance student achievement and customer satisfaction.
- Analyze the critical needs in assigned areas, conduct team efforts to design, implement, measure, and refine assigned programs.
- Lead quality improvement efforts.
- Guide collaborative efforts to support effective delivery of services to the learning communities, service divisions, and other customers.
- Model core organizational values and beliefs; communicate openly and effectively within and across teams; and manage resources to effectively support district goals.
- Lead and participate in work groups in support of the District goals and objectives; and provide program accountability.
- Serve in a supporting role in implementation of curriculum and instructional programs.
- Serves as an instructional coach in implementation of school reform activities.
- Provide dissemination of timely and pertinent information regarding District, State and National innovative programs and practices to Principals.
- Challenge principals to plan and pursue professional growth activities and facilitates such activities.
- Provide research-based information which supports best educational practices.
- Support best practices that incorporate strategies for divergent learners and at risk populations.
- Coordinate instructional resources and materials to assist principals in accomplishing instructional goals and school reform activities.
- Assist principals in implementing instructional strategies to improve student achievement.
- Use best practice criteria that are shared across the district.
- Assist principals in implementing academic standards.
- Use current educational research to assist principals in meeting the needs of students with various learning styles and backgrounds.
- Collegially analyze principal abilities and collaboratively creates plans for effective professional growth which is both job embedded and results driven.


ROUND ROCK I S D
JOB DESCRIPTION

Job Title Principal Coach		Organizational Level Team Leader	Department School Improvement
Pay Grade 107	FLSA Exempt	Date Revised 06/10	Supervisor RRISE Grant Coordinator

- Support the principal in the development/implementation of staff development activities to accomplish District Improvement Plans and Campus Improvement Plans.
- Provide leadership to principals in assessing the academic needs of students.
- Provide classroom management strategies to principals for student attendance, behavior and positive class environment.
- Serve as an advisor to communicate information about campus and District expectations for student behavior.
- Keep abreast of current research and significant developments relating to education, mentoring and principal training.
- Provide training to principals, mentors and other staff members in improving instructional techniques, developing new approaches in teaching and using materials and equipment that are responsive to student and instructional needs.

SUPERVISION EXERCISED: Supervision and evaluate the performance of assigned staff.

SKILLS & KNOWLEDGE:

- Knowledge of curriculum and instruction, Pre K -12.
- Knowledge of Board Policy, TEA/federal related rules, regulations and procedures.
- Knowledge of District finance/budget regulations.
- Knowledge in implementing professional development training and peer mentoring for new and experienced principals.
- Knowledge of academic programs, policies and procedures.
- Skill in conducting team efforts to design, implement measure and refine programs and services.
- Skill in implementing communication and collaboration between and among various areas of the organization to enhance service delivery, program development, and customer satisfaction.
- Skill in oral & written communication.
- Skill in providing mentor and coaching training in school improvement processes.
- Skill in analyzing data and apply as appropriate.
- Skill in implementing integration and interaction of vertical and horizontal systems to guarantee the support of high student achievement and customer satisfaction.
- Skill in directing the work of others.
- Skill in organizing subordinate departmental responsibilities and delegating same.
- Skill in implementing long-range and immediate plans.
- Skill in making oral and written presentations.
- Skill in analyzing complex information.


ROUND ROCK I S D
JOB DESCRIPTION

Job Title Principal Coach		Organizational Level Team Leader	Department School Improvement
Pay Grade 107	FLSA Exempt	Date Revised 06/10	Supervisor RRISE Grant Coordinator

ENTRY QUALIFICATIONS: Master's degree and experience equivalent to six years in related work including 4 years experience in a campus principal capacity.

PHYSICAL DEMANDS:

- Work with frequent interruptions.
- Repetitive hand motions; prolonged use of computer.
- Maintain emotional control under stress.
- Ability to see within normal parameters.
- Ability to hear within normal range.
- Must occasionally lift and/or move up to 20 lbs.
- Sitting for extended periods of time.
- No or very limited exposure to physical risk.
- Frequent district wide travel.
- Occasional prolonged and irregular hours.

ENVIRONMENTAL FACTORS:

- Work is normally performed in a typical interior/office work environment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee


ROUND ROCK I S D
JOB DESCRIPTION

Job Title Master Teacher – RRISE Grant		Organizational Level Teacher	Department Assigned Campus
Pay Grade Teacher Salary Schedule	FLSA Exempt	Date Revised 06/10	Supervisor Assigned Principal

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in providing an exemplary education which prepares each student to perform successfully in an ever-changing world.

BASIC FUNCTION & RESPONSIBILITY: Provide teachers at Round Rock Incentives for Superior Education (RRISE) grant campuses with formative evaluation and appropriate learning activities and experiences designed to expand their potential in developing their students' competencies and skills to function successfully in society.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein, however, this list represents EXAMPLES ONLY, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Collaborate with teachers to develop lessons for the classroom and guide the work of teachers, providing them with expert advice.
- Analyze school-wide student data as basis for developing school plan.
- Oversee planning, facilitation, and follow-up of cluster group meetings during professional growth blocks.
- Team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum.
- Observe and provide peer assistance and coaching towards meeting teachers' Individual Growth Plan goals.
- Coordinate meetings with campus department chairs to integrate best practices throughout the campus.
- Conduct campus-and district-based professional development activities.
- Conduct demonstration lessons.
- Observe classes and provide constructive feedback to the observed teacher.
- Assist teachers with modifications of instructional materials and delivery styles to meet student needs more effectively.
- Collaborate with all members of the RRISE team to deliver excellent, targeted professional development to teachers across all RRISE campuses.

SUPERVISION EXERCISED: None.



ROUND ROCK I S D

JOB DESCRIPTION

Job Title Master Teacher – RRISE Grant		Organizational Level Teacher	Department Assigned Campus
Pay Grade Teacher Salary Schedule	FLSA Exempt	Date Revised 06/10	Supervisor Assigned Principal

SKILLS & KNOWLEDGE:

- Knowledge of acceptable curriculum, instruction and assessment practices and principles.
- Knowledge of acceptable instructional techniques, materials, resources, etc.
- Skill in making oral and written presentations.
- Skill in providing professional development.
- Skill in implementing long-range and immediate plans.
- Skill in acceptable instructional techniques.
- Skill in identifying and developing curriculum and materials.

ENTRY QUALIFICATIONS: Bachelor's degree in education, a valid Texas Teacher Certificate and experience equivalent to five years classroom teaching experience. Experience in coaching teachers is preferred.

PHYSICAL DEMANDS:

- Work with frequent interruptions.
- Repetitive hand motions; prolonged use of computer.
- Ability to see within normal parameters.
- Ability to hear within normal range.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling and pushing.
- Move small stacks of textbooks, media equipment, desks, and other classroom equipment.

ENVIRONMENTAL FACTORS:

- Work is normally performed in a typical interior/office work environment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee


ROUND ROCK I S D
JOB DESCRIPTION

Job Title RRISE Grant Assessment and Research Coordinator		Organizational Level Coordinator	Department School Improvement
Pay Grade 105	FLSA Exempt	RRISE Revised 06/10	Supervisor RRISE Grant Coordinator

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in providing an exemplary education which prepares each student to perform successfully in an ever-changing world.

BASIC FUNCTION & RESPONSIBILITY: Coordinate the data and assessment related to the Round Rock Incentives for Superior Education (RRISE) grant and perform educational research.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein, however, this list represents EXAMPLES ONLY, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Ensure effective integration between and among vertical and horizontal systems for assigned programs or teams to enhance student achievement and customer satisfaction.
- Analyze the critical needs in assigned areas, conduct team efforts to design, implement, measure and refine assigned programs, and lead quality improvement efforts.
- Guide collaborative efforts to support effective delivery of services to the learning communities, service divisions, and other customers.
- Model core organizational values and beliefs; communicate openly and effectively within and across teams; and manage resources to effectively support district goals.
- Lead and participate in work groups in support of the District goals and objectives; and provide program accountability.
- Direct and evaluate the operational, financial and personnel activities related to the RRISE grant; assist with preparation of annual operating budget recommendations for RRISE grant.
- Administer and coordinate state mandated assessment and locally approved district-wide testing programs.
- Prepare analytical and summary student assessment/testing performance reports; provide informational presentations to the Board and executive management.
- Inventory, distribute and secure assessment/testing materials.
- Conduct educational research within the district.
- Collaborate with MIS in the development and use of the district-wide data warehouse application for data reporting and analysis.
- Develop and conduct training sessions on RRISE grant state assessment requirements.
- Perform other job related duties as assigned.

SUPERVISION EXERCISED: None.



JOB DESCRIPTION

Job Title RRISE Grant Assessment and Research Coordinator		Organizational Level Coordinator	Department School Improvement
Pay Grade 105	FLSA Exempt	RRISE Revised 06/10	Supervisor RRISE Grant Coordinator

SKILLS & KNOWLEDGE:

- Knowledge of acceptable research and testing methods and practices.
- Knowledge of district policies and procedures.
- Knowledge of TEA, TASB, NCLB, and related Texas rules, regulations, etc.
- Skill in use of advanced statistical software application tools (MS Excel formulas).
- Skill in conducting team efforts to design, implement, measure and refine programs and services.
- Skill in implementing communication and collaboration between and among various areas of the organization to enhance service delivery, program development, and customer satisfaction.
- Skill in delivery of services throughout the learning community, assigned area, and customers.
- Skill in implementing integration and interaction of vertical and horizontal systems to guarantee the support of high student achievement and customer satisfaction.
- Skill in planning and coordinating comprehensive testing and research services & programs.
- Skill in researching and analyzing data and reports.
- Skill in making oral and written presentations.

ENTRY QUALIFICATIONS: Master's degree in statistics required with experience in education preferred.

PHYSICAL DEMANDS:

- Work with frequent interruptions.
- Repetitive hand motions; prolonged use of computer.
- Maintain emotional control under stress.
- Ability to see within normal parameters.
- Ability to hear within normal range.
- Must occasionally lift and/or move up to 50 lbs.
- Sitting for extended periods of time.
- No or very limited exposure to physical risk.
- Occasional prolonged and irregular hours.

ENVIRONMENTAL FACTORS:

- Work is normally performed in a typical interior/office work environment; may occasionally perform work in a warehouse environment.
- Exposure to chemical fumes and materials.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

<p>Received by: _____</p> <p style="text-align: center;">Employee</p>	<p>DATE: _____</p>
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ROUND ROCK I S D
JOB DESCRIPTION

Job Title Assistant, Administrative		Organizational Level Paraprofessional	Department Designated Department
Pay Grade 205	FLSA Non-Exempt	Date Revised 01/08	Supervisor Designated Supervisor

ROLE: Through the effective and efficient performance of the characteristic duties and responsibilities outlined in this job description, the incumbent actively participates in providing an exemplary education, which prepares each student to perform successfully in an ever-changing world.

BASIC FUNCTION & RESPONSIBILITY: Provide secretarial/clerical/office support for designated campus/department supervisor and staff.

CHARACTERISTIC DUTIES & RESPONSIBILITIES: The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, knowledge, skills, and abilities noted herein, however, this list represents **EXAMPLES ONLY**, and is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Provide secretarial/clerical/office support for designated administrator (e.g. assistant director, assistant/associate principal, counselor, manager, etc.); prepare forms, newsletters, announcements, and bulletins; compose correspondence in response to routine or basic inquiries; search files/records/materials; assist in preparation of reports, surveys and questionnaires; and maintain office/department filing systems (classifying, coding, purging and disposing).
- Assist with or maintain specific accounts or portions of departmental budget; prepare and process purchase orders, requisitions, budget amendments, property and equipment acquisition records, contract agreements, work orders, travel requests, payroll forms, and similar documents; and order, receive and maintain inventory of office supplies.
- Serve as receptionist, screen phone calls and route to appropriate personnel; greet visitors, arrange meetings, make appointments for supervisor and campus/department staff; make travel and lodging arrangements; assist departmental customers (e.g. students, faculty, staff, contractors, architects, vendors, etc.) with inquiries and concerns; receive and sort office mail; assist with special projects/events; and may provide limited guidance and training to other employees.
- Perform other job-related duties as assigned.

SUPERVISION EXERCISED: None.

SKILLS & KNOWLEDGE:

- Knowledge of word processing software.
- Knowledge of basic mathematics and statistics.



JOB DESCRIPTION

Job Title Assistant, Administrative		Organizational Level Paraprofessional	Department Designated Department
Pay Grade 205	FLSA Non-Exempt	Date Revised 01/08	Supervisor Designated Supervisor

- Knowledge of applicable district policies and procedures.
- Knowledge of applicable laws pertaining to property acquisition.
 - Skill in operating standard PC software applications (word processing, spreadsheets, etc.).
- Skill in preparing written information for reports.
- Skill in working with financial records and preparing reports.
- Skill in proofreading and editing final documents.
- Skill in preparing and processing departmental contract agreements.
- Skill in preparing and processing property acquisition records, contracts and similar documents.

ENTRY QUALIFICATIONS: Education equivalent to completion of high school and experience equivalent to two years of secretarial/clerical/office work.

PHYSICAL DEMANDS:

- Work with frequent interruptions.
- Repetitive hand motions; prolonged use of computer.
- Maintain emotional control under stress.
- Ability to see within normal parameters.
- Ability to hear within normal range.
- Must occasionally lift and/or move up to 30 lbs.
- Sitting for extended periods of time.
- No or very limited exposure to physical risk.

ENVIRONMENTAL FACTORS:

- Work is normally performed in a typical interior/office work environment.

This description is intended to indicate the kinds of tasks and levels of work difficulty required of positions given this title and shall not be construed as declaring what the specific duties and responsibilities of any particular position shall be. It is not intended to limit or in any way modify the right of any supervisor to assign, direct and control the work of employees under supervision. The use of a particular expression or illustration describing duties shall not be held to exclude other duties not mentioned that are of similar kind or level of difficulty.

Received by: _____ Date: _____

Employee

Teacher Name: _____

**2009-10 Round Rock ISD
 Focused Observation Form
 Engaging Students – Using Formative Assessment – Providing Feedback**

PR/Award # S385A100065

e24

	Emerging	Experienced	Expert	Comments
Enrichment/ Student Engagement	Learning activities are sequenced and most students are cognitively engaged in learning activities.	Students actively explore the content and connect it to their individual interests.	Students investigate areas of interest within and connected to the content. Students initiate and adapt activities and projects to enhance their understanding.	
Discussion Techniques	Teacher’s questions are high quality. Students are given adequate time to respond.	Classroom discussion promotes high level thinking skills, with teacher stepping aside when appropriate.	Students initiate topics and ask high level questions. Most students actively participate in discussion.	
Meta-cognition	Teacher guides students to explore what they are thinking and how they are solving problems.	Students are aware of their thinking processes. Students use different techniques when prompted by the teacher.	Students can articulate their thinking processes and apply a range of processes to different situations.	
Depth of learning	Teacher creates lessons that give students some options for exploring their own areas of interest.	Teacher introduces students to the structure of the discipline. Students are allowed to develop their own options based on their areas of interest or ability.	Teacher introduces students to the patterns, trends, issues, unanswered questions and ethics associated with the discipline. Students are encouraged and supported to explore, develop, and research based on their own areas of interest or ability.	
Rigor - Complexity of learning	Teacher designs lessons that encourage students to make connections between the lesson and other content areas, past events, or future events.	Classroom activities and products have options that allow students to connect their learning to past or future events and other content areas.	Expansion of student learning to other content areas, past events or future predictions is embedded in the content, activities and product options.	
Relevance - Real World Application	Teacher presents content and demonstrates how content applies to real world context.	Teacher guides students through the use of content to solve a real world problem.	Students are given a real-world problem that allow them to apply content in order to find solutions.	

Teacher Name: _____

**2009-10 Round Rock ISD
 Focused Observation Form
 Engaging Students – Using Formative Assessment – Providing Feedback**

<p>“What do I want them to know and be able to do” – Learning Targets</p>	<p>Learning targets (objectives) are clearly posted and articulated for all parts of the lesson.</p>	<p>Teacher explains the learning targets (objective) in student friendly language. Students can describe the learning targets.</p>	<p>Students can accurately describe the learning targets. Teacher uses student-friendly language, rubrics, & samples of work that illustrate different levels of proficiency.</p>	
<p>“How do I know if they know it” – Formative Assessment</p>	<p>Assessment information is used to plan instruction and adjust instruction pace. (rather than grading).</p>	<p>Teacher is beginning to use assessment information to do such things as plan and adjust instruction, set goals for students, track student progress, & reflect on their own teaching</p>	<p>Teacher regularly uses assessment information to do such things as plan instruction, adjust instructional pace, set goals for students, track student progress & reflect on their own teaching.</p>	
<p>Feedback to students</p>	<p>Feedback/communication with students:</p> <ul style="list-style-type: none"> • Is not based solely on grades. • Occurs before a student is failing • Does not compare students to each other, e.g. grading on a curve. <p>Does not only consist of going over a test & explaining the questions students got wrong.</p>	<p>Feedback to students is based on learning targets they understand, is frequent & descriptive, emphasizes what they already know & next steps in learning, & needs to be limited to the amount they can absorb at any one time</p>	<p>Feedback/communication with students:</p> <ul style="list-style-type: none"> • Is based on learning targets they understand • Is frequent & describes strengths & next steps in learning. • Avoids evaluative feedback on practice work (grades) <p>Emphasizes what they already know how to do & limits corrective feedback to the amount they can absorb at any one time.</p>	
<p>Student Ownership of learning</p>	<p>Teacher tracks individual student learning on specific learning targets and communicates learning progress to students.</p>	<p>Teacher presents rubrics and other exemplars of student work. Teacher provides clear detailed feedback to students and encourages student tracking of and goal setting for their own learning.</p>	<p>Students self-assess, set goals for learning, & develop a plan for achieving those goals as a regular part of the lesson cycle.</p>	

Observed by: _____

Date: _____

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

SECTION I – GENERAL INSTRUCTIONS

1. **DESCRIPTION.** Round Rock Independent School District (“RRISD” or the “District”) is seeking to establish an agreement with business entities, higher education institutions, and/or individual consultants that will assist the District in the proper execution of a Federal Department of Education Student Mentoring Grant in accordance with the instructions, terms and conditions, and requirements/specifications contained in this Solicitation.
2. **SUBMISSION OF PROPOSALS.**
 - 2.1. Proposals are to be sealed and returned in an envelope marked on the outside with the Proposer’s name, address and proposal number.
 - 2.2. Proposals must be returned to the following address in sufficient time so as to be received and time stamped on or before the time and date shown on this Solicitation:

**Round Rock Independent School District
Purchasing Department
16255 Great Oaks Drive, Suite 200
Round Rock, TX 78681**
 - 2.3. Proposals shall represent a true and correct statement and shall contain no cause for claim of omission or error.
 - 2.4. Proposals will not be considered received unless the Proposal is physically received within the Purchase Office at the address listed above prior to Proposal opening.
 - 2.5. Late Solicitation Responses will not be considered under any circumstances.
3. **QUESTIONS.**
 - 3.1. Any explanation desired by a Proposer regarding the meaning or interpretation of this Solicitation must be submitted in writing to the Buyer identified on the face of this Solicitation within five (5) business days prior to the opening date, in order to allow a response to all Proposers before the submission of a proposal response.
 - 3.2. No contact shall be made with the District requester unless specifically authorized by the Buyer. Failure to comply with this requirement may be grounds for rejection of Solicitation Response.
4. **PROPOSAL RESPONSE.** Please prepare and submit **one (1) clearly identified, signed original**, along with **four (4) identical copies** of the original Proposal. Faxed or other electronic submission is prohibited unless specifically authorized in this Solicitation.
 - 4.1. **Proposal Response.** Proposal response must contain:
 - 4.1.1. The signed cover page of this Solicitation: Proposer’s Certification;
 - 4.1.2. The Proposal Response Form;
 - 4.1.3. Specification documents, if applicable;
 - 4.1.4. The certifications and representations (the Felony Conviction Notice, Supplier Diversity Form, and the CTPA Adoption Clause);
 - 4.1.5. Any additional documents required by the Solicitation.
 - 4.2. **Withdrawal of Proposals.** Any Proposer who is extended the privilege of withdrawing a Proposal because of having proven mechanical error in his or her Proposal may not be allowed to submit a Proposal on similar items for a period of one year unless this prohibition is waived by the Superintendent.
 - 4.3. **W-9 Certificate.** The Proposer is encouraged to submit with their proposal response a copy of a W-9 Vendor Identification Number Certificate to expedite the payment process if awarded a contract. A copy of the form can be found at <http://www.irs.ustreas.gov/pub/irs-pdf/fw9.pdf>.
5. **GENERAL TERMS, CONDITIONS AND REQUIREMENTS FOR SOLICITATIONS.** This Solicitation shall be governed by the following documents unless an exception is otherwise taken within this Solicitation. Documents are incorporated by reference only, and are not attached as part of this

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

Solicitation. A copy may be obtained at <https://www.roundrockisd.org/home/index.asp?page=1010> or by contacting the RRISD Buyer listed on the cover.

- 5.1. Texas Education Code 44.031.
 - 5.2. *Purchasing and Acquisition*, RRISD Policy CH (Legal).
 - 5.3. *Purchasing and Acquisition*, RRISD Policy CH (Local).
 - 5.4. *General Terms, Conditions and Requirements for Solicitations*, Version 3 Reference Document No. GTCR-03 dated February 26, 2004.
 - 5.5. *Service-Related Terms and Conditions*, Version 2, Reference Document No. STC-02 dated February 26, 2004.
6. **TERM OF CONTRACT.**
- 6.1. The contract created by an award of this Solicitation shall be in effect from on or about August 4, 2008 through June 30, 2009.
 - 6.2. RRISD reserves the right to extend the contract at the District's sole option for two (2) additional one-year increments.
 - 6.3. All extensions will be done in writing prior to the end of the current contract.
7. **EVALUATION AND CONTRACT AWARD.** RRISD will use the Best Value method to determine the awarded Proposer(s).
- 7.1. In determining Best Value the District may consider any or all of the following. NOTE: Order does not represent priority:
 - 7.1.1. Price;
 - 7.1.2. Reputation of the Proposer;
 - 7.1.3. Quality of the Proposer's products or services;
 - 7.1.4. Extent to which the products or services meet the needs of the District;
 - 7.1.5. Proposer's past relationship with the District;
 - 7.1.6. Total long-term cost to the District to acquire the product or service;
 - 7.1.7. Warranty;
 - 7.1.8. Service levels as outlined in the Solicitation;
 - 7.1.9. Other areas indicated and identified within the Solicitation.
 - 7.2. Award shall be made to the Proposer whose Proposal is deemed to be in the best interest of the District related to the factors above.
 - 7.3. See Section II, Special Instructions, for additional details.
8. **TYPE OF CONTRACT.** Fixed price for the term of the contract, including any extensions if exercised by the District.
9. **CONFLICT OF INTEREST.**
- 9.1. ***Disclosure of Certain Relationships with Local Government Officials.***
 - 9.1.1. Any individual or business entity that contracts or seeks to contract for the sale or purchase of property, goods, or services with Round Rock ISD must file a Vendor Conflict of Interest Questionnaire with the RRISD Purchasing Office in accordance with Texas Local Government Code Chapter 176, no later than the 7th business day after the recipient becomes aware of facts that require filing.
 - 9.1.2. This requirement applies to a person who is an agent of a vendor in the vendor's business with the District.
 - 9.1.3. Forms and additional information are available at <http://www.roundrockisd.org>.
 - 9.1.4. Forms are also posted at the Texas Ethics commission's website at: www.ethics.state.tx.us/whatsnew/conflict_forms.htm.
 - 9.2. ***Employee***
 - 9.2.1. Reference RRISD Policies CH (Local) Purchasing and Acquisition, and DBD (Local) Employment Requirements and Restrictions, all Proposers must disclose the name of any RRISD employee who owns, directly or indirectly, an interest in the Proposer's firm or any of its branches.

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

- 9.2.2. Failure to provide such information may be grounds for disqualification of the proposal or cancellation of a contract resulting from this Solicitation.
 - 9.2.3. Purchase of services or equipment from a business owned in whole or in part by a District employee shall be permitted only when approved by the Superintendent and executed through a documented competitive process.
 - 9.2.4. Services that might be provided by the employee as an extension of the employee's regular job responsibilities is exempted from consideration.
10. **SUPPLIER DIVERSITY PROGRAM.** The Round Rock Independent School District's Supplier Diversity Program ensures that the District will use its best efforts to ensure that small, women-owned and minority businesses are informed of current and future purchasing activities and will promote and encourage the participation of minority-owned, women-owned, and small business in purchasing of all goods and services.
- 10.1. **Supplier Diversity Program Requirements.**
- 10.1.1. By submission of a response to this Solicitation, Proposer will demonstrate a "Good Faith Effort" to comply with Round Rock Independent School District's Supplier Diversity Program.
 - 10.1.2. Proposer will provide opportunities to qualified small, minority and women-owned businesses for any identified subcontracting opportunities. A subcontractor is any person or company that provides supplies and/or services to a prime contractor where the suppliers/services are used to fulfill the prime contractor's contractual obligations with RRISD.
 - 10.1.3. Nothing herein shall be construed to neither authorize nor require expenditure of funds for goods and services apart from normal and statutory purchasing processes.
 - 10.1.4. For the purpose of the Supplier Diversity Program:
 - 10.1.4.1. "Small Business" is defined as a concern which is independently owned and operated, and which is not dominant in its field of operation. The business employs less than 50 employees and/or less than \$3 million in annual business volume from this local operation.
 - 10.1.4.2. "Minority Business" is a business concern which is at least 51% owned by one or more minority individual(s) or, in the case of any publicly owned business, at least 51% of the stock is owned by one or more of the minority individual(s) and whose management and daily business operations are controlled by one or more of the minority individual(s) who own it. Minority individuals means residents of the United States who are members of one of the following groups: African Americans, Hispanics, American Indians, Asian Americans, Alaska Natives, Pacific Islanders and other individuals found to be economically and socially disadvantaged by the Small Business Administration under section 8(a) of the Small Business Act.
 - 10.1.4.3. "Woman Business Enterprise" means a business concern which follows the same guidelines as a Minority Business Enterprise but which is owned by a woman.
 - 10.1.5. The Round Rock Independent School District will not allow misrepresentation for the purpose of evasion of the requirements by mis-certifying to any of the above statements.
- 10.2. **Small, Women-Owned or Minority Business Identification.**
- 10.2.1. Any business wishing to be identified by the District as a small, women-owned or minority business submitting a response to this solicitation, please complete Part I of the *Supplier Diversity Form*, included as an Exhibit to this Solicitation.
 - 10.2.2. In order to be identified as a small, women-owned or minority business, Proposer shall be certified as such by either a Texas State or Local Government which conducts a certification program or by the business "self-certifying" its business under one of the definitions listed above.
- 10.3. **Special Requirements for Proposals Exceeding \$10,000.**

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

- 10.3.1. In support of their "Good Faith Effort" Proposer will provide opportunities to qualified small, minority and women-owned businesses for any identified subcontracting opportunities.
- 10.3.2. If the Solicitation includes an estimated expenditure of \$10,000 or greater, the Proposer is required to complete Part II of the *Supplier Diversity Form*, included as an Exhibit to this Solicitation.
- 10.3.3. If the Solicitation does not include an estimated expenditure, but the sum-total of all items proposal by the Proposer is \$10,000 or greater, the Proposer is required to complete Part II of the *Supplier Diversity Form*, included as an Exhibit to this Solicitation.
- 10.3.4. By completing Part II of the Supplier Diversity Form, Proposer will indicate if the Proposer anticipates subcontracting a portion of the Proposer's work or will self-perform all work being proposed.

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
 External Program Evaluator / Consultant Services
 Request For Proposal (RFP) Number P09-018

SECTION II – SPECIAL INSTRUCTIONS

The following information is to provide the Proposer with the needed information on how to complete and submit their Proposal response.

1. **EVALUATION, NEGOTIATIONS, AND CONTRACT AWARD.**

- 1.1. THIS IS A NEGOTIATED PROCUREMENT, and as such, negotiations may occur during the open period of the RFP.
- 1.2. As part of the selection process, the District reserves the right to issue a request for Best and Final Offer from one or more Proposers.
- 1.3. The District shall accept the Proposal it deems to be in the best interest of the District. In making that determination, the District will use the following criteria to determine best value:

1.3.1. Business History and Experience	20%
1.3.2. Ability to Meet District Requirements	40%
<ul style="list-style-type: none"> • Program evaluation/consulting experience in Texas public school districts and community-based organizations • Writing and presenting findings to a wide variety of audiences • Publications in scholarly journals and other media 	
1.3.3. Cost	10%
1.3.4. Quality of RFP	20%
1.3.5. References	10%

2. **ANTICIPATED EXPENDITURE.** The anticipated expenditure for this contract is estimated at \$16,000 annually. The District does not warrant that all monies will be expended for the duration of the contract.
3. **PROPOSAL RESPONSE FORM.** Proposer is to complete entire section by identifying the company's vital information and its history with the District. This section will provide an overview of the Proposer's company.
4. **AWARD.**
 - 4.1. One Proposer will be selected to participate as the external evaluator for the Federal Student Mentoring Grant.
 - 4.2. It is the policy of the District that the selection of a Proposer to provide services in connection with the awarded grants be based on cost and demonstrated competence necessary for the satisfactory performance of the services requested, including specific qualifications required by the agency or organization funding the grant.

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

SECTION III –SCOPE OF SERVICES

1. **BACKGROUND.** The District has been and is regularly awarded Grants from various entities, including but not limited to, the United States Department of Education (DOE) and the Texas Education Agency (TEA). In April 2008, the District was awarded a Federal Student Mentoring Grant from the Office of Safe and Drug Free Schools. Proper execution of the grant requires an external evaluation and consulting component. Through services provided by the Contractor, the District shall conduct process/formative and/or summative evaluation to monitor and adjust the progress toward accomplishing the overall objectives of the grant, per administrative guidelines.
2. **STATEMENT OF WORK.**
 - 2.1 Development of evaluation plan and evaluation tools.
 - 2.2 Facilitate the collection of data for grant purposes, in collaboration with District staff members.
 - 2.3 Conduct process/formative evaluation to monitor and adjust the progress toward accomplishing the overall objectives of a grant, in collaboration with the District, community, and other stakeholders.
 - 2.4 Developing value-added recommendations for improvement of controls and operations, based on best practices.
 - 2.5 Developing value-added recommendations and demonstrations for improved student achievement, based on best practices.
 - 2.6 Developing value-added recommendations for meeting grant goals and objectives, including mandated Government Performance and Results Act (GPRA) performance measures established by the Federal Department of Education for the Student Mentoring Grant.
 - 2.7 Communicating results of reviews and demonstrations, both orally and in writing, to designated District representatives, Federal Department of Education Program Officers, and to any entities within the dissemination plan approved by the grant.
 - 2.8 Provide written formative and/or summative evaluation reports in the format required by the entity funding the grant or program, as well as create reports, presentations and other communications requested by the District and/or Federal Department of Education.
 - 2.9 External Evaluators/Consultants will work directly with designated District personnel. The persons involved will change dependent on the scope and subject of the individual grant or program.
 - 2.10 The intended result of this RFP is to designate all qualifying evaluators/consultants for the District considering the variety of grants received and programs within the District.
3. **TRAVEL.**
 - 3.1 When required and authorized by the District, the Contractor will perform services on-site at the designated RRISD campus and/or department or technical assistance or training site as required by the funding entity. Frequency and duration of travel will be jointly determined.
 - 3.2 Travel shall not exceed actual expenses and must be documented.
 - 3.3 The District shall reimburse for travel using District guidelines or funding entity guidelines, whichever is less. District guidelines can be found at:
<http://209.184.141.5/financialserv/Accountingfile/Reimbursements.htm>
 - 3.4 Any special circumstances or exceptions must be approved prior to travel by the District's Chief Financial Officer.

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

SECTION IV – BID RESPONSE FORM

1. **COMPANY INFORMATION.**

Company Name: _____

Address _____

City/State/Zip _____

Web address _____

Contact Name _____

Email address _____

Phone Number _____

Fax Number _____

Type of Organization: _____

Has the Proposer operated under any other name(s)? If so, please provide names and dates of operation: _____

2. **BUSINESS HISTORY AND EXPERIENCE.**

2.1. Years in business

	Years

2.2. Has your company provided these services to this District?

2.3. If yes, explain:

2.4. Has your company provided these services to other school districts or nonprofit organizations?

2.5. If yes, list districts and/or organizations:

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

3. **ABILITY TO MEET REQUIREMENTS.** If additional space is needed, provide an Attachment clearly indicated to which item the attachment refers (i.e., Attachment-Item 3.2—Service Solution).

Proposer to furnish five most recent evaluations/consultations (past or present) that provide firm evidence the firm has experience in Texas based schools and/or community-based organizations in evaluating grants and/or programs consisting of, but not limited to, experience with DOE and TEA grant evaluations.			
Item	Description	Date(s)	Status
3.1.			
3.2.			
3.3.			
3.4.			
3.5.			
3.6.	Proposer to provide sample writing and presenting findings as a separate attachment clearly marked— ATTACHMENT-Item 3.6—Sample Writing and Presenting Findings.		
3.7.	List of publications in scholarly journals and other media:		

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
 External Program Evaluator / Consultant Services
 Request For Proposal (RFP) Number P09-018

3.8.	Proposer to indicate the name(s) of the evaluators who would be working with RRISD and list their certifications and specialized knowledge that demonstrates their ability to meet the requirements listed in this RFP.
Evaluator Name	Certifications/Credentials
Specialized Knowledge	
3.9.	Define in detail your understanding of the RFP objectives, your service solution, and nature of grant program to be evaluated. Provide details and facts you deem necessary to evaluate your proposal.
3.10.	Describe your plan to provide value-added recommendations for improvement of controls and operations.

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

3.11.	List strategies for developing value-added recommendations and demonstrations for improved student achievement.
3.12.	Describe your experience and understanding of best practices for student mentoring programs, specific to at-risk student populations.

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
 External Program Evaluator / Consultant Services
 Request For Proposal (RFP) Number P09-018

4. **COST PROPOSAL**. The Bidder is to submit a separate sheet (clearly marked as: **ATTACHMENT-Item 4—Cost Proposal**) detailing the cost information pertaining to the services offered under this RFP.
5. **VENDOR REFERENCES**. The Bidder is to submit five (5) references that have contracted with their company to provide like products and/or services. It is recommended that the Bidder show school districts or other local government organizations equal to RRISD in size and structure, if possible. To expedite the evaluation process, e-mail is the preferred method of contact. Note: Failure to supply complete reference information may be grounds for bid disqualification.

5.1	Company Name	Contact	
	Business Address	Phone #	
	Email Address	Fax #	
	Scope of Services Performed		

5.2	Company Name	Contact	
	Business Address	Phone #	
	Email Address	Fax #	
	Scope of Services Performed		

5.3	Company Name	Contact	
	Business Address	Phone #	
	Email Address	Fax #	
	Scope of Services Performed		

5.4	Company Name	Contact	
	Business Address	Phone #	
	Email Address	Fax #	
	Scope of Services Performed		

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

5.5	Company Name	Contact	
	Business Address	Phone #	
	Email Address	Fax #	
	Scope of Services Performed		

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

SECTION V – CERTIFICATIONS/REPRESENTATIONS

1. FELONY CONVICTION NOTICE
2. SUPPLIER DIVERSITY FORM
3. CTPA ADOPTION CLAUSE

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

FELONY CONVICTION NOTICE

State of Texas Legislative Senate Bill No. 1, Section 44.034, Notification of Criminal History, Subsection (a), states "a person or business entity that enters into a contract with a school district must give advance notice to the district if the person or an owner or operator of the business entity has been convicted of a felony. The notice must include a general description of the conduct resulting in the conviction of a felony".

Subsection (b) states "a school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract".

THIS NOTICE IS NOT REQUIRED OF A PUBLICLY-HELD CORPORATION

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony convictions has been reviewed by me and the following information furnished is true to the best of my knowledge.

VENDOR'S NAME: _____

AUTHORIZED COMPANY OFFICIAL'S NAME: _____

A. My firm is a publicly-held corporation, therefore, this reporting requirement is not applicable.

Signature of Company Official: _____

B. My firm is not owned nor operated by anyone who has been convicted of a felony.

Signature of Company Official: _____

C. My firm is owned or operated by the following individual(s) who has/have been convicted of a felony.

Name of Felon(s): _____
(Attach additional sheet if necessary.)

Details of Conviction(s): _____
(Attach additional sheet if necessary.)

Signature of Company Official: _____

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

SUPPLIER DIVERSITY FORM

The Round Rock Independent School District's Supplier Diversity Program ensures that the District will use its best efforts to ensure that small, women-owned and minority businesses are informed of current and future purchasing activities and will promote and encourage the participation of minority-owned, women-owned, and small business in purchasing of all goods and services. Nothing herein shall be construed to neither authorize nor require expenditure of funds for goods and services apart from normal and statutory purchasing processes. All information provided is subject to verification and this form may be incorporated into any resulting contract.

PART I - SMALL, WOMEN-OWNED OR MINORITY BUSINESS IDENTIFICATION

Please list your company's business code, the ownership status (indicate if your firm is a small, women-owned or minority business as defined herein) and certification affiliation, if applicable:

Business Code (Check One) Sole Proprietorship Partnership Corporation Joint Venture

Business Ownership (Check One) Small Business Woman Owned Minority Owned Large and/or Non-Minority

Certification (Check One) State of Texas (HUB) Capital Metro (DBE) Self Proclaimed Other (Attached)

PART II - SPECIAL REQUIREMENTS FOR BIDS EXCEEDING \$10,000

RRISD encourages current and potential contractors to provide opportunities to qualified small, women-owned and minority businesses for subcontracts. A subcontractor is any person or company that provides supplies and/or services to a prime contractor where the suppliers/services are used to fulfill the prime contractor's contractual obligations with RRISD. If your firm will provide all of the labor and/or materials required for this procurement, please complete Section A below. If your firm will subcontract any portion of this procurement, please complete Section B below, and disclose all subcontractors

Section A - Firm Is Providing All Of The Items/Services Required For This Procurement:

My firm has not identified any subcontracting opportunities and will not subcontract any portion of the work. Yes (√)

Section B - Firm Will Subcontract A Portion Of The Items/Services As Listed Below:

My firm *has* identified subcontracting opportunities and will subcontract a portion(s) of the work. Yes (√)

Dollar Value of Bid: \$

Name of Subcontractor	Address	Phone #	Contact Person	Amount of Subcontract	Name of Subcontract

Attach separate sheet as required.

CERTIFICATION

I, the undersigned agent for the firm named below, certify that the information concerning Supplier Diversity Information has been reviewed by me and the following information furnished is true to the best of my knowledge.

Firm's Name: _____

Signature of Company Official: _____ **Date:** _____

ROUND ROCK INDEPENDENT SCHOOL DISTRICT
External Program Evaluator / Consultant Services
Request For Proposal (RFP) Number P09-018

CTPA ADOPTION CLAUSE

Central Texas Purchasing Alliance (CTPA)
Adoption Clause

USE OF CONTRACT(S) BY MEMBERS COMPRISING THE CTPA

- A. If authorized by the Vendor(s), resultant contract(s) may be adopted by the member districts of the CTPA as indicated below. Authorized members may purchase goods and/or services in accordance with contract pricing and purchasing terms established by the Contract Lead District.
- B. A list of members that may utilize the Vendor's contract is listed on the CTPA website, <http://www.roundrockisd.org/home/index.asp?page=2305>.
- C. Any district member wishing to utilize such contract(s), will contact the Vendor to verify that the contract is available to them and will place its own order(s) directly with the successful Vendor. The Successful Vendor may contact the member districts to inform them about the contract award. There shall be no obligation on the part of any participating district to utilize the contract(s).
- D. A negative reply by the Vendor will not adversely affect consideration of the Vendor's Solicitation response.
- E. Each participating district has the option of executing a separate contract with the successful Vendor, which may contain general terms and conditions unique to that contracting district. If, when preparing such contract, the general terms and conditions of a district are unacceptable to the successful Vendor, the successful Vendor may withdraw its extension of their offer to that district.
- F. The Contract Lead District shall not be held liable for any costs or damages incurred by another district as a result of any award extended to that district by the Successful Vendor.

BY SIGNATURE BELOW, THE VENDOR HEREBY AUTHORIZES THE MEMBER DISTRICTS AS INDICATED BY CHECK BELOW TO ADOPT ANY CONTRACT RESULTING FROM THE VENDOR'S RESPONSE TO THIS SOLICITATION:

Yes

No

Yes, with the exceptions of the following districts:

Firm's Name: _____

Printed Name of Authorized Company Official: _____

Signature of Company Official: _____

Date: _____

Budget Narrative

Budget Narrative

Attachment 1:

Title: **RRISD Budget Narrative Pages: 41** Uploaded File: **H:\Grants\Teacher Incentive Fund 2010\RRISD Budget Narrative FINAL.doc**

Round Rock Independent School District RRISE Budget Narrative

Year One

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Teachers: Tier 0 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	48	██████	██████
Teachers: Tier 2 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	143	\$██████	██████
Teachers: Tier 3 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	111	██████	██████
Teacher Student Growth Award Total	318		██████
Teachers: Tier O – Awards based on observation evaluation as described on page 21 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on observation evaluation as described on page 21 of the proposal	48	██████	██████
Teachers: Tier 2 – Awards based on observation evaluation as described on page 21 of the proposal	143	██████	██████
Teachers: Tier 3 – Awards based on observation evaluation as described on page 21 of the proposal	111	\$██████	██████
Teacher Observation Evaluation Award Total	318		██████
Teachers: Awards based on ABC portfolio as described on page 21 of the proposal	318	\$██████	██████
Teachers: Awards based on evidence of leadership as described on page 21 of the proposal	159	\$██████	██████
Teachers: Awards based on participation in collaborative meetings as described on pages 21-22 of the proposal	318	██████	██████
Teachers: Retention and recruitment awards to teachers in hard-to-staff fields as described on page 21-22	111	██████	██████
Total Teacher Differentiated Compensation and Incentive Awards			██████

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Principals: Tier 0 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	3	\$ [REDACTED]	[REDACTED]
Principals: Tier 2 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	7	\$ [REDACTED]	[REDACTED]
Principals: Tier 4 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	6	[REDACTED]	[REDACTED]
Principal Student Growth Award	17		\$ [REDACTED]
Principals: Tier 0 – Awards based on observations evaluation as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on observations evaluation as described on pages 22-23 of the proposal	3	[REDACTED]	[REDACTED]
Principals: Tier 2 – Awards based on observations evaluation as described on pages 22-23 of the proposal	7	\$ [REDACTED]	[REDACTED]
Principals: Tier 3 – Awards based on observations evaluation as described on pages 22-23 of the proposal	6	\$ [REDACTED]	[REDACTED]
Principal Observation Evaluation Award Total	17		[REDACTED]
Principals: Awards based on ABC portfolio as described on page 23 of the proposal	17	\$ [REDACTED]	[REDACTED]
Principals: Awards based on participation in collaborative meetings with teachers as described on pages 23-24 of the proposal	17	\$ [REDACTED]	[REDACTED]
Principals: Awards based on participation in collaborative meetings with other RRISE principals as described on page 24 of the proposal	17	\$ [REDACTED]	[REDACTED]
Principals: Awards based on teacher retention of 85 percent or more as described on pages 24 of the proposal	17	\$ [REDACTED]	[REDACTED]
Total Principal Awards			[REDACTED]

Year One

Personnel: The following requested personnel will all be hired as employees of the project	% FTE	Base Salary	Total
<i>RRISE Coordinator</i> (1): Manages and provides direction to the grant as described on page 43 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Observers for Professional Growth</i> (3): Evaluate teachers and principals as described on pages 43-44 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Principal Coach</i> (1): Provides formative evaluation and professional development to principals as described on page 44 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Master Teachers</i> (5): Provide formative evaluation and professional development to teachers as described on pages 44-45 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Administrative Assistant</i> (1): Provides administrative support to coordinator and other personnel; must have at least three years' experience in administrative assistance, preferably in educational grants	100%	[REDACTED]	[REDACTED]
<i>Data Analyst</i> (1): Processes and evaluates data as described on page 45 of the proposal	50%	[REDACTED]	[REDACTED]
Total Personnel Salaries			[REDACTED]

<i>Other Personnel Expenses:</i> RRISE predicts that teachers will need either substitutes for time out of class for professional development or extra-duty pay for activities undertaken as part of their professional development that this program will allow for them. Such substitute and extra-duty time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend RRISD onsite professional development. Not all teachers will need the same level of professional development: more days of substitute and extra-duty pay will be set aside for teachers who appear to be struggling. The days represented here are an average across all teachers.	Number of Personnel	Cost per Day	Total
<i>Substitutes:</i> These substitutes will be made available to teachers whose professional development plans require them to attend events such as conferences and workshops during school hours.	477	█	█
<i>Extra-duty pay:</i> these funds will be made available to teachers whose professional development plans require them to attend events such as workshops or book studies outside of contract hours.	318	\$█	█
Total Other Personnel			█

Total Personnel	█
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<i>Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. RRISE will pay fringe on incentive pay as well as on salaries and extra-duty pay.	█	█

Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$150 per night for three nights, local transportation of \$100, and per diem of \$36	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for RRISE’s grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (RRISE Coordinator and 2 other key personnel)	\$ [REDACTED]	[REDACTED]
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (RRISE Coordinator and 1 other key staff member)	[REDACTED]	[REDACTED]
Total Conference Travel			[REDACTED]

Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Round Rock ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; RRISE will use the same formula.	Miles	Rate	Total
<i>Grant Coordinator Travel:</i> The RRISE Grant Coordinator is expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	6,000	[REDACTED]	[REDACTED]
<i>Observers for Professional Growth (3) Travel:</i> The OPGs will travel a good deal in the exercise of their responsibilities as evaluators of teacher and principal quality, although less so than the RRISE Coordinator, as they can concentrate their efforts on a single campus for a day.	15,000	[REDACTED]	[REDACTED]
<i>Principal Coach Travel:</i> The Principal Coach will travel to campuses to work individually with nineteen principals and assistant principals at least twice monthly, if not more.	4,000	\$ [REDACTED]	[REDACTED]
<i>Elementary Master Teachers (3) Travel:</i> Elementary Master Teachers will serve two campuses and thus will be required to travel between the two; RRISE will be sure that the campuses are geographically close to each other.	6,000	[REDACTED]	[REDACTED]

Year One

<i>Local Travel, cont'd</i>	Miles	Rate	Total
<i>Middle School Master Teachers (2) Travel:</i> Middle School Master Teachers will serve a single campus and thus will have relatively limited travel needs, such as attendance at bi-weekly staff meetings or professional development activities.	1,000	█	█
Local Travel Total			█

Travel for Professional Development: RRISE intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their OPG, Master Teacher, or Principal Coach and will be directly related to areas of professional growth the teacher or principal has identified. Teachers will be restricted to in-state conferences; principals will be allowed to attend a single national workshop relevant to school leadership. Although the budget allows for all principals to attend a national conference, it does not allow for all teachers to attend an in-state conference. This intervention will be reserved for teachers most in need.	Number of Trips	Cost Per Trip	Total
<i>Teacher In-State Conference:</i> Registration \$200, Travel \$100, Hotel \$170 (\$85 for two nights), Per diem \$72 (\$36 for two days)	64	█	█
<i>Austin Area Conference:</i> Registration \$200, Travel \$200, Per diem \$36	254	\$█	█
<i>Principal National Conference:</i> Registration \$300, Airfare \$600, Hotel Room \$450 (\$150 per night for three nights, local transportation of \$100, per diem of \$108 (\$36 per day for three days)	7	█	█
Professional Development Travel Total			█
Total Travel			█

Equipment: Consistent RRISD’s policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Number of Items	Cost per Unit	Total
<i>Laptop Computers:</i> Laptop computers are necessary to supply the needs of eleven new employees; laptops will be necessary given the high mobility of all RRISE staff	7	█	█
<i>Laptop Computers and Laptop Docking Stations:</i> These will allow personnel to dock their laptops in the RRISE office, giving them immediate access to office hardware such as desktop printers	4	\$█	█
<i>Copier:</i> A copier is necessary as RRISE offices will be in an isolated portable without a district copier available	1	\$█	█
Equipment Total			█

Supplies: Consistent with RRISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than \$1,000, or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than \$1,000 per unit.	Number of Items	Cost per Unit	Total
<i>Laser Printer:</i> A laser printer is necessary to handle printing professional-quality documents	1	█	█
<i>Desktop Color Printer:</i> A desktop color printer is necessary to produce limited numbers of color documents needed by the program	1	\$█	█
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the RRISE office			\$█
<i>Copies:</i> Copies of numerous documents – from completed evaluations to examples of ABC portfolios – will need to be made for the continuing operation of the RRISE office	200,000	█	\$█
<i>Books for Professional Development Book Studies:</i> RRISE will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others	636	█	█

Year One

Supplies, cont'd	Number of Items	Cost per Unit	Total
<i>Workbooks for Professional Development:</i> RRISE will provide companion workbooks where available to books used in book studies	318	█	█
<i>Site Licenses for On-line Professional Development:</i> RRISE will purchase site licenses for on-line professional development as detailed on pages x-xx of the proposal	7	█	█
Supply Total			█

Contractual	Timing of Costs	Total
<i>Professional Development:</i> RRISE will contract with outside professional development providers who can fill in the holes in RRISD's own professional development offerings. These providers will provide on-site workshops to teachers on topics that are relevant to large numbers of teachers' professional development needs – perhaps those that align with district goals or campus improvement plans. Workshops will be budgeted at \$2,000 for an eight-hour workshop for 30 participants; RRISE plans ten such workshops. See pages 38-39 of the proposal for further information regarding contracted professional development.	Throughout the school year	█
<i>Evaluation:</i> RRISE plans to contract with an external evaluator to conduct the local evaluation, using both quantitative and qualitative analysis. RRISE expects to receive bi-annual evaluation reports and surveys from the contract. Please see pages 53-56 of the proposal for further information regarding the evaluation design.	Throughout the year	█
<i>Data Systems:</i> RRISE will contract with a district provider to build and maintain programs and facilities for data collection and reporting for RRISE grant activities as described in pages 33-36 of the proposal. Expected work time is 400 hours at \$100 per hour.	Throughout the year	█
<i>Web Page Design and Development:</i> RRISE will contract with a district provider to develop a website that will provide information to teachers, principals, district personnel, and community members regarding the RRISE program.	Beginning of the program	█
Contractual Total		█

<i>Other Expenses</i>	Total
<i>Printing:</i> RRISE will need to print a good deal of material including guides for teachers and principals for the incentive system, the evaluation procedure, and the ABC guidelines, among others.	████████
<i>Food:</i> RRISE will serve snacks and a light luncheon during the professional development workshops offered by the outside contractor. It estimates that snacks will cost \$7.00 per person and that lunch will cost \$10.00 per person. Each workshop will include 30 participants and the facilitators as well as members of the RRISE staff; thus RRISE is anticipating a guest list of 35. Workshops will occur ten times in the course of the year.	████████
Other Total	████████

Total Direct Costs	████████
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Total Indirect Costs (14.795% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)	████████
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Total Costs	████████
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Year Two

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Teachers: Tier 0 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	48	██████	██████
Teachers: Tier 2 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	143	██████	██████
Teachers: Tier 3 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	111	██████	██████
Teacher Student Growth Award Total	318		\$██████
Teachers: Tier O – Awards based on observation evaluation as described on page 21 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on observation evaluation as described on page 21 of the proposal	48	\$██████	██████
Teachers: Tier 2 – Awards based on observation evaluation as described on page 21 of the proposal	143	██████	██████
Teachers: Tier 3 – Awards based on observation evaluation as described on page 21 of the proposal	111	\$██████	██████
Teacher Observation Evaluation Award Total	318		██████
Teachers: Awards based on ABC portfolio as described on page 21 of the proposal	318	██████	██████
Teachers: Awards based on evidence of leadership as described on page 21 of the proposal	159	\$██████	██████
Teachers: Awards based on participation in collaborative meetings as described on pages 21-22 of the proposal	318	██████	██████
Teachers: Retention and recruitment awards to teachers in hard-to-staff fields as described on page 21-22	111	\$██████	██████
Total Teacher Differentiated Compensation and Incentive Awards ██████████			

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Principals: Tier 0 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	3	██████	██████
Principals: Tier 2 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	7	██████	██████
Principals: Tier 4 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	6	██████	██████
Principal Student Growth Award	17		██████
Principals: Tier O – Awards based on observations evaluation as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on observations evaluation as described on pages 22-23 of the proposal	3	\$██████	██████
Principals: Tier 2 – Awards based on observations evaluation as described on pages 22-23 of the proposal	7	██████	██████
Principals: Tier 3 – Awards based on observations evaluation as described on pages 22-23 of the proposal	6	██████	██████
Principal Observation Evaluation Award Total	17		██████
Principals: Awards based on ABC portfolio as described on page 23 of the proposal	17	██████	██████
Principals: Awards based on participation in collaborative meetings with teachers as described on pages 23-24 of the proposal	17	\$██████	██████
Principals: Awards based on participation in collaborative meetings with other RRISE principals as described on page 24 of the proposal	17	██████	██████
Principals: Awards based on teacher retention of 85 percent or more as described on pages 24 of the proposal	17	\$██████	██████
Total Principal Awards			\$██████

Year Two

Personnel: The following requested personnel will all be hired as employees of the project	% FTE	Base Salary	Total
<i>RRISE Coordinator</i> (1): Manages and provides direction to the grant as described on page 43 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Observers for Professional Growth</i> (3): Evaluate teachers and principals as described on pages 43-44 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Principal Coach</i> (1): Provides formative evaluation and professional development to principals as described on page 44 of the proposal	100%	\$ [REDACTED]	[REDACTED]
<i>Master Teachers</i> (5): Provide formative evaluation and professional development to teachers as described on pages 44-45 of the proposal	100%	[REDACTED]	[REDACTED]
<i>Administrative Assistant</i> (1): Provides administrative support to coordinator and other personnel; must have at least three years' experience in administrative assistance, preferably in educational grants	100%	[REDACTED]	[REDACTED]
<i>Data Analyst</i> (1): Processes and evaluates data as described on page 45 of the proposal	50%	[REDACTED]	[REDACTED]
Total Personnel Salaries			[REDACTED]

<i>Other Personnel Expenses:</i> RRISE predicts that teachers will need either substitutes for time out of class for professional development or extra-duty pay for activities undertaken as part of their professional development that this program will allow for them. Such substitute and extra-duty time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend RRISD onsite professional development. Not all teachers will need the same level of professional development: more days of substitute and extra-duty pay will be set aside for teachers who appear to be struggling. The days represented here are an average across all teachers.	Number of Personnel	Cost per Day	Total
<i>Substitutes:</i> These substitutes will be made available to teachers whose professional development plans require them to attend events such as conferences and workshops during school hours.	477	█	█
<i>Extra-duty pay:</i> these funds will be made available to teachers whose professional development plans require them to attend events such as workshops or book studies outside of contract hours.	318	█	█
Total Other			█

Total Personnel

<i>Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. RRISE will pay fringe on incentive pay as well as on salaries and extra-duty pay.	█	█

Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$150 per night for three nights, local transportation of \$100, and per diem of \$36	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for RRISE's grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (RRISE Coordinator and 2 other key personnel)	█	█
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (RRISE Coordinator and 1 other key staff member)	\$█	█
Total Conference Travel			█

Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Round Rock ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; RRISE will use the same formula.	Miles	Rate	Total
<i>Grant Coordinator Travel:</i> The RRISE Grant Coordinator is expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	6,000	\$█	█
<i>Observers for Professional Growth (3) Travel:</i> The OPGs will travel a good deal in the exercise of their responsibilities as evaluators of teacher and principal quality, although less so than the RRISE Coordinator, as they can concentrate their efforts on a single campus for a day.	15,000	█	█
<i>Principal Coach Travel:</i> The Principal Coach will travel to campuses to work individually with nineteen principals and assistant principals at least twice monthly, if not more.	4,000	\$█	█
<i>Elementary Master Teachers (3) Travel:</i> Elementary Master Teachers will serve two campuses and thus will be required to travel between the two; RRISE will be sure that the campuses are geographically close to each other.	6,000	\$█	█

Year Two

<i>Local Travel, cont'd</i>	Miles	Rate	Total
<i>Middle School Master Teachers (2) Travel:</i> Middle School Master Teachers will serve a single campus and thus will have relatively limited travel needs, such as attendance at bi-weekly staff meetings or professional development activities.	1,000	█	█
Local Travel Total			█

Travel for Professional Development: RRISE intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their OPG, Master Teacher, or Principal Coach and will be directly related to areas of professional growth the teacher or principal has identified. Teachers will be restricted to in-state conferences; principals will be allowed to attend a single national workshop relevant to school leadership. Although the budget allows for all principals to attend a national conference, it does not allow for all teachers to attend an in-state conference. This intervention will be reserved for teachers most in need.	Number of Trips	Cost Per Trip	Total
<i>Teacher In-State Conference:</i> Registration \$200, Travel \$100, Hotel \$170 (\$85 for two nights), Per diem \$72 (\$36 for two days)	64	\$█	█
<i>Austin Area Conference:</i> Registration \$200, Travel \$200, Per diem \$36	254	\$█	█
<i>Principal National Conference:</i> Registration \$300, Airfare \$600, Hotel Room \$450 (\$150 per night for three nights, local transportation of \$100, per diem of \$108 (\$36 per day for three days)	7	█	█
Professional Development Travel Total			█
Total Travel			█

Supplies: Consistent with RRISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than \$1,000, or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than \$1,000 per unit.	Number of Items	Cost per Unit	Total
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the RRISE office			██████
<i>Copies:</i> Copies of numerous documents – from completed evaluations to examples of ABC portfolios – will need to be made for the continuing operation of the RRISE office	200,000	██████	██████
<i>Books for Professional Development Book Studies:</i> RRISE will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others	636	██████	██████
<i>Workbooks for Professional Development:</i> RRISE will provide companion workbooks where available to books used in book studies	318	██████	██████
<i>Site Licenses for On-line Professional Development:</i> RRISE will purchase site licenses for on-line professional development as detailed on pages x-xx of the proposal	7	██████	██████
Supply Total			██████

Contractual	Timing of Costs	Total
<i>Professional Development:</i> RRISE will contract with outside professional development providers who can fill in the holes in RRISD’s own professional development offerings. These providers will provide on-site workshops to teachers on topics that are relevant to large numbers of teachers’ professional development needs – perhaps those that align with district goals or campus improvement plans. Workshops will be budgeted at \$2,000 for an eight-hour workshop for 30 participants; RRISE plans ten such workshops. See pages 38-39 of the proposal for further information regarding contracted professional development.	Throughout the school year	██████

Year Two

Contractual	Timing of Costs	Total
<i>Evaluation:</i> RRISE plans to contract with an external evaluator to conduct the local evaluation, using both quantitative and qualitative analysis. RRISE expects to receive bi-annual evaluation reports and surveys from the contract. Please see pages 53-56 of the proposal for further information regarding the evaluation design.	Throughout the year	████████
<i>Data Systems:</i> RRISE will contract with a district provider to build and maintain programs and facilities for data collection and reporting for RRISE grant activities as described in pages 33-36 of the proposal. Expected work time is 400 hours at \$100 per hour.	Throughout the year	████████
Contractual Total		\$████████

Other Expenses	Total	
<i>Printing:</i> RRISE will need to print a good deal of material including guides for teachers and principals for the incentive system, the evaluation procedure, and the ABC guidelines, among others.	████████	
<i>Food:</i> RRISE will serve snacks and a light luncheon during the professional development workshops offered by the outside contractor. It estimates that snacks will cost \$7.00 per person and that lunch will cost \$10.00 per person. Each workshop will include 30 participants and the facilitators as well as members of the RRISE staff; thus RRISE is anticipating a guest list of 35. Workshops will occur ten times in the course of the year.	████████	
Other Total		████████

Total Direct Costs	████████
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Total Indirect Costs (14.795% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)	████████
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Total Costs	████████
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Year Two

Year Three

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Teachers: Tier 0 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	48	\$ [REDACTED]	[REDACTED]
Teachers: Tier 2 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	143	[REDACTED]	[REDACTED]
Teachers: Tier 3 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	111	[REDACTED]	[REDACTED]
Teacher Student Growth Award Total	318		[REDACTED]
Teachers: Tier O – Awards based on observation evaluation as described on page 21 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on observation evaluation as described on page 21 of the proposal	48	[REDACTED]	[REDACTED]
Teachers: Tier 2 – Awards based on observation evaluation as described on page 21 of the proposal	143	[REDACTED]	[REDACTED]
Teachers: Tier 3 – Awards based on observation evaluation as described on page 21 of the proposal	111	[REDACTED]	[REDACTED]
Teacher Observation Evaluation Award Total	318		[REDACTED]
Teachers: Awards based on ABC portfolio as described on page 21 of the proposal	318	\$ [REDACTED]	[REDACTED]
Teachers: Awards based on evidence of leadership as described on page 21 of the proposal	159	[REDACTED]	\$ [REDACTED]
Teachers: Awards based on participation in collaborative meetings as described on pages 21-22 of the proposal	318	[REDACTED]	[REDACTED]
Teachers: Retention and recruitment awards to teachers in hard-to-staff fields as described on page 21-22	111	[REDACTED]	[REDACTED]
Total Teacher Differentiated Compensation and Incentive Awards			[REDACTED]

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Principals: Tier 0 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	3	\$ [REDACTED]	[REDACTED]
Principals: Tier 2 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	7	[REDACTED]	[REDACTED]
Principals: Tier 4 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	6	\$ [REDACTED]	[REDACTED]
Principal Student Growth Award	17		[REDACTED]
Principals: Tier O – Awards based on observations evaluation as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on observations evaluation as described on pages 22-23 of the proposal	3	[REDACTED]	[REDACTED]
Principals: Tier 2 – Awards based on observations evaluation as described on pages 22-23 of the proposal	7	[REDACTED]	[REDACTED]
Principals: Tier 3 – Awards based on observations evaluation as described on pages 22-23 of the proposal	6	[REDACTED]	[REDACTED]
Principal Observation Evaluation Award Total	17		[REDACTED]
Principals: Awards based on ABC portfolio as described on page 23 of the proposal	17	[REDACTED]	[REDACTED]
Principals: Awards based on participation in collaborative meetings with teachers as described on pages 23-24 of the proposal	17	\$ [REDACTED]	[REDACTED]
Principals: Awards based on participation in collaborative meetings with other RRRISE principals as described on page 24 of the proposal	17	\$ [REDACTED]	[REDACTED]
Principals: Awards based on teacher retention of 85 percent or more as described on pages 24 of the proposal	17	\$ [REDACTED]	[REDACTED]
Total Principal Awards			[REDACTED]

Year Three

Personnel: The following requested personnel will all be hired as employees of the project	% FTE	Base Salary	Total
<i>RRISE Coordinator</i> (1): Manages and provides direction to the grant as described on page 43 of the proposal	100%	██████████	██████████
<i>Observers for Professional Growth</i> (3): Evaluate teachers and principals as described on pages 43-44 of the proposal	100%	██████████	██████████
<i>Principal Coach</i> (1): Provides formative evaluation and professional development to principals as described on page 44 of the proposal	100%	\$██████████	██████████
<i>Master Teachers</i> (5): Provide formative evaluation and professional development to teachers as described on pages 44-45 of the proposal	100%	██████████	██████████
<i>Administrative Assistant</i> (1): Provides administrative support to coordinator and other personnel; must have at least three years' experience in administrative assistance, preferably in educational grants	100%	██████████	██████████
<i>Data Analyst</i> (1): Processes and evaluates data as described on page 45 of the proposal	50%	██████████	██████████
Total Personnel Salaries			██████████

<i>Other Personnel Expenses:</i> RRISE predicts that teachers will need either substitutes for time out of class for professional development or extra-duty pay for activities undertaken as part of their professional development that this program will allow for them. Such substitute and extra-duty time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend RRISD onsite professional development. Not all teachers will need the same level of professional development: more days of substitute and extra-duty pay will be set aside for teachers who appear to be struggling. The days represented here are an average across all teachers.	Number of Personnel	Cost per Day	Total
<i>Substitutes:</i> These substitutes will be made available to teachers whose professional development plans require them to attend events such as conferences and workshops during school hours.	477	█	█
<i>Extra-duty pay:</i> these funds will be made available to teachers whose professional development plans require them to attend events such as workshops or book studies outside of contract hours.	318	\$█	█
Total Other Personnel			█

Total Personnel █

<i>Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. RRISE will pay fringe on incentive pay as well as on salaries and extra-duty pay.	█	█

Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$150 per night for three nights, local transportation of \$100, and per diem of \$36	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for RRISE’s grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (RRISE Coordinator and 2 other key personnel)	██████████	██████████
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (RRISE Coordinator and 1 other key staff member)	\$██████████	██████████
Total Conference Travel			██████████

Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Round Rock ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; RRISE will use the same formula.	Miles	Rate	Total
<i>Grant Coordinator Travel:</i> The RRISE Grant Coordinator is expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	6,000	██████████	██████████
<i>Observers for Professional Growth (3) Travel:</i> The OPGs will travel a good deal in the exercise of their responsibilities as evaluators of teacher and principal quality, although less so than the RRISE Coordinator, as they can concentrate their efforts on a single campus for a day.	15,000	██████████	██████████
<i>Principal Coach Travel:</i> The Principal Coach will travel to campuses to work individually with nineteen principals and assistant principals at least twice monthly, if not more.	4,000	██████████	██████████
<i>Elementary Master Teachers (3) Travel:</i> Elementary Master Teachers will serve two campuses and thus will be required to travel between the two; RRISE will be sure that the campuses are geographically close to each other.	6,000	██████████	██████████

Year Three

Local Travel, cont'd	Miles	Rate	Total
<i>Middle School Master Teachers (2) Travel:</i> Middle School Master Teachers will serve a single campus and thus will have relatively limited travel needs, such as attendance at bi-weekly staff meetings or professional development activities.	1,000	██████	██████
Local Travel Total			\$16,000

Travel for Professional Development: RRISE intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their OPG, Master Teacher, or Principal Coach and will be directly related to areas of professional growth the teacher or principal has identified. Teachers will be restricted to in-state conferences; principals will be allowed to attend a single national workshop relevant to school leadership. Although the budget allows for all principals to attend a national conference, it does not allow for all teachers to attend an in-state conference. This intervention will be reserved for teachers most in need.	Number of Trips	Cost Per Trip	Total
<i>Teacher In-State Conference:</i> Registration \$200, Travel \$100, Hotel \$170 (\$85 for two nights), Per diem \$72 (\$36 for two days)	64	██████	██████
<i>Austin Area Conference:</i> Registration \$200, Travel \$200, Per diem \$36	254	██████	██████
<i>Principal National Conference:</i> Registration \$300, Airfare \$600, Hotel Room \$450 (\$150 per night for three nights, local transportation of \$100, per diem of \$108 (\$36 per day for three days)	7	██████	██████
Professional Development Travel Total			██████
Total Travel			██████

Supplies: Consistent with RRISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than \$1,000, or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than \$1,000 per unit.	Number of Items	Cost per Unit	Total
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the RRISE office			██████
<i>Copies:</i> Copies of numerous documents – from completed evaluations to examples of ABC portfolios – will need to be made for the continuing operation of the RRISE office	200,000	██████	██████
<i>Books for Professional Development Book Studies:</i> RRISE will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others	636	██████	██████
<i>Workbooks for Professional Development:</i> RRISE will provide companion workbooks where available to books used in book studies	318	██████	██████
<i>Site Licenses for On-line Professional Development:</i> RRISE will purchase site licenses for on-line professional development as detailed on pages x-xx of the proposal	7	██████	██████
Supply Total			██████

Contractual	Timing of Costs	Total
<i>Professional Development:</i> RRISE will contract with outside professional development providers who can fill in the holes in RRISD’s own professional development offerings. These providers will provide on-site workshops to teachers on topics that are relevant to large numbers of teachers’ professional development needs – perhaps those that align with district goals or campus improvement plans. Workshops will be budgeted at \$2,000 for an eight-hour workshop for 30 participants; RRISE plans ten such workshops. See pages 38-39 of the proposal for further information regarding contracted professional development.	Throughout the school year	██████

Year Three

Contractual	Timing of Costs	Total
<i>Evaluation:</i> RRISE plans to contract with an external evaluator to conduct the local evaluation, using both quantitative and qualitative analysis. RRISE expects to receive bi-annual evaluation reports and surveys from the contract. Please see pages 53-56 of the proposal for further information regarding the evaluation design.	Throughout the year	████████
<i>Data Systems:</i> RRISE will contract with a district provider to build and maintain programs and facilities for data collection and reporting for RRISE grant activities as described in pages 33-36 of the proposal. Expected work time is 400 hours at \$100 per hour.	Throughout the year	████████
Contractual		████████
Other Expenses		Total
<i>Printing:</i> RRISE will need to print a good deal of material including guides for teachers and principals for the incentive system, the evaluation procedure, and the ABC guidelines, among others.		████████
<i>Food:</i> RRISE will serve snacks and a light luncheon during the professional development workshops offered by the outside contractor. It estimates that snacks will cost \$7.00 per person and that lunch will cost \$10.00 per person. Each workshop will include 30 participants and the facilitators as well as members of the RRISE staff; thus RRISE is anticipating a guest list of 35. Workshops will occur ten times in the course of the year.		████████
Other Total		████████
Total Direct Costs		████████
Total Indirect Costs (14.795% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)		████████
Total Costs		████████

Year Four

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Teachers: Tier 0 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	48	██████	██████
Teachers: Tier 2 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	143	██████	██████
Teachers: Tier 3 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	111	\$██████	██████
Teacher Student Growth Award Total	318		██████
Teachers: Tier O – Awards based on observation evaluation as described on page 21 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on observation evaluation as described on page 21 of the proposal	48	██████	██████
Teachers: Tier 2 – Awards based on observation evaluation as described on page 21 of the proposal	143	\$██████	██████
Teachers: Tier 3 – Awards based on observation evaluation as described on page 21 of the proposal	111	\$██████	██████
Teacher Observation Evaluation Award Total	318		\$333,500
Teachers: Awards based on ABC portfolio as described on page 21 of the proposal	318	██████	██████
Teachers: Awards based on evidence of leadership as described on page 21 of the proposal	159	██████	██████
Teachers: Awards based on participation in collaborative meetings as described on pages 21-22 of the proposal	318	██████	██████
Teachers: Retention and recruitment awards to teachers in hard-to-staff fields as described on page 21-22	111	██████	██████
Total Teacher Differentiated Compensation and Incentive Awards			██████

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Principals: Tier 0 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	3	\$ [REDACTED]	[REDACTED]
Principals: Tier 2 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	7	[REDACTED]	[REDACTED]
Principals: Tier 4 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	6	[REDACTED]	[REDACTED]
Principal Student Growth Award	17		[REDACTED]
Principals: Tier O – Awards based on observations evaluation as described on pages 22-23 of the proposal	1	\$0	\$0
Principals: Tier 1 – Awards based on observations evaluation as described on pages 22-23 of the proposal	3	[REDACTED]	[REDACTED]
Principals: Tier 2 – Awards based on observations evaluation as described on pages 22-23 of the proposal	7	[REDACTED]	[REDACTED]
Principals: Tier 3 – Awards based on observations evaluation as described on pages 22-23 of the proposal	6	[REDACTED]	[REDACTED]
Principal Observation Evaluation Award Total	17		[REDACTED]
Principals: Awards based on ABC portfolio as described on page 23 of the proposal	17	\$ [REDACTED]	[REDACTED]
Principals: Awards based on participation in collaborative meetings with teachers as described on pages 23-24 of the proposal	17	[REDACTED]	[REDACTED]
Principals: Awards based on participation in collaborative meetings with other RRISE principals as described on page 24 of the proposal	17	[REDACTED]	[REDACTED]
Principals: Awards based on teacher retention of 85 percent or more as described on pages 24 of the proposal	17	[REDACTED]	[REDACTED]
Total Principal Awards			\$145,275

Year Four

Personnel: The following requested personnel will all be hired as employees of the project	% FTE	Base Salary	Total
<i>RRISE Coordinator</i> (1): Manages and provides direction to the grant as described on page 43 of the proposal	100%	██████████	██████████
<i>Observers for Professional Growth</i> (3): Evaluate teachers and principals as described on pages 43-44 of the proposal	100%	██████████	██████████
<i>Principal Coach</i> (1): Provides formative evaluation and professional development to principals as described on page 44 of the proposal	100%	██████████	██████████
<i>Master Teachers</i> (5): Provide formative evaluation and professional development to teachers as described on pages 44-45 of the proposal	100%	██████████	██████████
<i>Administrative Assistant</i> (1): Provides administrative support to coordinator and other personnel; must have at least three years' experience in administrative assistance, preferably in educational grants	100%	██████████	\$ ██████████
<i>Data Analyst</i> (1): Processes and evaluates data as described on page 45 of the proposal	50%	██████████	██████████
Total Personnel Salaries			\$765,180

<i>Other Personnel Expenses:</i> RRISE predicts that teachers will need either substitutes for time out of class for professional development or extra-duty pay for activities undertaken as part of their professional development that this program will allow for them. Such substitute and extra-duty time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend RRISD onsite professional development. Not all teachers will need the same level of professional development: more days of substitute and extra-duty pay will be set aside for teachers who appear to be struggling. The days represented here are an average across all teachers.	Number of Personnel	Cost per Day	Total
<i>Substitutes:</i> These substitutes will be made available to teachers whose professional development plans require them to attend events such as conferences and workshops during school hours.	477	████	██████
<i>Extra-duty pay:</i> these funds will be made available to teachers whose professional development plans require them to attend events such as workshops or book studies outside of contract hours.	318	████	██████
Total Other Personnel			██████

Total Personnel	██████████
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<i>Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. RRISE will pay fringe on incentive pay as well as on salaries and extra-duty pay.	████	██████

Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$150 per night for three nights, local transportation of \$100, and per diem of \$36	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for RRISE’s grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (RRISE Coordinator and 2 other key personnel)	██████	██████
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (RRISE Coordinator and 1 other key staff member)	██████	██████
Total Conference Travel			██████

Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Round Rock ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; RRISE will use the same formula.	Miles	Rate	Total
<i>Grant Coordinator Travel:</i> The RRISE Grant Coordinator is expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	6,000	██████	██████
<i>Observers for Professional Growth (3) Travel:</i> The OPGs will travel a good deal in the exercise of their responsibilities as evaluators of teacher and principal quality, although less so than the RRISE Coordinator, as they can concentrate their efforts on a single campus for a day.	15,000	██████	██████
<i>Principal Coach Travel:</i> The Principal Coach will travel to campuses to work individually with nineteen principals and assistant principals at least twice monthly, if not more.	4,000	██████	██████
<i>Elementary Master Teachers (3) Travel:</i> Elementary Master Teachers will serve two campuses and thus will be required to travel between the two; RRISE will be sure that the campuses are geographically close to each other.	6,000	██████	██████

Year Four

<i>Local Travel, cont'd</i>	Miles	Rate	Total
<i>Middle School Master Teachers (2) Travel:</i> Middle School Master Teachers will serve a single campus and thus will have relatively limited travel needs, such as attendance at bi-weekly staff meetings or professional development activities.	1,000	██████	██████
Local Travel Total			██████

Travel for Professional Development: RRISE intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their OPG, Master Teacher, or Principal Coach and will be directly related to areas of professional growth the teacher or principal has identified. Teachers will be restricted to in-state conferences; principals will be allowed to attend a single national workshop relevant to school leadership. Although the budget allows for all principals to attend a national conference, it does not allow for all teachers to attend an in-state conference. This intervention will be reserved for teachers most in need.	Number of Trips	Cost Per Trip	Total
<i>Teacher In-State Conference:</i> Registration \$200, Travel \$100, Hotel \$170 (\$85 for two nights), Per diem \$72 (\$36 for two days)	64	██████	██████
<i>Austin Area Conference:</i> Registration \$200, Travel \$200, Per diem \$36	254	██████	██████
<i>Principal National Conference:</i> Registration \$300, Airfare \$600, Hotel Room \$450 (\$150 per night for three nights, local transportation of \$100, per diem of \$108 (\$36 per day for three days)	7	██████	██████
Professional Development Travel Total			██████
Total Travel			██████

Supplies: Consistent with RRISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than \$1,000, or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than \$1,000 per unit.	Number of Items	Cost per Unit	Total
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the RRISE office			██████
<i>Copies:</i> Copies of numerous documents – from completed evaluations to examples of ABC portfolios – will need to be made for the continuing operation of the RRISE office	200,000	██████	██████
<i>Books for Professional Development Book Studies:</i> RRISE will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others	636	██████	██████
<i>Workbooks for Professional Development:</i> RRISE will provide companion workbooks where available to books used in book studies	318	██████	██████
<i>Site Licenses for On-line Professional Development:</i> RRISE will purchase site licenses for on-line professional development as detailed on pages x-xx of the proposal	7	██████	██████
Supply Total			██████

Contractual	Timing of Costs	Total
<i>Professional Development:</i> RRISE will contract with outside professional development providers who can fill in the holes in RRISD’s own professional development offerings. These providers will provide on-site workshops to teachers on topics that are relevant to large numbers of teachers’ professional development needs – perhaps those that align with district goals or campus improvement plans. Workshops will be budgeted at \$2,000 for an eight-hour workshop for 30 participants; RRISE plans ten such workshops. See pages 38-39 of the proposal for further information regarding contracted professional development.	Throughout the school year	██████

Contractual	Timing of Costs	Total
<i>Evaluation:</i> RRISE plans to contract with an external evaluator to conduct the local evaluation, using both quantitative and qualitative analysis. RRISE expects to receive bi-annual evaluation reports and surveys from the contract. Please see pages 53-56 of the proposal for further information regarding the evaluation design.	Throughout the year	██████
<i>Data Systems:</i> RRISE will contract with a district provider to build and maintain programs and facilities for data collection and reporting for RRISE grant activities as described in pages 33-36 of the proposal. Expected work time is 400 hours at \$100 per hour.	Throughout the year	██████
Contractual Total		██████
Other Expenses		Total
<i>Printing:</i> RRISE will need to print a good deal of material including guides for teachers and principals for the incentive system, the evaluation procedure, and the ABC guidelines, among others.		██████
<i>Food:</i> RRISE will serve snacks and a light luncheon during the professional development workshops offered by the outside contractor. It estimates that snacks will cost \$7.00 per person and that lunch will cost \$10.00 per person. Each workshop will include 30 participants and the facilitators as well as members of the RRISE staff; thus RRISE is anticipating a guest list of 35. Workshops will occur ten times in the course of the year.		██████
Other Total		██████
Total Direct Costs		██████
Total Indirect Costs (14.795% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)		██████
Total Costs		██████

Year Five

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Teachers: Tier 0 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	16	█	█
Teachers: Tier 1 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	48	█	█
Teachers: Tier 2 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	143	█	█
Teachers: Tier 3 – Awards based on school-wise student growth based on standardized test scores as described on pages 13-20 of the proposal	111	█	█
Teacher Student Growth Award Total	318		█
Teachers: Tier O – Awards based on observation evaluation as described on page 21 of the proposal	16	\$0	\$0
Teachers: Tier 1 – Awards based on observation evaluation as described on page 21 of the proposal	48	█	█
Teachers: Tier 2 – Awards based on observation evaluation as described on page 21 of the proposal	143	█	█
Teachers: Tier 3 – Awards based on observation evaluation as described on page 21 of the proposal	111	█	█
Teacher Observation Evaluation Award Total	318		█
Teachers: Awards based on ABC portfolio as described on page 21 of the proposal	318	█	█
Teachers: Awards based on evidence of leadership as described on page 21 of the proposal	159	█	█
Teachers: Awards based on participation in collaborative meetings as described on pages 21-22 of the proposal	318	█	█
Teachers: Retention and recruitment awards to teachers in hard-to-staff fields as described on page 21-22	111	█	█
Total Teacher Differentiated Compensation and Incentive Awards			\$█

Personnel: Differentiated Compensation and Incentives	Number of Staff	Amount of Award	Total
Principals: Tier 0 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	1	\$█	\$█
Principals: Tier 1 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	3	\$█	\$█
Principals: Tier 2 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	7	\$█	\$█
Principals: Tier 4 – Awards based on school-wide student growth based on standardized test scores as described on pages 22-23 of the proposal	6	\$█	\$█
Principal Student Growth Award	17		\$█
Principals: Tier O – Awards based on observations evaluation as described on pages 22-23 of the proposal	1	\$█	\$█
Principals: Tier 1 – Awards based on observations evaluation as described on pages 22-23 of the proposal	3	\$█	\$█
Principals: Tier 2 – Awards based on observations evaluation as described on pages 22-23 of the proposal	7	\$█	\$█
Principals: Tier 3 – Awards based on observations evaluation as described on pages 22-23 of the proposal	6	\$█	\$█
Principal Observation Evaluation Award Total	17		\$█
Principals: Awards based on ABC portfolio as described on page 23 of the proposal	17	\$█	\$█
Principals: Awards based on participation in collaborative meetings with teachers as described on pages 23-24 of the proposal	17	\$█	\$█
Principals: Awards based on participation in collaborative meetings with other RRISE principals as described on page 24 of the proposal	17	\$█	\$█
Principals: Awards based on teacher retention of 85 percent or more as described on pages 24 of the proposal	17	\$█	\$█
Total Principal Awards			\$█

Year Five

Personnel: The following requested personnel will all be hired as employees of the project	% FTE	Base Salary	Total
<i>RRISE Coordinator</i> (1): Manages and provides direction to the grant as described on page 43 of the proposal	100%	\$ [REDACTED]	\$ [REDACTED]
<i>Observers for Professional Growth</i> (3): Evaluate teachers and principals as described on pages 43-44 of the proposal	100%	\$ [REDACTED]	\$ [REDACTED]
<i>Principal Coach</i> (1): Provides formative evaluation and professional development to principals as described on page 44 of the proposal	100%	\$ [REDACTED]	\$ [REDACTED]
<i>Master Teachers</i> (5): Provide formative evaluation and professional development to teachers as described on pages 44-45 of the proposal	100%	\$ [REDACTED]	\$ [REDACTED]
<i>Administrative Assistant</i> (1): Provides administrative support to coordinator and other personnel; must have at least three years' experience in administrative assistance, preferably in educational grants	100%	\$ [REDACTED]	\$ [REDACTED]
<i>Data Analyst</i> (1): Processes and evaluates data as described on page 45 of the proposal	50%	\$ [REDACTED]	\$ [REDACTED]
Total Personnel Salaries			\$ [REDACTED]

<i>Other Personnel Expenses:</i> RRISE predicts that teachers will need either substitutes for time out of class for professional development or extra-duty pay for activities undertaken as part of their professional development that this program will allow for them. Such substitute and extra-duty time allows teachers to attend conferences and workshops, participate in after-hours book groups or working groups, participate in on-line professional development, and attend RRISD onsite professional development. Not all teachers will need the same level of professional development: more days of substitute and extra-duty pay will be set aside for teachers who appear to be struggling. The days represented here are an average across all teachers.	Number of Personnel	Cost per Day	Total
<i>Substitutes:</i> These substitutes will be made available to teachers whose professional development plans require them to attend events such as conferences and workshops during school hours.	477	\$ [REDACTED]	\$ [REDACTED]
<i>Extra-duty pay:</i> these funds will be made available to teachers whose professional development plans require them to attend events such as workshops or book studies outside of contract hours.	318	\$ [REDACTED]	\$ [REDACTED]
Total Other Personnel			\$ [REDACTED]

Total Personnel	\$ [REDACTED]
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<i>Fringe</i>	Rate	Total
<i>Fringe Benefits</i> include payments to the Teacher Retirement System of Texas, Worker's Compensation, and health and life insurance. RRISE will pay fringe on incentive pay as well as on salaries and extra-duty pay.	\$ [REDACTED]	\$ [REDACTED]

Travel: Travel expenses include the average airfare of \$600 each, in addition to a hotel room at \$150 per night for three nights, local transportation of \$100, and per diem of \$36	Number of trips	Amount per Trip	Total
<i>TIF Annual Grantee Meeting:</i> This meeting will provide technical assistance for RRISE’s grant site and provide collaboration among all TIF grantees. The total trip will last three days.	3 (RRISE Coordinator and 2 other key personnel)	\$ [REDACTED]	\$ [REDACTED]
<i>TIF Annual Topical Meeting:</i> This meeting will provide information on a topic related to implementing PBCSs. The total trip will last three days.	2 (RRISE Coordinator and 1 other key staff member)	\$ [REDACTED]	\$ [REDACTED]
Total Conference Travel			\$ [REDACTED]

Local Travel: Grant personnel will travel among campuses and their office location in order to fulfill their managerial, observational, and professional development responsibilities. Round Rock ISD currently reimburses its employees at \$.50 per mile for use of their private vehicles for district business; RRISE will use the same formula.	Miles	Rate	Total
<i>Grant Coordinator Travel:</i> The RRISE Grant Coordinator is expected to travel extensively among campuses in fulfillment of his/her responsibilities, particularly supervising the fidelity of the program to its intended aims.	6,000	\$ [REDACTED]	\$ [REDACTED]
<i>Observers for Professional Growth (3) Travel:</i> The OPGs will travel a good deal in the exercise of their responsibilities as evaluators of teacher and principal quality, although less so than the RRISE Coordinator, as they can concentrate their efforts on a single campus for a day.	15,000	\$ [REDACTED]	\$ [REDACTED]
<i>Principal Coach Travel:</i> The Principal Coach will travel to campuses to work individually with nineteen principals and assistant principals at least twice monthly, if not more.	4,000	\$ [REDACTED]	\$ [REDACTED]
<i>Elementary Master Teachers (3) Travel:</i> Elementary Master Teachers will serve two campuses and thus will be required to travel between the two; RRISE will be sure that the campuses are geographically close to each other.	6,000	\$ [REDACTED]	\$ [REDACTED]

Year Five

Local Travel, cont'd	Miles	Rate	Total
<i>Middle School Master Teachers (2) Travel:</i> Middle School Master Teachers will serve a single campus and thus will have relatively limited travel needs, such as attendance at bi-weekly staff meetings or professional development activities.	1,000	\$ [REDACTED]	\$ [REDACTED]
Local Travel Total			\$16,000

Travel for Professional Development: RRISE intends to make funds available to teachers and principals to cover their travel to conferences and workshops. These conferences and workshops will be selected in consultation with their OPG, Master Teacher, or Principal Coach and will be directly related to areas of professional growth the teacher or principal has identified. Teachers will be restricted to in-state conferences; principals will be allowed to attend a single national workshop relevant to school leadership. Although the budget allows for all principals to attend a national conference, it does not allow for all teachers to attend an in-state conference. This intervention will be reserved for teachers most in need.	Number of Trips	Cost Per Trip	Total
<i>Teacher In-State Conference:</i> Registration \$200, Travel \$100, Hotel \$170 (\$85 for two nights), Per diem \$72 (\$36 for two days)	64	\$ [REDACTED]	\$ [REDACTED]
<i>Austin Area Conference:</i> Registration \$200, Travel \$200, Per diem \$36	254	\$ [REDACTED]	\$ [REDACTED]
<i>Principal National Conference:</i> Registration \$300, Airfare \$600, Hotel Room \$450 (\$150 per night for three nights, local transportation of \$100, per diem of \$108 (\$36 per day for three days)	7	\$ [REDACTED]	\$ [REDACTED]
Professional Development Travel Total			\$ [REDACTED]
Total Travel			\$ [REDACTED]

Supplies: Consistent with RRISD’s policy, supplies are defined as tangible, expendable personal property with an acquisition cost of less than \$1,000, or tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of less than \$1,000 per unit.	Number of Items	Cost per Unit	Total
<i>Office Supplies:</i> Standard office supplies – paper, pens, staples, folders, etc. – are necessary for the smooth operation of the RRISE office			\$ [REDACTED]
<i>Copies:</i> Copies of numerous documents – from completed evaluations to examples of ABC portfolios – will need to be made for the continuing operation of the RRISE office	200,000	\$ [REDACTED]	\$ [REDACTED]
<i>Books for Professional Development Book Studies:</i> RRISE will provide books to teachers to participate in two book study groups, focusing on texts such as Danielson’s <i>Enhancing Professional Practice: A Framework for Teaching</i> among many others	636	\$ [REDACTED]	\$ [REDACTED]
<i>Workbooks for Professional Development:</i> RRISE will provide companion workbooks where available to books used in book studies	318	\$ [REDACTED]	\$ [REDACTED]
<i>Site Licenses for On-line Professional Development:</i> RRISE will purchase site licenses for on-line professional development as detailed on pages x-xx of the proposal	7	\$ [REDACTED]	\$ [REDACTED]
Supply Total			\$ [REDACTED]

Contractual	Timing of Costs	Total
<i>Professional Development:</i> RRISE will contract with outside professional development providers who can fill in the holes in RRISD’s own professional development offerings. These providers will provide on-site workshops to teachers on topics that are relevant to large numbers of teachers’ professional development needs – perhaps those that align with district goals or campus improvement plans. Workshops will be budgeted at \$2,000 for an eight-hour workshop for 30 participants; RRISE plans ten such workshops. See pages 38-39 of the proposal for further information regarding contracted professional development.	Throughout the school year	\$ [REDACTED]

Contractual	Timing of Costs	Total
<i>Evaluation:</i> RRISE plans to contract with an external evaluator to conduct the local evaluation, using both quantitative and qualitative analysis. RRISE expects to receive bi-annual evaluation reports and surveys from the contract. Please see pages 53-56 of the proposal for further information regarding the evaluation design.	Throughout the year	\$ [REDACTED]
<i>Data Systems:</i> RRISE will contract with a district provider to build and maintain programs and facilities for data collection and reporting for RRISE grant activities as described in pages 33-36 of the proposal. Expected work time is 400 hours at \$100 per hour.	Throughout the year	\$ [REDACTED]
Contractual Total		\$ [REDACTED]
Other Expenses		Total
<i>Printing:</i> RRISE will need to print a good deal of material including guides for teachers and principals for the incentive system, the evaluation procedure, and the ABC guidelines, among others.		\$ [REDACTED]
<i>Food:</i> RRISE will serve snacks and a light luncheon during the professional development workshops offered by the outside contractor. It estimates that snacks will cost \$7.00 per person and that lunch will cost \$10.00 per person. Each workshop will include 30 participants and the facilitators as well as members of the RRISE staff; thus RRISE is anticipating a guest list of 35. Workshops will occur ten times in the course of the year.		\$ [REDACTED]
Other Total		\$ [REDACTED]
Total Direct Costs		\$ [REDACTED]
Total Indirect Costs (14.795% Predetermined Non-restricted Indirect Cost Rate according to the Texas Education Agency)		\$ [REDACTED]
Total Costs		\$ [REDACTED]