

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 # S385A100071

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

Closing Date: JUL 06, 2010

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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.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/1/2010	Guilford County Schools

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
██████████	██████████

State Use Only:

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: Guilford County Schools

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	712 North Eugene Street
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	████
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:
Talent Development	Human Resources

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Amy
Middle Name:	A		

* Last Name: Holcombe

Suffix:

Title: Executive Director of Talent Development

Organizational Affiliation:

Guilford County Schools Employee

* Telephone Number:



Fax Number:



* Email: HOLCOMA@GCSNC.COM

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:**

052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA

84.385

13. Competition Identification Number:

052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA

84.385

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

Guilford County Schools, North Carolina

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

Mission Possible Expansion Project

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: 12

* b. Program/Project: 6, 13

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	██████████
b. Applicant	\$
c. State	\$
d. Local	██████████
e. Other	\$
f. Program	\$
Income	
g. TOTAL	██████████

*** 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: Mr. * First Name: Maurice

Middle Name: O

* Last Name: Green

Suffix:

Title: Superintendent

* Telephone Number: (336)370-8100 Fax Number: (336)370-8398

* Email: GREENMO@GCSNC.COM

* 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:
 Guilford County Schools

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]
4. Equipment	\$ [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: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 3%

(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:
 Guilford County Schools

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)	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████

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: Maurice O. Green

Title: Superintendent

Date Submitted: 06/14/2010

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 checked="" 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 checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" 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: Amy A Holcombe Address: ████████████████████ City: ██████████ State: ██████ Zip Code ████████	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: Department of Education	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	9. Award Amount, if known: \$12141040	
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: Amy A Holcombe Title: Executive Director of Talent Development Applicant: Guilford County Schools Date: 06/14/2010	
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

Guilford County Schools

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Mr.	First Name: Maurice	Middle Name: O
Last Name: Green	Suffix:	
Title: Superintendent		

Signature:	Date:
_____	06/14/2010

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 : GEPA.doc

File : \\725-pres-app1\public\$\Personnel\Holcombe\TIF III Grant Application\Final Application\GEPA.doc

General Education Provisions Act (GEPA) Statement

The Guilford County Schools Mission Possible Expansion program will provide equitable access to the activities and benefits of this project by implementing the GCS district non-discrimination and equal opportunity policies relative to potential staff members and program participants. The Guilford County Schools Mission Possible Expansion staff and Advisory Board will be responsible for implementing the program in an equitable manner, ensuring equitable access for all, regardless of gender, ethnicity, disability, religion, national origin, or color.

Marketing materials will be presented in both English and Spanish. Efforts will be made to recruit underrepresented ethnic groups into the Guilford County Schools Mission Possible Expansion program. Advisory Board meetings will include discussions on the project's progress toward providing access for all target populations.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Amy A Holcombe

Address:

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

* Phone Number (give area code) Fax Number (give area code)
 [REDACTED] [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 :
 File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **\\725-pres-app1\public\$\Personnel\Holcombe\TIF III Grant Application\Final Application\Narratives\Project Abstract.pdf**

PROJECT ABSTRACT

Guilford County Schools (GCS) proposes, under the TIF Evaluation Competition, to fund the Mission Possible Expansion Project. Building upon the success of the 30 current Mission Possible Program schools, GCS intends to expand interventions and supports to 10 additional high-need schools. Each of these high-need schools has a trend of high teacher turnover, low Value-Added Data, and a low North Carolina performance composite score. The 10 proposed expansion schools, consisting of a high percentage of students who are economically and academically disadvantaged, are in great need of federal assistance in order to increase educator effectiveness and student growth in high-need schools (measured by standardized assessments and Value-Added Data).

By 2015, all Mission Possible Expansion faculty will be effective as measured by the NC Evaluation Process and an increasing percentage of faculty will receive performance incentives based upon student achievement gains over the course of the grant. The Mission Possible Expansion Project will achieve these goals by recruiting, retaining and rewarding effective educators. Strategies include: (1) the provision of a one-time spot bonus to recruit teachers with high Value-Added Data into program schools; (2) annually recurring recruitment bonuses for teachers who work in hard-to-staff positions; (3) need-targeted professional development to increase the success of teachers and principals; (4) incentives for effective teachers who take on instructional leadership roles within their schools; (5) individual performance incentives based upon Value-Added Data measures of student growth; (6) and, school-wide performance incentives based upon North Carolina's ABC student growth model. All grant funds and efforts will be directed at increasing educator effectiveness and student growth in high-need schools.

Project Narrative

Application Narrative

Attachment 1:

Title: **Project Narrative** Pages: **58** Uploaded File: **\\725-pres-app1\public\$\Personnel\Holcombe\TIF III Grant Application\Final Application\Narratives\Project Narrative.pdf**

**Teacher Incentive Fund Grant Program
TIF Evaluation Competition
U.S. Department of Education**

Mission Possible Expansion Project

**Proposal
July 2010**



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NEED FOR THE PROJECT (a)

Guilford County Schools (GCS) is a rapidly changing community of over 70,000 students and 120 schools with growing percentages of students who are at risk of educational failure and are in need of special assistance and support. In the past decade, Guilford County's residents have become increasingly economically and academically disadvantaged. Fifty-three percent of our students now qualify for free or reduced lunch assistance. Sixty-one percent of our students belong to one of 132 different ethnic minority groups and speak over 150 different dialects. The prodigious challenges of poverty, immigration, cultural differences, learning in a second language, being homeless, in foster care, being multiple grade levels behind, having a learning disability, and many other challenges are not equitably distributed across our school district. Through no fault of our children, our students who face the greatest barriers to academic success are geographically clustered resulting in several of our schools being hard to staff. In order to increase educator effectiveness and student growth in 10 of these high-need schools, Guilford County Schools (GCS) proposes, under the TIF Evaluation Competition, to fund the *Mission Possible Expansion Project*.

High-Need Schools (a.1)

Building upon the successes of the 30 current Mission Possible schools, GCS intends to expand interventions to 10 additional high-need schools. Schools selected for participation in TIF III are ones that do not currently have a performance based compensation system (PBCS). The proposed *Mission Possible Expansion* schools are in need of federal assistance in order to increase educator effectiveness and student growth. Schools were selected by creating a Comprehensive School Index which generated a score for each school utilizing the percentage of

teacher turnover, the percentage of teachers determined to be ineffective based upon low Value-Added Teacher Effect scores, and the school’s historical performance composite scores. The district used this index score to rank schools in need of a PBCS intervention. All of these high-need schools have a trend of high teacher turnover, low Value-Added Data, and a low North Carolina state standardized test performance composite scores. The table below shows the Comprehensive School Index rankings used to select schools for participation in the *Mission Possible Expansion Project*. The index ranks schools from high to low with the highest number indicating the greatest need.

Table 1: Comprehensive School Index (CSI)

School Name	% PC	% Turnover	% Low VAD	CSI Score
District Average	64%	12%	33%	-
Allen Jay	59%	20%	67%	59.2
Archer	61%	13%	100%	59.3
Hunter	59%	16%	67%	56.9
McLeansville	60%	14%	60%	54.1
Montlieu Avenue	48%	21%	83%	65.4
Sedgefield	60%	5%	100%	54.2
Eastern	61%	27%	79%	65.0
Kiser	64%	15%	30%	48.8
Northeast	66%	18%	36%	51.4
Southern	62%	13%	25%	47.5

Additionally, each school meets the federal requirement of having 50% or greater of its enrollment from low-income families based upon eligibility for free or reduced-price lunch.

Table 2: District vs. School High-Need Student Percentages

School Name	Serving Grades	% FRL Eligible	Difference
District	K-12	53%	-
Hunter	K-5	96%	43%
Allen Jay	K-5	92%	39%
Sedgefield	K-5	90%	37%
Montlieu Avenue	K-5	88%	35%
Archer	K-5	82%	29%
McLeansville	K-5	71%	18%
Southern	6-8	68%	15%
Eastern	6-8	65%	12%
Northeast	6-8	62%	9%
Kiser	6-8	59%	6%

Recruiting Effective Educators (a.1.i)

Under the current Mission Possible School model, principals have long cited difficulty in recruiting effective educators into their buildings prior to the intervention of Mission Possible. Smith High School principal, Dr. Noah Rogers stated, “I couldn’t even get people to agree to come and interview for a position at my school because they all thought it was too tough. Now, with the Mission Possible incentives, I have choices of qualified candidates for each position.” The success of recruitment incentives under the current PBCS is evidence that in our district, it is an effective strategy for recruiting effective educators into high-need, hard to staff schools. For each vacancy, our district seeks to engage 10 candidates for consideration in order to identify an effective candidate for hire. The table below illustrates that while we have applications on file, the ratio of vacancies to candidates is not ideal for identifying a highly effective candidate for each position. Without the provision of incentives under a PBCS, the vacancies at ~~—~~ preferred

workplaces” will likely be filled first, leaving high-need schools with even fewer choices of effective educators.

Table 3: Hard to Staff Subjects in Guilford County Schools

Subjects	Current Vacancies	Desired Applications	Current Applications	Application Shortage
Mathematics	24	240	52	188
ESL	2	20	10	10
Science	17	170	59	111
Special Education	33	330	38	292
English/Language Arts	19	190	48	142
Elementary K-5	33	330	75	255

In an effort to change this recruiting trend, the *Mission Possible Expansion Project* has built into its project design two types of incentives designed to attract and retain effective educators in high-need schools. The first is a *Historically Effective Teacher* incentive that is awarded to teachers recruited into high-need schools who can show evidence of two or more years of above average Value-Added Data upon hire. —Since research finds that prior performance is one of the best predictors of future performance, a focus on teacher effectiveness is likely to produce the greatest gain in the quality of the teaching force. (Chait, 2009)” The second is an annually recurring *Hard to Staff Position* incentive given to teachers who accept and remain in a hard to staff position. Both incentives are explained in detail in the Project Design section on pages 17-21.

Incentives alone are not enough for recruiting effective educators. It is for that reason that our district has built in a screening process that is designed to ensure that the teacher selected to fill a vacancy is the most likely candidate to be effective in achieving student growth.

Table 4: Effective Teacher Screening Process

Pool	Screening Step	Eliminates
100	Candidates' online applications are reviewed by the Office of Employment	50%
50	Candidates participate in a face-to-face screening interview at the district	50%
25	Candidates are placed on a "hot list" where principals select best fit candidates for the vacancy based upon the application and screening	60%
10	Candidates are brought in to interview with principal and school teams and are ranked based upon best fit and likelihood of effectiveness	70%
3	Candidates are brought in for a second and final interview	66%
1	Candidate with the strongest potential is offered employment. A spot bonus is given to any hire demonstrating 2 or more years of high VAD.	-

Retaining Effective Educators (a.1.ii)

The challenge of recruiting effective educators into high-need schools is coupled with retaining them once they are on faculty. —Evidence shows that pay-for-performance programs can increase teacher retention and improve student achievement. (Chait, Miller, 2009)'' Based upon survey data collected in annual evaluations of the original Mission Possible Schools program, factors such as non-supportive leadership, negative school climate, and difficulty achieving student success all lead to higher attrition rates.

Table 5: District vs. School Teacher Turnover Rates

School Name	% Turnover	Difference
District Average	12%	-
Allen Jay	20%	+8%
Archer	13%	+1%
Hunter	16%	+4%
McLeansville	14%	+2%
Montlieu Avenue	21%	+9%
Sedgefield	5%	-7%
Eastern	27%	+15%
Kiser	15%	+3%
Northeast	18%	+6%
Southern	13%	+1%

Only one school, Sedgefield, has a teacher turnover rate that is lower than the district average. However, this school's CSI score qualifies it for participation based upon low Value-Added Data and consistently low performance composite scores. Therefore, in this case, low turnover is not a desirable condition as ineffective teachers are remaining in the school.

To combat the retention problem, the *Mission Possible Expansion Project* proposes to put into place incentives that are specifically designed to lower attrition rates. The *Hard to Staff Position* incentive acts as a recruitment bonus for new candidates but becomes a retention bonus for those that choose to remain working in a hard to staff position. The *Leadership Incentive* creates organizational buy-in and motivation to remain in the school, thus increasing teacher retention. Each of these will be further explained in the Project Design section of the application on pages 17-21.

Student Achievement (a.2)

The student achievement for tested grades and subjects in *Mission Possible Expansion Project* schools is historically below the district average. The performance percentages for each school's math and reading NC standardized tests are shown in Table 6. The final column shows the difference between the district average and each school's individual performance.

Table 6: District vs. School Proficiency

School	Subject	07-08	08-09	09-10	Difference
District Average	Math	70.5	80.0	81.3	-
	Reading	54.3	65.6	67.4	-
Allen Jay	Math	53.8	64.7	65.5	15.8
	Reading	29.5	41.3	49.3	18.1
Archer	Math	64.4	72.4	76.1	5.2
	Reading	39.5	54.6	53.2	14.2
Hunter	Math	58.2	66.0	71.9	9.4
	Reading	37.6	34.6	51.7	15.7
McLeansville	Math	65.0	64.5	79.7	1.6
	Reading	42.9	52.1	61.3	6.1
Montlieu	Math	36.5	52.6	71.2	10.1
	Reading	27.0	33.5	46.3	21.1
Sedgefield	Math	65.2	63.3	70.5	10.8
	Reading	44.6	44.5	46.9	20.5
Eastern	Math	54.8	66.5	64.1	17.2
	Reading	42.9	54.7	54.9	12.5
Kiser	Math	66.4	80.1	77.8	3.5
	Reading	52.8	62.1	65.3	2.1
Northeast	Math	65.7	79.3	79.0	2.3
	Reading	48.7	60.9	63.0	4.4
Southern	Math	59.3	71.8	76.3	5.0
	Reading	43.2	56.1	56.7	10.7

Also significant are the school growth scores as measured by SAS®’s Value-Added Data model. Table 7 includes each project school’s average growth effect over three years. Negative numbers illustrate areas where student growth is below the district mean for growth in that subject. As demonstrated by the data, project schools have a historical pattern of student growth that is below that of the district average.

Table 7: District vs. School Growth in 2009

School Name	4 th Reading	5 th Reading	4 th Math	5 th Math
District Average	-0.4	-0.3	0.4	1.4
Hunter	-1.3	-0.7	-0.1	-1.3
Allen Jay	-2.2	-0.6	-1.1	0.2
Sedgefield	-1.2	-0.9	-1.2	-1.0
Montlieu Avenue	-0.8	-1.4	-1.3	-1.7
Archer	-1.2	-1.2	-0.4	1.8
McLeansville	1.5	-1.2	0.1	-1.0

School Name	6 th LA	7 th LA	8 th LA	6 th MA	7 th MA	8 th MA
District	0.1	-0.1	-0.2	0.7	-0.1	0.3
Southern	-0.5	0.5	-0.2	0.5	0.3	-0.2
Eastern	-1.4	-0.4	-0.4	-0.5	-1.1	-0.9
Northeast	-0.6	0.2	0.2	-0.5	0.4	0.4
Kiser	-0.3	-0.1	-0.6	0.6	0.4	-0.4

Definition of Comparable Schools (a.3)

The *Mission Possible Expansion Project* defines comparison schools as those who have a rate of teacher turnover, free or reduced lunch percentage, and a performance composite score similar to project schools during the 2009-2010 school year. Because all in-district comparable schools are already participating in the original Mission Possible Program, the project schools will be compared to schools that are external to Guilford County Schools. During the planning year, propensity score matching will be used to identify 20 comparison schools so that each project school is matched with two out of district comparison schools. Propensity score matching is a quasi-experimental approach that produces accurate statistical matches based on the observed information provided and therefore “controls” for those variables included in the model (Luellen, Shadish & Clark, 2005; Rosenbaum & Rubin, 1983 & 1985).

PROJECT DESIGN (b)

District-wide Strategy for Strengthening the Educator Workforce (b.1)

The *Mission Possible Expansion Project* will move Guilford County Schools closer to achieving our goal of establishing a PBCS district-wide. The project does this by expanding the current Mission Possible Program, currently in operation at only 30 high-need schools, to a total of 40 schools. Establishing a PBCS is a significant strategy in the Guilford County Schools Strategic Plan, the district's blueprint for strengthening our workforce and increasing student achievement. The figure shows the strategic plan projects in Area III: Human Resources that are designed to strengthen the educator workforce.

Figure 1: GCS Strategic Plan- Area III: Human Resources



The coherence and integration of the *Mission Possible Expansion Project* into the district's overall strategy for strengthening our workforce will enable Guilford to improve the process used for rewarding teachers and principals in high-need schools based upon their effectiveness in achieving student growth. The logic that guides how this district process will work is described on the following page in Figure 2: *Mission Possible Expansion Project Logic Model*. In the next section, the methodology used for measuring educator effectiveness, determining educator effectiveness, and rewarding educator effectiveness is described in detail.

Figure 2: *Mission Possible Expansion Project* Logic Model

Goal	Objectives	Activities
By 2015, all Mission Possible Expansion faculty will be effective based upon standardized measures and an increasing percentage will receive performance incentives based upon student growth over the course of the grant.	1. RECRUIT highly effective educators to work in Mission Possible Expansion Schools	1a. Provide a one-time spot bonus to teachers with Level 4 or 5 Value Added Data who agree to teach in a Mission Possible Expansion School for a minimum of two years
		1b. Provide an annually recurring placement incentives to faculty who work in pre-defined hard-to-staff positions in Mission Possible Expansion Schools
	2. RETAIN highly effective educators in Mission Possible Expansion Schools	2a. Increase the capacity of Mission Possible Expansion School faculty to be successful in achieving student growth through the provision of school-wide and need-targeted professional development
		2b. Provide incentives to highly effective faculty who take on additional instructional leadership roles and responsibilities
	3. REWARD educators who are highly effective in Mission Possible Expansion Schools	3a. Provide individual incentives to faculty who achieve Level 4 or 5 Value Added Data results
		3b. Provide school-wide incentives based upon student growth as measured by the North Carolina’s ABC Accountability Model.

The goal, objectives and activities in the logic model above are guided by the methods used for measuring, determining and rewarding educator effectiveness described in the following section.

Measuring Educator Effectiveness (b.1.i)

The Mission Possible Office utilizes five standardized measures of effectiveness—Value Added Data, the North Carolina Professional Teaching Standards and Evaluation Process, the NC School Executive Standards and Evaluation Process, Teacher Turnover Rate (principals only) and the NC ABC’s Accountability Model. All five measures are a significant part of the *Mission Possible Expansion Project* program design. They are the tools used to measure, determine and reward educator effectiveness. They are also the focus of 100% of the professional development described later in this application. Below is an explanation of each measure of effectiveness.

Value-Added Data

The *Mission Possible Expansion Project* uses SAS® EVAAS™, a Value-Added measure of the impact on student growth, as a significant factor in calculating differentiated levels of compensation provided to teachers. Guilford County Schools uses the SAS® EVAAS™ because:

- SAS EVAAS methodology minimizes the influence of measurement error by using up to five years of data for an individual student. Analyzing all subjects simultaneously increases the precision of the estimates.
- By including all students in the analyses, even those with a sporadic testing history, SAS EVAAS provides the most realistic estimate of achievement available for a district or school.
- With SAS EVAAS methodology, each student serves as his or her own control, creating a level playing field and eliminating the need to adjust for race, poverty, or other

socioeconomic factors. This innovative approach ensures that the results are fair to both students and educators.

- SAS EVAAS allows educators to benefit from all tests, even though their scales are different. The SAS EVAAS methodology accommodates all tests that:
 - are reliable
 - are highly correlated with curricular standards
 - have sufficient stretch in the reporting scale to measure the achievement of both very low- and very high-achieving students in a grade and subject.

The district's capacity to implement the SAS® EVAAS™ model is based upon a 10 year long relationship with Drs. Bill Sanders and June Rivers, creators of the TVAAS/EVAAS™ model, to create customized VAD reports for Guilford County Schools. The integrity of the Value-Added Data methodology is supported locally through a Data Quality Plan that regulates all of the actions taken by the district to verify the linkages between teachers and students prior to SAS processing data reports. Final data is incorporated into GCS's personnel database (HRMS) and is used to pay differentiated performance compensation based upon student growth.

During the past 10 years, Guilford has provided extensive training to district administrators, principals and teachers to enable them to understand how the SAS® EVAAS™ model works and how to use data generated through the model to improve classroom practice. As a part of this training, teachers come to understand the difference between student achievement and student growth (and why we need to use both). In a particularly poignant exercise, teachers map out the instructional strategies used in specific courses with specific students next to their Value-Added Data reports. The connections between instructional practice

and student growth become clear during this mapping process and teachers begin to understand how modifying their practices can impact student learning. Principals have learned, through district provided training, how to identify common patterns (teepee, shed, flat roof, etc.) that are indicators of teacher weaknesses and strengths. Using these patterns, principals have been able to couple professional development interventions with teacher needs in order to improve teacher effectiveness.

The Appendix includes a technical report, entitled “SAS® EVAAS® Statistical Models,” which discusses the value-added model that is used in these computations. In addition to providing the technical information pertaining to the EVAAS® Univariate Response Model, this report also notes a few of the positive attributes of the EVAAS® methodology. Among these is the ability of the model to accommodate team teaching and departmentalized instruction, as well as to utilize all available historical test data for each student, regardless of the presence of missing data.

NC School Executive and Professional Teaching Standards and Evaluation Process

The second and third measures of effectiveness used in the *Mission Possible Expansion Project* are the new North Carolina standards and evaluation instruments for principals and teachers. These tools were developed by the NC State Board of Education, the North Carolina Professional Teaching Standards Commission, and McREL with a shared vision of preparing youth to thrive in a complex, dynamic, global, multicultural society. Both instruments include objective evidence-based rubrics for observation that are aligned to professional standards for leading and teaching. As a part of each evaluation process, the employee completes a self-

assessment and professional development plan. Each of these instruments and their corresponding standards is included in the Appendix.

Teacher Turnover Rate

Each year, North Carolina's Department of Public Instruction produces a report card for each LEA and individual school. One of the important data points on this report card is the rate at which teachers leave the school. In this project model, this data point is considered significant as it is both an indicator of school climate as well as a stability factor for students. On an annual basis, principals are expected to keep their teacher turnover rates at or below 15%. This percentage is slightly higher than the average district turnover rate of 12.8% to allow principals to transition out ineffective teachers without penalty.

North Carolina ABC Model

The ABCs Accountability Model is North Carolina's school improvement plan to reorganize public schools around three goals: strong Accountability, an emphasis on the Basics and high educational standards, and providing schools and school districts with as much local Control over their work as possible. Under the ABCs, schools are evaluated based on student performance on standardized tests. School ratings are assigned on a scale ranging from school of excellence, school of distinction, school of progress, or low performing school. Schools are rewarded for making or surpassing expected student achievement goals. In the *Mission Possible Expansion Project*, individual principal and school-wide performance awards are made based upon the school making or surpassing expected student achievement goals.

Determining Educator Effectiveness (b.1.iii)

In the *Mission Possible Expansion Project* model, teachers, principals and other school faculty will need to be determined as effective in order to be eligible for individual and school-wide performance incentives. The table below shows the measures of effectiveness and the subgroups of employees who need to meet each measure.

Table 8: Baseline Measures of Effectiveness

Baseline Measures of Effectiveness	Principal	Teacher of a Tested Subject	Teacher of a Non-Tested Subject	All Other Employees
Ranked at PROFICIENT or higher in all standards on the summative evaluation (the summative evaluation is a composite of a minimum of 4 individual evaluations throughout the year by principals, assistant principals, mentors and master teachers)	✓	✓	✓	✓
Individual Value-Added Data Teacher Effect equal to the district mean (Level 3), 1 standard error above district mean (Level 4), or 1.5 standard errors above district mean (Level 5)		✓		
NC ABCs Accountability Model school ranking of EXPECTED or HIGH school growth	✓			
Teacher Turnover percentage of <15%	✓			

All measures of effectiveness are taken into consideration during on an annual basis as a part of the summative evaluation and recommendations for contract renewals. Educators who do not meet baseline measures of effectiveness are put on a monitored or directed growth plan that outlines expectations for improvement and the provision of additional professional development interventions and support. If progress is not made, performance data and evaluations are used to recommend the non-renewal or non-granting of tenure to a teacher.

Rewarding Educator Effectiveness (b.1.ii)

The *Mission Possible Expansion Project* is designed to provide incentives of sufficient size to affect the behaviors of teachers, principals and other school personnel and their decisions as to whether to go to, or remain working in high-need *Mission Possible Expansion Project* schools. The project includes five different types of incentives.

Table 9: Effectiveness Incentives

Incentive	Explanation
Historically Effective Teacher Incentive	<i>Rationale:</i> Increase the percentage of highly effective teachers in high-need schools
	<i>Behavioral Change:</i> Effective teachers to transfer into to a high-need school
	<i>Incentive Eligibility:</i> Demonstrate 2 or more years of above average VAD
Hard to Staff Position Incentive	<i>Rationale:</i> Keep hard to staff positions fully staffed at all times
	<i>Behavioral Change:</i> Effective teachers will remain working in hard to staff positions
	<i>Incentive Eligibility:</i> Work in a pre-defined hard to staff position for 50% or more of the day
Individual Performance Incentive	<i>Rationale:</i> Recognize teachers whose students make high growth
	<i>Behavioral Change:</i> Teachers will utilize instructional practices that increase student growth
	<i>Incentive Eligibility:</i> Earn a Level 4 or 5 Value-Added Data Teacher Effect score
School-wide Performance Incentive	<i>Rationale:</i> Recognize all members of a school staff who contribute to student growth
	<i>Behavioral Change:</i> All faculty members will focus on student growth
	<i>Incentive Eligibility:</i> School must demonstrate expected or high growth on the NC ABC's Accountability Model
Teacher Leadership Incentive	<i>Rationale:</i> Distribute instructional leadership throughout the school
	<i>Behavioral Change:</i> Effective teachers will actively share their skills and knowledge with other teachers in order to facilitate student growth
	<i>Incentive Eligibility:</i> Nomination to a teacher leadership position based upon effectiveness

Of these incentives, the most significant awards are for increasing student growth. In order to be eligible to receive any of the incentives, the employee must agree to participate in observation-based assessments of their performance at multiple points in the year, carried out by an administrator, mentor or master teacher who has received training in using objective evidence-based rubrics for observation that are aligned with standards (see the Appendix for samples of each evaluation rubric).

In the tables that follow, Recruitment, Performance, and Leadership incentives are described for schools that would fall into the treatment group of the experimental design. It is assumed that schools selected for the control group would receive all incentives with the exception of the differentiated performance incentives. Instead, faculty would receive a 1% salary incentive to be paid out at the same time as the treatment group's performance incentives.

Recruitment Incentives

Not all positions in a high-need school are hard to staff. Recruitment incentives are used to target positions that are hard to staff in Guilford County Schools: principals, math, science, special education, ESL, upper-elementary, and middle grade language arts teachers (as noted on page 4, Table 3: Hard to Staff Positions). The incentives below are designed to attract historically effective personnel and to keep them working in a high-need school by offering incentives equivalent to a 10-15% salary increase.

Table 10: Recruitment Incentives

Incentive	Explanation	Group A	Group B	Group C	Group D	Group E	Group F
Historically Effective Teacher	A one-time spot bonus is provided to any teacher recruited to a high-need school with 2+ years of high VAD		■		■		
Hard-to-Staff Position	An annually recurring incentive is provided to personnel who work in a hard-to-staff position	■	■	■	■		

Key:	
Group A: Principals	Group D: 3 rd -5 th Teachers, 6-8 th Language Arts, ESL
Group B: 6 th -8 th Math	Group E: All other licensed faculty
Group C: 6 th -8 th Science, Special Education (OCS, Adaptive)	Group F: All classified staff

Performance Incentives

Performance incentives are designed to significantly recognize individuals and schools who achieve challenging levels of student growth. Individual incentives are based upon Value-Added Data whereas school-wide incentives are based upon school-wide growth as measured by the NC ABC’s Accountability Model. Incentives at the highest level are three times that of the lower level. The highest level of incentives represents up to 25% of an employee’s salary in performance incentives alone.

Table 11: Performance Incentives

Incentive	Group A	Group B	Group C	Group D	Group E	Group F
Individual Performance Incentive						
Level 4 VAD		■		■		
Level 5 VAD		■		■		
School-wide Performance Incentive						
Expected Growth	■	■	■	■	■	■
High Growth	■	■	■	■	■	■

Key:
 Group A: Principals
 Group B: 6th-8th Math
 Group C: 6th-8th Science, Special Education (OCS, Adaptive)
 Group D: 3rd-5th Teachers, 6-8th Language Arts, ESL
 Group E: All other licensed faculty
 Group F: All classified staff

Teacher Leadership Incentives

Teachers with a demonstrated record of high Value-Added Data and/or historically exceptional ratings on the NC Professional Teaching Standards Rubric are eligible for principal nomination to a Teacher Leadership Role. A teacher may serve as a Teacher Leader in one role in addition to being a Mentor Teacher for a maximum incentive of \$3,000 per year.

Table 12: Leadership Incentives

Teacher Leadership Role	Incentive
EVAAS & Value-Added Data Teacher Leader (2 per school) <ul style="list-style-type: none"> - Provide teacher training in EVAAS & VAD - Coach teachers in the application of EVAAS & VAD in making instructional decisions - Aid in data analysis of student and school level to inform the allocation of resources and interventions 	
Teaching Standards Teacher Leader (2 per school) <ul style="list-style-type: none"> - Provide teacher training in understanding and applying the Professional Teaching Standards - Coach teachers in the articulation of the standards in practice - Prescribe need-targeted professional development in response to low ratings on the evaluation rubric 	
Model Classroom Teacher Leader (2 per school) <ul style="list-style-type: none"> - Host observations for new and ineffective teachers needing to see best practices modeled - Facilitate reflection sessions based upon these observations - Facilitate reciprocal observations of these same teachers with follow-up feedback and discussion 	
Mentor Teacher (unlimited per school) <ul style="list-style-type: none"> - Complete 24 hours of state mentor training to earn mentor certification - Serve as a mentor to two or more beginning teachers each year - Complete all required mentor logs, duties and paperwork 	 (paid by the state)

Table 13: *Mission Possible Expansion Project* Incentive Model for Treatment Schools

Add it up:	Incentive	Group A	Group B	Group C	Group D	Group E	Group F
Recruitment Incentives							
Start with	High VAD Recruitment Incentive		■		■		
+	Hard-to-Staff Position Incentive	■	■	■	■		
Individual Performance Incentives							
+	Level 4 VAD		■		■		
or +	Level 5 VAD		■		■		
School-wide Performance Incentives							
+	Expected Growth	■	■	■	■	■	■
or +	High Growth	■	■	■	■	■	■
Teacher Leadership Incentives							
+	EVAAS School Leader		■	■	■		
or +	Teaching Standards School Leader		■	■	■		
or +	Model Teacher		■	■	■		
and +	Mentor Teacher		■	■	■		
Total Possible Incentives							
=	Minimum Incentives	■	■	■	■	■	0
=	Maximum Incentives	■	■	■	■	■	■

Key:
 Group A: Principals
 Group B: 6th-8th Math
 Group C: 6th-8th Science, Special Education (OCS, Adaptive)
 Group D: 3rd-5th Teachers, 6-8th Language Arts, ESL
 Group E: All other licensed faculty
 Group F: All classified staff

In total, the *Mission Possible Expansion Project* incentive model provides for personnel willing to work in a high-need school up to [REDACTED] as a principal, [REDACTED] as a teacher, and \$750 as a classified employee. Personnel that achieve the highest levels of incentives will be earning approximately three times the incentives of their peers in exchange for meeting the most rigorous and challenging targets. These are significant incentives considering that the average principal salary for elementary and middle schools is [REDACTED] the average teacher salary is [REDACTED]. The dollar amounts are so substantial that, based upon the district's experience implementing the original Mission Possible Schools model, they should decrease attrition and ultimately improve student outcomes by recruiting and retaining effective educators.

Constituent Support for a Performance Based Compensation System (b.2)

Guilford County Schools has had the opportunity to lead a PBCS for the past five years. The original Mission Possible model has been very successful but has been subject to criticism for excluding certain faculty and not having a school-wide incentive. During this time, we have learned a lot, including the most important lesson—the structure of your compensation system absolutely must be customized to meet the specific needs of your organization and must have the support of all constituents. As a result, the new model embraces school-wide performance incentives, an incentive not included in the original Mission Possible Program model.

One year ago, we formed a project team whose role it was to develop an ideal PBCS for our organization. Team members included a teacher, a classified employee, a special education specialist, a principal, a regional executive director, and our North Carolina Association of Educators (an NEA affiliate) president. The following timeline documents the major activities and projects taken on by the members of our project team in an effort to create the ideal PBCS to meet the staffing needs of our organization and increase student growth.

Table 14: Chronology of PBCS Project Team Activities

Chronology	Project Team Activity
June, 2009	The project team met and was provided with a comprehensive set of materials on teacher quality and pay for performance. Members were tasked with identifying PBCS models from across the country and bringing back research highlights to share.
July, 2009	The team came back together to share findings from research as well as PBCS models from across the nation. Interviews with TIF project managers were conducted. The team began planning for the “Measuring What Matters” symposium.
August, 2009	Additional interviews with TIF project managers were conducted. The team finalized plans for the “Measuring What Matters” symposium.
September, 2009	GCS hosted “Measuring What Matters,” a symposium on teacher quality and pay for performance featuring Dr. Jim Guthrie, Dr. Patrick Schuermann, and Dr. Sabrina Laine. Attending guests included elected politicians, local business leaders, foundation heads, PTA board members, GCAE (NEA affiliate) board members, teachers, principals, parents and district administration. Following the symposium, a survey was sent out to all attendees to obtain feedback about the direction GCS should head in planning for a new PBCS model.
October, 2009	The project team sent out a district-wide survey in order to find out what employees valued in a PBCS. Results were analyzed and posted online.
November, 2009	The project team hosted two public forums to collect input on the design of a new PBCS.
December, 2009	The project team hosted two additional public forums to collect input on the design of a new PBCS.
January, 2010	The team designed a new PBCS based upon research, other PBCS models, interviews with project directors, input from symposium speakers, surveys and public forums.
February, 2010	The project team presented the new PBCS model to the member of the board of education.
March, 2010	The project team brought the new PBCS back to the board of education for a vote. Board members voted to adopt the new model for implementation in the 2011-2012 school-year.
June, 2010	Staff brought forward the TIF III grant application seeking board approval to apply for and submit the grant application. The board of education voted in favor of developing and submitting a TIF III application.

Guilford County Schools has done due diligence in seeking support from within and outside of the organization. We are pleased to say that we have the full support of our community and organization for the project design in this grant application as evidenced by the letters of support.

Rigorous, Transparent and Fair Evaluation Systems for Educators (b.3)

The North Carolina principal and teacher evaluation instruments will be used by the *Mission Possible Expansion Project* as measures of effectiveness and are based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards. The instruments are designed to promote effective leadership, quality teaching, and student learning while enhancing professional behaviors that leads to effective instructional practice. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the employee being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The Principal or Master Teacher will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstrations. The use of the principal and teacher performance evaluations process will:

- Serve as a measurement of performance;
- Serve as a guide as employees reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;

- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their personnel;
- Guide professional development programs for personnel;
- Serve as a tool in developing coaching and mentoring programs for principals and teachers; and
- Enhance the implementation of the approved curriculum.

The 2010-2011 is the first year that Guilford County Schools will be using both instruments to evaluate educator effectiveness. It is for this reason that we feel it is prudent to utilize the planning year to provide additional training to *Mission Possible Expansion Project* schools beyond the training already provided over the past school year. The Master Teachers whose positions have been written into the grant budget will become experts in these instruments and will provide extensive school-wide and need-targeted training on the evaluation instrument as well as on the standards.

We also believe that principals need a full school year to calibrate their scoring on this multi-rater rubric in order to appropriately differentiate levels of effectiveness. Both evaluation instruments can be found in the Appendix section of this application. The scoring rubrics demonstrate that both instruments are multi-rater, differentiate for levels of effectiveness and significantly take into account student test data. During the full implementation years, each employee will be evaluated a minimum of four times at different times throughout the school year.

Data Management System (b.4)

The current Mission Possible Program utilized a data manager position to design and populate a customized Access database with program information. This has worked effectively in conjunction with following the Data Quality Plan to achieve project goals. From experience, we know the challenges of not collecting enough data and the burden of collecting too much. Knowing exactly what data we now need in order to effectively manage a PBCS, we would like to take advantage of a planning year to work with a programmer to design a web-based system to collect, analyze and synthesize program information. We would like for this information to interface with our Human Resource Management System (HRMS) as well as our payroll system (SUNPAC). Initial meetings with programmers have led us to believe that this process will take approximately 10 months.

High-Quality Professional Development (b.5)

The *Mission Possible Expansion Project* professional development plan strategically capitalizes upon the talents of the effective personnel in program schools. Personnel determined to be effective, using the measures of effectiveness described in application section b.1.i, pages 12-15, are identified as Master Teachers and Teacher Leaders. These educators will be provided with extensive training in each measure of effectiveness including EVAAS & VAD, NC Evaluation Process, and strategies for reducing teacher turnover. Initial training will be provided during the planning year while subsequent training will be delivered during an annual three day *Enhancing Teacher Effectiveness Retreat* designed to advance the skills of effective teachers.

These effective educators will be utilized in project schools as resources for supporting their colleagues in better understanding the measures of effectiveness used in the PBCS to

improve student achievement. Master and Lead Teachers will be used during planning periods, workdays, after-school, during the school day (using substitute teachers) and during the summer to provide ineffective educators (including those that did not qualify for incentives based upon performance) need-targeted professional development. Professional development will be aligned to the weaknesses identified in each teacher’s summative evaluation. The content of this professional development will center upon the NC Professional Teaching Standards, the application of student EVAAS and individual teacher Value-Added Data.

Inclusive of both school-wide and need-targeted professional development, the *Mission Possible Expansion Project* will help educators understand the measures of effectiveness that are a part of the PBCS in order to increase student achievement. The table below illustrates the multiple development opportunities that will be provided to principals, master teachers, teacher leaders, effective teachers and ineffective teachers.

Table 15: Professional Development for Measures of Effectiveness

Professional Development for Measures of Effectiveness	Principal	Master Teachers	Teacher Leaders	Effective Teachers	Ineffective Teachers	Need-Targeted
Recruiting Effective Educators	✓					
Retaining Effective Educators	✓					
Developing Teachers through Effective Evaluations	✓					
Developing Instructional Leaders in Your School	✓					
NC School Executive Standards and Evaluation Process	✓					
New Teacher Center: <i>Induction Institute</i>		✓				
New Teacher Center: <i>Teacher Talent Symposium</i>		✓				
EVAAS and Value Added Data Advanced Level Training		✓	✓			
NC Professional Teaching Standards and Evaluation Process		✓	✓			

Professional Development for Measures of Effectiveness	Principal	Master Teachers	Teacher Leaders	Effective Teachers	Ineffective Teachers	Need-Targeted
Advanced Level Training						
Enhancing Teacher Effectiveness Retreat		✓	✓	✓		
NC Professional Teaching Standards	✓	✓	✓	✓	✓	
NC Evaluation Process	✓	✓	✓	✓	✓	
Using EVAAS and Value Added Data to Inform Instruction	✓	✓	✓	✓	✓	
NC Teaching Standard I: Teacher Leadership					✓	✓
NC Teaching Standard II: Diversity					✓	✓
NC Teaching Standard III: Content					✓	✓
NC Teaching Standard IV: Instructional Practices					✓	✓
NC Teaching Standard V: Reflection on Practice					✓	✓

The quality of the professional development will be measured using end of course participant surveys. Surveys will indicate the relevance of the content, effectiveness of the trainer, and overall quality of the experience. The effectiveness of the professional development will be determined by linking course participation to student testing outcomes. If the professional development does not yield student growth, the course content will be examined and redesigned accordingly in order to ensure educator effectiveness.

Ultimately, Guilford County Schools’ personnel who participate in the *Mission Possible Expansion Project* can expect the design of the project to offer incentives, professional development and supports that will aid them in increasing their own effectiveness in order to increase student growth as represented by the program model in Figure 3.

Figure 3: *Mission Possible Expansion Project* Program Design Model

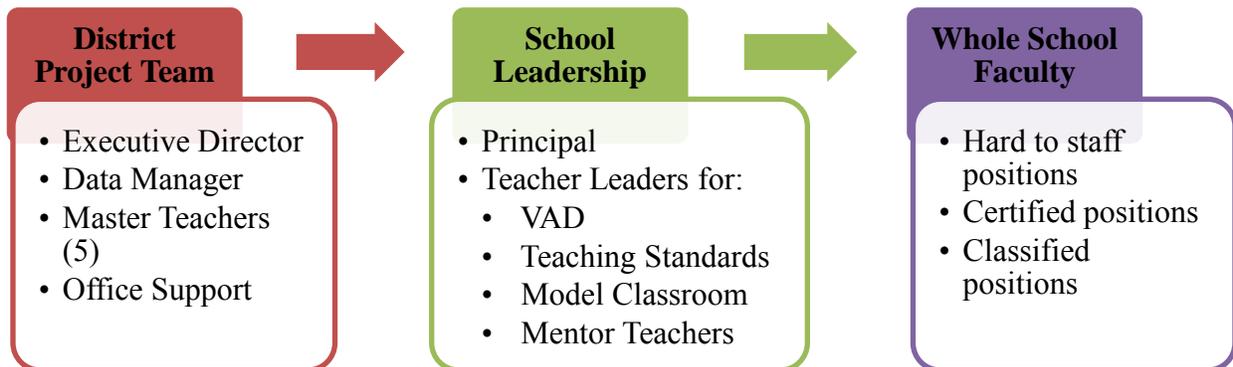


ADEQUACY OF SUPPORT (c)

Project Management Plan (c.1)

The *Mission Possible Expansion Project* management plan incorporates lessons learned and best practices from Guilford County Schools' original Teacher Incentive Fund grant (which supports 8 of the 30 original Mission Possible schools). The allocation of responsibilities, realistic timeline, and identified milestones will ensure that the project objectives are achieved on time and within budget. The graphic below illustrates the organizational structure that will support the management of the *Mission Possible Expansion Project*.

Figure 4: *Mission Possible Expansion Project* Management Support Continuum



Clearly Defined Responsibilities

Included in the project budget are funds for eight district project team members and teacher leaders at each school site. Each full-time faculty member's responsibilities are detailed below.

Executive Director: The executive director is accountable for the overall leadership and management of the *Mission Possible Expansion Project*. She will lead the data manager, master

Mission Possible Expansion Project

teachers, office support, and principals of the 10 project schools in achieving all project objectives. The executive director will prepare all quarterly progress reports as well as the Annual Progress Report. In this role, she will also act as the liaison between the project staff, schools and board of education.

Data Manager: The data manager is accountable for the collection of all data related to the recruitment, retention, and rewarding of educators in *Mission Possible Expansion Project* schools. The manager will work with programmers to achieve a seamless data tracking system that will share data between the district's Human Resource Management System and payroll. The data manager will also facilitate the provision of incentive contracts for each eligible employee. The data manager will work closely with the national and local evaluators to provide accurate and timely data for analysis.

Master Teachers: All five master teachers will be assigned a matched set of one control and one treatment school. Each master teacher will be responsible for: (1) performing multiple evaluations of each teacher as required by the grant; (2) developing individual, monitored, and directed growth plans in accordance with the NC Professional Teaching Standards and Evaluation Process; (3) designing and delivering need-targeted professional development to ineffective teachers; (4) identifying and developing teacher leaders within the school; (5) coordinating the activities of teacher leaders; (6) hosting an annual teacher leadership retreat to sustain and grow the skills of effective teachers; (7) assisting the principal in recruiting effective teachers; (8) maintaining federal data collection records at each of their two school sites.

Office Support: The project's office support will provide assistance to the entire project team, national evaluators and local evaluator in achieving all project objectives. Duties of the office support person will include but not be limited to managing the Mission Possible office,

managing communications with program schools, potential candidates, and supporting the executive director, data manager and master teachers in all efforts.

Teacher Leader for Value-Added Data: Two VAD teacher leaders will be chosen per school based upon a historical track record of earning above average individual Value-Added Data effect scores. In this role, the teacher leader will provide teacher training on the EVAAS database, coach teachers in the application of their individual VAD reports, and will aid in the analysis of EVAAS data at the school level. Each teacher leader will receive a \$2,000 per year incentive for serving in this role.

Teacher Leader for Standards and Evaluation: Two Standards and Evaluation teacher leaders will be chosen per school based upon a historical track record of earning exceptional performance-based evaluation ratings. In this role, the teacher leader will provide teacher training on the NC Professional Teaching Standards and Evaluation Process, will coach teachers in effective instructional practices, and will assess and prescribe need-targeted professional development to improve the teaching effectiveness of other teachers in the school. Each teacher leader will receive a [REDACTED] per year incentive for serving in this role.

Teacher Leader for Model Classrooms: Two Model Classroom teacher leaders will be chosen per school based upon a historical track record of effective performance and high student growth. In this role, the teacher leader will host peer observations, facilitate reciprocal observations, and will participate in peer feedback sessions designed to continually improve the capacity of all teachers in the school to advance student learning. Each teacher leader will receive a [REDACTED] per year incentive for serving in this role.

Teacher Leader for Mentoring: Each school will develop teacher mentors for the purpose of inducting and mentoring novice teachers. In order to serve as a mentor, a teacher leader must

complete 24 hours of state mandated mentor training, mentor a minimum of two new teachers, and complete all required mentor logs and paperwork. Each mentor will receive [REDACTED] per year for serving in this role. These funds will be provided by the state and will not be paid for out of federal grant dollars.

Detailed Timelines

Guilford County Schools, as a part of this application, is agreeing to implement a planning period of 10 months during which it will use TIF funds to fully develop each of the five required core elements. Below is a table illustrating to what degree district personnel believe each of the five elements is currently in place. Following, the timeline explains how the district will develop each core element it lacks during the planning period as well as all other project activities.

Figure 5: Core Element Current Status

Core Element	Current Status	
Communication Plan		25%
Constituent Buy-In and Involvement		75%
Evaluation Systems		
Data Management System		25%
Understanding Measures of Effectiveness		25%

Table 16: Project Timeline

Project Activity	Planning Year	Year 2	Year 3	Year 4	Year 5
Meet with principals and regional superintendents to gain buy-in and develop letters of support for applying for the <i>Mission Possible Expansion Project</i> .	Pre-award				
Inform district personnel and school faculties that GCS was awarded the TIF grant.					
Conduct site visits of each program school to provide an orientation to the TIF grant award program and to review the program design. Provide a timeline of future events so that employees know what to expect.					
Notify all eligible schools participating in the TIF Evaluation of their treatment or control group assignment at least two months prior to the assigned treatment group implementation schedule.					
October 1, 2010: <i>Mission Possible Expansion Project</i> begins	✓				
Hire project faculty (Data Manager, Office Support, Master Teachers)	✓				
Develop a community-wide marketing campaign for Mission Possible	✓				
Use marketing materials to host multiple informational events for Mission Possible schools and faculty to learn about incentive and leadership opportunities	✓				

Project Activity	Planning Year	Year 2	Year 3	Year 4	Year 5
Train master teachers in EVAAS/VAD, NC Professional Teaching Standards and Evaluation Process, New Teacher Center: <i>Induction Model</i> , and New Teacher Center: <i>Teacher Talent Symposium</i>	✓				
Work with Master Teachers and Executive Coaches to develop professional development course materials for delivery to principals and teachers in Year 2	✓				
Work with programmers to develop a data tracking system that can share information between HRMS and payroll	✓				
Provide training for all project principals in the following courses: Course 1: Recruiting Effective Educators Course 2: Retaining Effective Educators	✓				
Work with principals to recruit effective faculty for all vacancies	✓				
Identify all teacher leaders at each of the 10 project schools	✓				
Train master teachers in EVAAS/VAD, NC Professional Teaching Standards and Evaluation Process	✓				
Develop instruments to measure project objectives, finalize the collection of baseline data, and solidify	✓				

Project Activity	Planning Year	Year 2	Year 3	Year 4	Year 5
evaluation procedures with the local external evaluator					
Provide teacher training on the NC Professional Teaching Standards		✓			
Provide teacher training on the NC Professional Teaching Evaluation Process		✓			
Provide teacher training on EVAAS & Value-Added Data		✓			
Provide training for all project principals in the following courses: Course 3: Developing Teachers Through Effective Evaluations Course 4: Developing Instructional Leaders in Your School		✓			
In conjunction with the local external evaluator, develop an annual evaluation report and present findings to the board of education		✓	✓	✓	✓
Conduct on-site, in-depth orientation sessions with each program school to include: <ul style="list-style-type: none"> - Introduction of Master Teacher and his/her role - Introduction of Lead Teachers and their roles - Overview of required professional development - Overview of measures of effectiveness - Overview of incentive structures 		✓	✓	✓	✓

Project Activity	Planning Year	Year 2	Year 3	Year 4	Year 5
- Overview of evaluation requirements					
Provide need-targeted training to ineffective teachers		✓	✓	✓	✓
Host quarterly meetings with all Teacher Leaders, facilitated by Master Teachers, for the purpose of monitoring progress towards project objectives		✓	✓	✓	✓
Disseminate research and findings at national conferences (ASCD, NSDC, AASPA)		✓	✓	✓	✓
Award performance incentives based upon student growth		✓	✓	✓	✓
Host an annual Teacher Effectiveness Retreat		✓	✓	✓	✓
Provide the DOE with quarterly updates	✓	✓	✓	✓	✓
Submit an Annual Performance Report	✓	✓	✓	✓	✓
Conduct an end of year needs-assessment to determine the degree to which all tasks were completed, program goals met, and to identify any carryover needs for the following grant year.	✓	✓	✓	✓	✓

Milestones for Accomplishing Project Tasks

Each year, the *Mission Possible Expansion Project* will have numerous milestones that will act as ongoing indicators of progress towards meeting project objectives. Those milestones include:

- Satisfying each of the five core elements and moving into full project implementation
- Starting each school year with 100% of Mission Possible faculty positions staffed
- Ending each school year with less than 15% attrition of faculty
- Ending each school year with 100% of faculty rated as effective Receiving final student test data and achieving growth in 100% of schools
- Making performance incentive awards in the fall of each school year
- Hosting annual Mission Possible Faculty orientations at the beginning of each year
- Working with school leadership teams to imbed Mission Possible program activities into the School Improvement Plan
- Hosting quarterly Teacher Leader meetings
- Applying the annual evaluation data in our daily practice as a method of continuously improving the program
- Hosting the annual Teacher Effectiveness Retreat as a strategy to set an annual vision that is responsive to program evaluation data and the changing needs of each school
- Submitting the Annual Progress Report

Each milestone will be documented and members of the organization and community will be provided with monthly updates that detail milestones as well as progress toward meeting project objectives.

Communications Plan

The Mission Possible Office believes in open communication between current faculty, future faculty, internal constituents, and external community constituents. To that end, a communications plan was collaboratively developed for the purpose of building dialogue between the Mission Possible Office and those we serve. It is our intention to continue utilizing this plan throughout the course of the *Mission Possible Expansion Project* as a means of communicating about our high-need schools and hard to staff positions. The Mission Possible Communications Plan focuses on four distinct goals:

1. The Mission Possible Office will develop and utilize effective systems to communicate with and receive feedback from internal constituents on program goals, policies, and procedures.
2. The Mission Possible Office will raise awareness of program goals, activities, and achievements among internal and external constituents.
3. The Mission Possible Office will increase awareness of program successes as a marketing strategy to recruit and retain the highest quality teachers and school leaders.
4. The Mission Possible Office will effectively use media outlets to garner program awareness and support on local, state, and national levels.

In order to meet these goals, we have developed a Communication Plan of Action. The Communication Evaluation details how we will determine whether or not each of our goals was met. All progress towards meeting communication targets will positively impact the quality and quantity of communication about Mission Possible.

Table 17: Communication Plan of Action

Strategy	Audience	Responsible	Timeframe	Goal
Advisory Teams	Internal	Executive Director	Quarterly	1, 2
Conference Presentations and Papers	External	Executive Director	As Needed	2, 3, 4
Email Distribution Lists	Internal	Executive Director	As Needed	1, 2
Quarterly Reports to DOE	External	Executive Director	Quarterly	1, 2
GCS News Briefs	Internal External	Executive Director	Weekly	1, 2, 3, 4
Marketing Materials	External	Executive Director	As Needed	2, 3
Media Interviews	External	Principals Teachers Executive Director	As Needed	3, 4
Newsletter	Internal External	Master Teachers	Monthly	1, 2, 3
On-Site Faculty Orientations	Internal	Master Teachers	Annually	1
Principal Meetings	Internal	Executive Director	Annually	1, 2
Recruiting Trips/Job Fairs	External	Master Teachers	As Needed	2, 3
Website	Internal External	Executive Director Master Teachers	Daily	1, 2, 3, 4

Table 18: Communication Evaluation Plan

Goal	Strategy	Target
1	Advisory Team Meetings	2
	Email Communications	Daily
	Evaluation Reports to DOE	4
	GCS Newsbriefs Announcements	12
	Mission Possible Newsletter	10
	On-Site Faculty Orientation	40
	Principal Meetings	4
	Teleconferences	12
	Mission Possible Website (hits)	1,000
2	Advisory Team Meetings	2
	Conference Presentations/Papers	6
	Email Communications	Daily
	Evaluation Reports to DOE	4
	GCS Newsbriefs Announcements	12
	Marketing Materials	1,000
	Mission Possible Newsletter	10
	Principal Meetings	4
	Recruiting Trips/Job Fairs	6
	Teleconferences	12
	Mission Possible Website (hits)	1,000
3	Conference Presentations/Papers	6
	GCS Newsbriefs Announcements	12
	Marketing Materials	1,000
	Media Interviews	10
	Mission Possible Newsletter	10
	Recruiting Trips/Job Fairs	6
	Mission Possible Website (hits)	1,000
4	Conference Presentations/Papers	6
	GCS Newsbriefs Announcements	12
	Media Interviews	10
	Mission Possible Website (hits)	1,000

Qualifications of Project Director and Key Personnel (c.2)

The resumes of all key personnel are provided in Part 6, Other Attachments Forms. Below are the education and experience qualifications of the project director and local external evaluator. Both the project director and local external evaluator are currently working together managing and evaluating Guilford County Schools' Teacher Incentive Fund I project, *Mission Possible*. Evaluation of this original project has determined that grant efforts have achieved stated goals in recruiting and retaining educators, providing professional development to educators and increasing the achievement of high-need students in hard to staff schools. In an effort to build upon the success of the original project, it is the district's intention to keep the same project director and local external evaluator in place for the *Mission Possible Expansion Project*. The new project design is based upon the experiences of the current project director and evaluator as well as upon the evaluation data from the original 30 *Mission Possible Schools*. It is for that reason that we believe that these key personnel are qualified to carry out their responsibilities and that their time commitments are appropriate and adequate to implement the project effectively.

Qualifications of the Project Director

Dr. Amy Holcombe holds a doctorate in curriculum and teaching, a Master of School Administration, an M.Ed. in English education, and a B.A. in English. She has successfully acted as the project manager for numerous federal grants including Enhancing Education through Technology, Magnet Schools Assistance Program, Teacher Incentive Fund, and Transition to Teaching, and is widely published in the areas of teacher quality, literacy, technology, and pay for performance. Dr. Holcombe has served Guilford County Schools in numerous roles including

teacher, principal, director of curriculum for K–12, director of federal programs, director of organizational development, and director of talent development.

Qualifications of the Local Evaluator

Dr. Holli Bayonas will serve as the project director of the local external evaluation. In this capacity, she will oversee and lead all aspects of the project including development and review of the data collection templates, data collection, and analyses, and production and dissemination of all evaluation reporting. Dr. Bayonas has been working in the field of education research for over 9 years, with experience in statistical modeling, needs assessment, process analysis, program evaluation, technology integration, and instructional design. Over a 2-year period, she has managed the external evaluations of three federal grant programs totaling over \$900,000. She is currently the lead evaluator for GCS’s TIF funded Mission Possible program and Transition to Teaching program, both USED funded programs. Dr. Bayonas holds a Ph.D. from Indiana University in Instructional Systems Technology with a minor in Education Research Methods.

Qualifications of the Data Manager

Please reference the *Clearly Defined Roles and Responsibilities* section on pages 31-33 for detailed qualifications of the data manager.

Qualifications of the Master Teachers

Please reference the *Clearly Defined Roles and Responsibilities* section on pages 31-33 for detailed qualifications of the Master Teachers.

Project Support from Non-Federal Funds (c.3)

Guilford County Schools is committed to sustaining a robust performance based compensation system for the purpose of ensuring the equitable distribution of talent across the district in order to achieve student growth in every school. Guilford's commitment is demonstrated in part by having established the state's first comprehensive PBCS in 2005 using local dollars. The original Mission Possible Program included 22 schools (including two Cumulative Effect High Schools) and was expanded to 30 schools in 2006 with the provision of a Teacher Incentive Fund I grant. Upon completion of the project period, the district intends to sustain the PBCS. Similarly, the Teacher Incentive Fund III grant will allow Guilford to expand the PBCS to include 10 additional schools for a total of 40 schools participating in the Mission Possible Program. Upon completion of the TIF III project period, Guilford intends to sustain the PBCS. Figure 7 illustrates the transition of funding sources from 2005 through 2015.

Figure 6: Mission Possible Funding Sources

Program Name	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015-2020	
Mission Possible	20	20	20	20	20	20	30					40
Cumulative Effect (a subset of Mission Possible)		2	2	2	2	2						
Teacher Incentive Fund I		8	8	8	8	8						
Teacher Incentive Fund III						10	10	10	10	10		
Key to Funding Sources:												
Local		Foundation				Federal						

Schools participating in the Mission Possible School program have demonstrated that the provision of interventions has helped them to recruit and retain teachers. Therefore, schools in program year 6 will transition to a performance based compensation system only (without the additional provision recruitment incentives necessary in the early years). Table 19 shows the financial impact of this transition on the district’s ability to sustain schools in the program and to make an increasing share of the performance based compensation provided to teachers, principals and other personnel during the TIF III project period and beyond.

Table 19: Projected Program Costs and Non-TIF Fund Contributions

Year	TIF Funds	Non-TIF Funds
2010-2011	████████	████████
2011-2012	████████	████████
2012-2013	████████	████████
2013-2014	████████	████████
2014-2015	████████	████████
2015-2016	\$0	████████
2016-2017	\$0	████████
2017-2018	\$0	████████
2018-2019	\$0	████████
2019-2020	\$0	████████

During the project period, TIF-funded incentives are budgeted at the same level each year. The only cost increases are a 3% salary increase built into each year. It is expected that as the program is in place with all of its professional development and support, that the percentage of faculty earning incentive will increase. This is accounted for in the Non-TIF Funds column which increases at a rate of ██████████ per year until it plateaus at \$1.7 million. After the 2014-2015 school-year, GCS will use a performance-incentive only model across all 40 schools. The district should be able to sustain this funding and the PBCS barring any unforeseen circumstances.

Sufficient and Reasonable Project Costs (c.4)

This application represents what we feel are reasonable expenses in relation to our project objectives and design. The cost projections included in the project and budget narratives are based upon our experience implementing the first Teacher Incentive Fund grant (2006-present).

The eight identified project staff members represent what we feel are sufficient personnel resources to meet all project goals. Salary amounts for personnel were calculated using the North Carolina and Guilford County Schools salary scales for each position included in the grant.

Calculations used to predict incentive awards are based upon four years of historical data. Recruitment incentives are guaranteed; whereas, performance incentives are earned at different rates by different position groups. Using previous years' test data, we determined what the typical total payout would be for each grant year and built in anticipated increases over the course of the grant to account for increased educator effectiveness.

In total, we feel that the personnel and costs described in this application are a good investment of federal dollars, are sufficient for achieving all project objectives and reasonable based upon prior experience implementing a Teacher Incentive Fund grant.

QUALITY OF THE LOCAL PROJECT EVALUATION (d)

In collaboration with key personnel, the external evaluator will assess the extent to which the program objectives are being met. The evaluation will utilize a mixed methods design to track implementation fidelity, program outcomes, and assess sustainability.

Strong and Measurable Performance Objectives (d.1)

By 2015, all Mission Possible Expansion faculty will be effective as measured by the NC Evaluation Process and an annually increasing percentage will receive performance incentives based upon student achievement gains. This goal, synonymous with raising student achievement, will be reached by achieving the following objectives:

1. RECRUIT highly effective educators to work in Mission Possible Expansion Schools.
2. RETAIN highly effective educators in Mission Possible Expansion Schools.
3. REWARD educators who are highly effective in Mission Possible Expansion Schools.

These objectives will be reached through six main activities: 1a. Provide a one-time spot bonus to recruit teachers with high Value-Added Data into program schools. 1b. Provide an annually recurring recruitment bonuses for teachers who work in hard-to-staff positions. 2a. Provide need-targeted professional development to increase the success of teachers and principals. 2b. Provide incentives to effective teachers who take on instructional leadership roles within their schools. 3a. Provide individual performance incentives based upon Value-Added Data measures of student growth. 3b. Provide school-wide performance incentives based upon North Carolina's ABC student growth model.

Quantitative and Qualitative Evaluation Data (d.2)

The local evaluation is uniquely positioned to be able to build off of previous evaluation findings from the original GCS Mission Possible program. Based on previous findings and

experiences, the current proposed evaluation will not only focus on gathering data related to the performance measures and program objectives, but will focus significantly more resources on qualitatively documenting differences across schools in terms of leadership and structure. It is evident from previous results of the original Mission Possible program that some schools have better success than others, so it is imperative to try to get at why those differences exist, especially in the area of staff morale. This will be achieved through multiple site visits to schools as well as interviews and focus groups with key personnel at each school. This qualitative data coupled with the quantitative measures from the surveys, Value-Added Data, and state testing data will enable GCS to begin to formulate the contextual factors that are necessary for a successful PBCS. This information will also be used to inform professional development offerings for not only teachers, but principals and other leaders. The result will be a PBCS model that could be implemented in additional schools at GCS as well as in other districts in North Carolina. Table 20 outlines the evaluation questions (based on the program logic model) and the quantitative and qualitative data sources that are associated with each evaluation question.

Table 20: Evaluation Questions with Data Sources

Evaluation Questions	Data Sources							
	Document Review	Climate and Other Survey	NC Teacher Working Conditions	Personnel Interviews/ Focus groups	Value-Added Data	Professional Development Data	State Testing Data	Early Leaver Survey
Implementation Fidelity Evaluation Questions								
To what extent were program activities outlined in the logic model implemented?	✓			✓				
To what extent has each school identified/utilized additional leaders as outlined in the grant?	✓			✓				
To what extent are professional development offerings relevant to reaching program objectives?		✓		✓		✓		✓
Is there sufficient organizational capacity to deliver the project activities?		✓		✓				
Outcome Evaluation Questions								
To what extent is each employee group meeting the effectiveness measures?	✓			✓	✓	✓	✓	
To what extent are program objectives of recruiting, retaining, and rewarding of faculty being met?	✓				✓		✓	
To what extent did student achievement increase?				✓	✓		✓	
What are the unintended impacts of the project, if any?	✓	✓	✓	✓	✓	✓	✓	✓
What are school personnel's experience of, satisfaction with, and perceived impacts of PBCS?		✓	✓	✓				✓
In those schools that are experiencing more success with meeting objectives, why are they more successful?	✓	✓	✓	✓	✓	✓	✓	✓

Sustainability Outcome Questions								
What are the drivers of or barriers to successful implementation and potential for impact?	✓	✓	✓	✓	✓	✓	✓	✓
What adjustments in project activities will lead to improved performance toward achieving objectives?		✓		✓				✓
What modifications, if any, should be made to objectives and strategies? Should the project be supported beyond the 5-year period?	✓	✓	✓	✓	✓	✓	✓	✓
Is there sufficient organizational capacity to deliver the project activities beyond the grant cycle?		✓		✓				

Evaluation Procedures for Continuous Improvement (d.3)

The data sources will be used in a formative nature by having quarterly updates with the project staff and updates with the Board of Education as needed. These data sources will also be compiled in an annual evaluation report organized around the evaluation questions. The evaluation is participatory in nature, which entails bi-weekly meetings between GCS project personnel and the external evaluator. All data collection instruments will be developed in collaboration from program staff. In addition to quarterly updates and annual reports, individual school reports will be prepared beginning in Year 2 for the School Principals. These customized reports allow Principals to see how their school is performing in comparison to the district, state, and at least two other comparison schools (schools selected through propensity score matching). In Year 4 and 5 of the grant, the qualitative data will help inform Principals in a more prescriptive way of how they can improve the climate in their school, which mediates the objective related to retaining faculty.

Table 21: Table of Deliverables

Deliverable	Deliverable Date
Annual Formative Reports to include: <ul style="list-style-type: none"> a) Answers to Implementation Fidelity evaluation questions b) Answers to Outcome evaluation questions c) Answers to Sustainability questions* d) Progress in meeting the specified grant objectives (grant requirements) *Sustainability questions will be addressed in Year 4 and 5 of the grant. The GPRA reports will be completed by the Principal Investigator with data assistance from the evaluator.	July 30, 2011 July 30, 2012 July 30, 2013 July 30, 2014
Final Evaluation Report	Year 5-Specified by the Federal Program Officer

Guilford County Schools has experienced great successes implementing Mission Possible, our district’s PBCS. We have celebrated recruitment and retention successes beyond our original goals. Schools have seen marked increases in student achievement across the program. Program faculty has cited the benefits of the high-quality professional development made available through federal funding. GCS has learned a great deal about what aspects of a PBCS are effective in our organization. We are excited about the opportunity to apply for federal dollars to implement our new Mission Possible model and to expand the program to 10 additional high-needs schools.

REFERENCES

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- Chait, R. & Miller, R. (2009). Teacher incentive fund addresses three key issues: Promoting effective teachers in high-poverty schools. Center for American Progress. Available online at: http://www.americanprogress.org/issues/2009/06/teacher_incentive_fund.html.
- Luellen, J. K., Shadish, W. R., & Clark, M. H. (2005). Propensity scores: An introduction and experimental test. *Evaluation Review*, 29(6), 530-558.
- Rosenbaum, P. R., & Rubin, D. B. (1983). The central role of the propensity score in observational studies for causal effects. *Biometrika*, 70(1), 41-55.
- Rosenbaum, P. R., & Rubin, D. B. (1985). Constructing a control group using multivariate matched sampling methods that incorporate the propensity score. *American Statistician*, 39(1), 33-38.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Need School Documentation** Pages: 1 Uploaded File: \\725-pres-app1
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Documentation.doc

HIGH-NEED SCHOOL DOCUMENTATION

Schools to be Served in the Proposed Project	Free or Reduced Price Lunch Rate
Hunter Elementary	96%
Allen Jay Elementary	92%
Sedgefield Elementary	90%
Montlieu Elementary School	88%
Archer Elementary	82%
McLeansville Elementary	71%
Southern Middle	68%
Eastern Middle	65%
Northeast Middle	62%
Kiser Middle	59%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Othe Attachment Forms Pages: 50** Uploaded File: \\725-pres-app1\public\$\Personnel\Holcombe\TIF III Grant Application\Final Application\Other Documents\Other Attachment Forms.pdf

FI045A

FEDERAL PROGRAMS SECTION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RESTRICTED INDIRECT COST COMPUTATIONS
FOR
410-GUILFORD COUNTY SCHOOLS

REPORT REFLECTS FY2008 DATA
RATES FOR USE IN FY2010

PAGE 068

DATE 10/09/2009

PURPOSE
CODE

EXCLUDED
COST

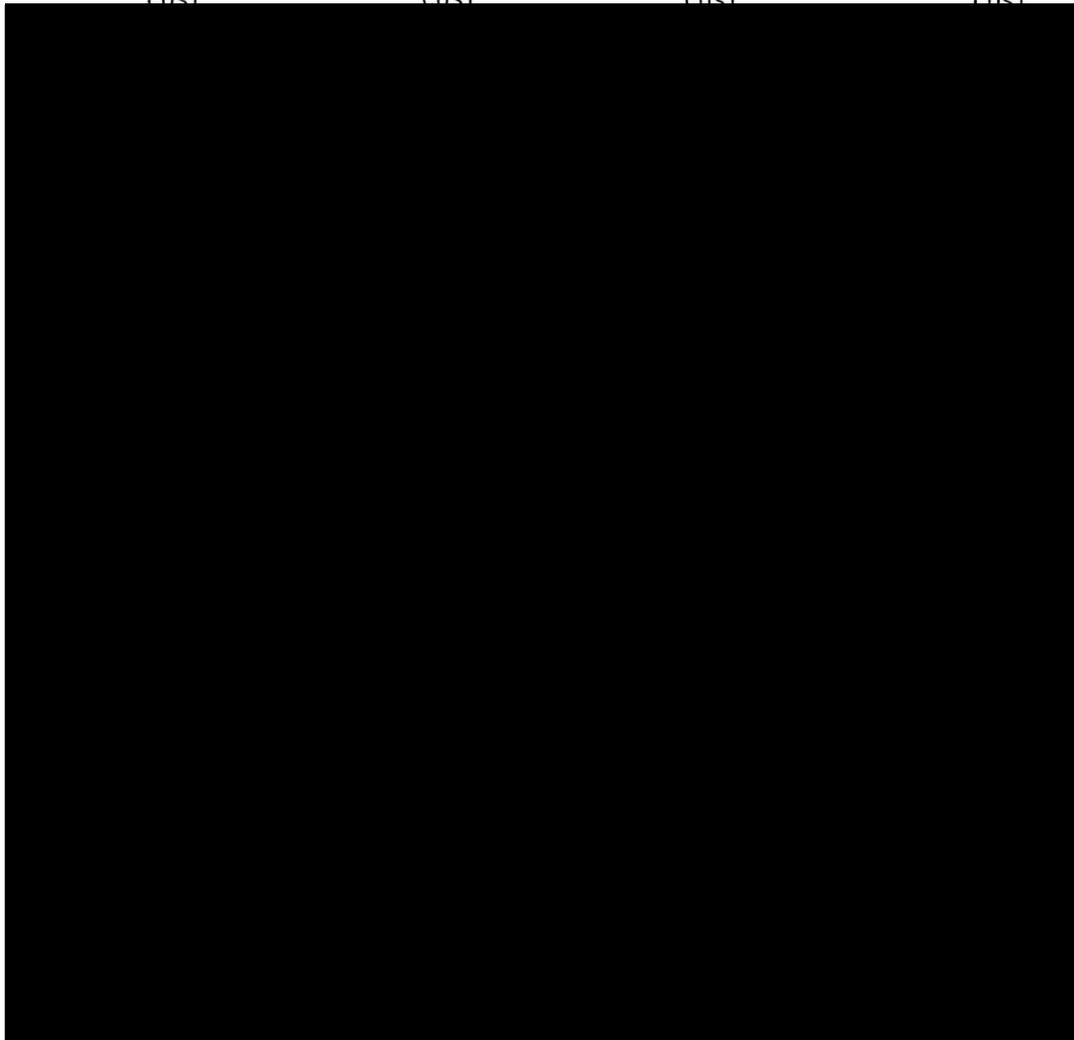
UNALLOWED
COST

INDIRECT
COST

DIRECT
COST

CARRY
FORWARD

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chapel—
 - copies to Angie and
 Cynthia Sevier
 - file original in
 INDIRECT COST
 Thanks,
 Sean M
 11/2/09



FI045A

FEDERAL PROGRAMS SECTION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RESTRICTED INDIRECT COST COMPUTATIONS
FOR
410-GUILFORD COUNTY SCHOOLS

PAGE 069

REPORT REFLECTS FY2008 DATA
RATES FOR USE IN FY2010

DATE 10/09/2009

PURPOSE CODE	EXCLUDED COST	UNALLOWED COST	INDIRECT COST	DIRECT COST	CARRY FORWARD
6840					
6850					
6910					
6920					
6930					
6940					
6950					
7100					
7200					
TOTALS					

COMPUTATION: (INDIRECT COST TOTAL + CARRY FORWARD) DIVIDED BY (UNALLOWED COST + DIRECT COST) EQUALS: 02.266 PERCENT

AMY HOLCOMBE

EDUCATION

Doctor of Philosophy, Curriculum and Teaching	University of North Carolina at Greensboro, 2001
Master of School Administration	North Carolina A&T State University, 2006
Master of Education, English	University of North Carolina at Greensboro, 1998
Professional Teaching Credential	Sonoma State University, 1995
Bachelor of Arts, English	Sonoma State University, 1993

CERTIFICATIONS

California and North Carolina Teaching Certifications: English/Language Arts (K-12), Technology (K-12), Principal (K-12)
CRISS: Creating Independence through Student Owned Strategies, Trainer Certification
Ruby Payne's Framework for Understanding Poverty, Trainer Certification
Intel Master Teacher, Trainer Certification
Dinah Zike Foldables™, Trainer Certification

BOARDS

American Association of School Personnel Administrators,
Board of Directors and Chair of the Professional Development Committee
Editorial Advisory Board Member, Scholastic Administ@tor Magazine

AWARDS AND RECOGNITIONS

2004 State of North Carolina Outstanding Technology Educator of the Year Award (NCAect)
2002 State of North Carolina Technology Educator of the Year (NC Department of Public Instruction)
1997 Novartis Fellow
1996 Lockheed Martin Fellow
1995 Rookie Science Teacher of the Year

PROFESSIONAL EXPERIENCE

Guilford County Schools, Greensboro, North Carolina

1995 to present

Executive Director of Talent Development

2007 to present

- Lead Mission Possible, NC's first comprehensive Pay for Performance Program, \$20 million budget
 - Reduced teacher attrition in the district's 30 hardest to staff schools by more than 20%
 - Significantly increased student achievement at 93% of program schools
- Lead Cumulative Effect, a high school math teacher recruitment, retention and development program
 - Coordinate with five foundation heads and two universities to partner in providing pay incentives, mentors, technology, and professional development to 80 high school math teachers
 - Raised student math achievement in all courses; exceeded the district average in Algebra I
- Lead the Lateral Entry Resource and Advising Center, the district's first support center for 600+ teachers
 - Increased alternatively certified teacher retention from 66% to 94%
 - Provide strategic support in the areas of induction, coaching, networking, pedagogy and content
- Lead Guilford County Schools Alternative Certification Track, NC's first in-district licensure program
 - Awarded a Transition to Teaching Grant, \$2.2 million, to expand program services and outreach
 - Developed over 300 hours of teacher preparation content and the annual leadership conference
- Analyze, synthesize and disseminate Value Added Data and accompanying training district wide
- Facilitate and train the new NC Evaluation Process for principals and teachers

Principal, Falkner International Baccalaureate PYP World School

2006 - 2007

- Recognized as one of the 9 most improved elementary schools in the *Celebration of Excellence*
- Attained full authorization as an International Baccalaureate Primary Years Program World School
- Hosted a national media event and site visit for President George W. Bush and Secretary of Education, Margaret Spellings, featuring classroom visits and an address on the topic of NCLB reauthorization

Director of Curriculum and Instruction, K-12

2005 - 2006

- Conducted a needs assessment and data review resulting in the development and dissemination of a three year strategic plan for a newly created curriculum and instruction department
- Developed and distributed K-12 curriculum resources that supported the alignment of curriculum, instruction, and evaluation (Instructional Alignments, Pacing Guides, Lesson Plans, etc.)
- Facilitated the development and web-based availability of over 300 benchmark exams for courses in grades 2-12 in multiple subject areas for web-based delivery and scoring
- Implemented essential professional development programs for achieving curriculum department goals
- Organized Curriculum Advisory Task Forces for Principals, Teachers and Curriculum Facilitators
- Provided targeted curriculum training via subject and grade specific Curriculum Institutes
- Communicated key information related to department goals and objectives through regular Curriculum Updates, Content Area Contact distribution lists, and Curriculum Facilitator monthly meetings

Director of Federal and Special Programs

2004 - 2005

- Developed federal grant applications and managed all operations for the Title I, II, V, Middle and Early Colleges, and Magnet Programs
- Responsible for over \$15 million in federal program funding
- Increased the effective communication of program goals and progress to the media, LEA, community
- Advised and interacted with senior staff and school board members to increase awareness of and progress towards meeting all federal program goals and NCLB requirements

Program Director, Enhancing Education through Technology Grant (QUEST)

2001 - 2004

- Awarded \$1.5 million grant to develop professional development in the areas of curriculum integration and curriculum leadership for middle schools and district administrators
- Managed all aspects of EETT grant implementation including: conducting needs-assessments, managing goal-setting and achievement, developing new training curriculum, managing a yearly and projected personnel and expense budget, collecting data for evaluating training activities, disseminating research findings at state, national, and international conferences
- Conducted on-site coaching and evaluation of over 300 QUEST-trained middle school teachers

Instructional Technology Specialist for Secondary Schools

1998 - 2001

- Developed and implemented professional development training for over 6,000 employees
- Designed web-based curriculum resources for teachers in all grade levels and curriculum areas
- Supervised and assisted over 150 instructional personnel with the integration of instructional strategies into the delivery of the North Carolina Standard Course of Study

Language Arts, Social Studies, and Science Teacher, Lincoln Middle School

1995 - 1998

- Southern Association Committee Chair, School Leadership and Planning Team Member, NC A&T Professional Development Schools Team Member, Faculty Advisor (NC A&T Youth in Engineering Program, SECME, NASA Club, School Newspaper, New Kids On the Block)

University of North Carolina, Greensboro, North Carolina

2000 - 2009

Lecturing Professor, School of Education: Curriculum, Technology, and Diversity

North Carolina Teacher Academy, Durham, North Carolina

1999 - 2006

State-Level Teacher Trainer: Literacy and Diversity

Course Developer: Technology, Literacy and Diversity

PUBLICATIONS

- Holcombe, A. (2010). Experiences of an Early Adopter of Incentive Pay. *The School Administrator*, 3(67), 16-17.
- Holcombe, A. (2009). More than the sum of its parts. *Principal Leadership*, 9(7), 32-36.
- Grier, T. & Holcombe, A. (2008). Mission Possible: A North Carolina school district solves the problem of recruiting and retaining teachers in its most challenging schools. *Educational Leadership*, 65(7), 25-30.
- Holcombe, A. (2003). Are you ready? Planning for productive online technology staff development. *Learning & Leading with Technology*. 30(7), 49-57.
- Holcombe, A. (2003). Technology Staff Development: Facilitators and Barriers to Online Learning. Society for Information Technology and Teacher Education, International Conference Proceedings.
- Holcombe, A. (2003). QUEST: Quality Educational Strategies and Technologies, 2nd Edition. Greensboro, NC: Guilford County Schools.
- Holcombe, A. (2002). QUEST: Quality Educational Strategies and Technologies. Greensboro, NC: Guilford County Schools.
- Holcombe, A., Gant, A., Maye, D. & Huskins, N. (2002). Reading in the Content Areas: Linking Adolescent Literacy and Learning. Durham, NC: NCTA.
- Holcombe, A., Morgan, R. & Maye, D. (2002). A Framework for Understanding Poverty: Facilitator Manual. Durham, NC: NCTA.
- Holcombe, A. (2001). Technology Staff Development: Facilitators and Barriers to Online Learning. Doctoral dissertation, University of North Carolina at Greensboro.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (2000). Adolescent Literacy: Reading in the Content Areas Follow-up Training, Volume II. Durham, NC: NCTA.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (2000). Adolescent Literacy: Reading in the Content Areas Follow-up Training, Volume I. Durham, NC: NCTA.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (2000). Adolescent Literacy: Creating Independence Through Student Owned Strategies, Volume II. Durham, NC: NCTA.
- Holcombe, A., Maye, D., Gant, A. & Huskins, N. (1999). Adolescent Literacy: Creating Independence Through Student Owned Strategies, Volume I. Durham, NC: NCTA.
- Maye, D., Holcombe, A., Gant, A. & Huskins, N. (2004). Reading In the Content Areas: Linking Adolescent Literacy and Learning Follow-up Training. Durham, NC: NCTA.

STATE AND NATIONAL PRESENTATIONS

- 2010 National Staff Development Council—Summer Conference
Increasing Math Teacher Effectiveness for Student Achievement Gain
- 2010 Association for Supervision and Curriculum Development—Annual Conference
Creating a Sustainable Performance-Based Compensation Program
- 2010 National Association of Alternative Certification—Annual Conference
DIY Alternative Certification- Recruit and Certify Your Own Teachers!
- 2009 National Staff Development Council—Annual Conference
Success Secrets for Preparing, Supporting and Retaining Alternatively Certified Teachers
- 2009 American Association for School Personnel Administrators- Annual Conference
What Matters Most- The Six Critical Factors for Lateral Entry Success
- 2009 Teacher Incentive Fund Summit- Sponsored Speaker, Broad Foundation
Panelist
- 2009 Climate for Student Success Forum
Keynote Speaker
- 2009 American Association for School Personnel Administrators—Boot Camp
Using Differentiated Compensation as a Recruiting Tool
- 2009 Association for Supervision and Curriculum Development- Annual Conference
Mission Possible: Recruiting and Retaining Teachers in Highly Impacted Schools
- 2008 Alliance for Excellent Education- National Forum
Keynote Speaker
- 2008 American Association for School Personnel Administrators—National Conference
Beating the Odds: Recruiting and Retaining Math Teachers Amidst a Teacher Shortage
- 2008 Battelle for Kids—National Value Added Data Conference
Panelist
- 2008 National Staff Development Council—National Conference
Recruiting and Retaining Faculty in Impacted Schools
- 2008 The Education Trust—National Conference
The Cumulative Effect: Raising Teacher Quality in High School Math Classrooms
- 2008 The Education Trust Value-Added Data Summit
Using Value Added Data to Target Assistance
- 2008 Association for Supervision and Curriculum Development —Annual Conference
Equitable Support for Inequitable Student Assignment
- 2008 North Carolina ASCD—Annual Conference
Recruiting and Retaining the Best

- 2007 Principals' Leadership Conference
If You Want to Lead, You Have to Walk in Front
- 2005 North Carolina ASCD—Annual Conference
Designing Engaged Learning Experiences
- 2004 National Staff Development Council – National Conference
Planning and Designing a High Impact NCLB Staff Development Program
- 2004 National School Board Association's T&L² Conference
Technology Taxonomy: A Blueprint for Learning
- 2004 North Carolina Middle School Association Annual Conference
Wiring Our Students: Technology for 21st Century Kids
- 2004 North Carolina Association for Educational Communications and Technology
Integrated Technology Lesson Plans You Can Use
- 2003 North Carolina Educational Technology Conference
- *Wiring Our Teachers*
- *For Teachers, By Teachers: Integrated Technology Lesson Plans You Can Use*
- 2003 National School Board Association's T&L² Conference
- *Raising Student Achievement through Quality Educational Strategies and Technologies: A No Child Left Behind Professional Development Model*
- *School Administrators Discussion on Title II.D.1-2: NCLB's Enhancing Education through Technology Legislation*
- 2003 Society for Information Technology and Teacher Education International Conference
Technology Staff Development: Facilitators and Barriers to Online Learning
- 2003 North Carolina Association for Educational Communications and Technology
Quality Educational Strategies and Technologies (QUEST): A Professional Development Model
- 2002 North Carolina Educational Technology Conference
Integrating Technology into the English/Language Arts Curriculum
- 2002 North Carolina Middle School Conference
Using Picture Books in the Middle Grades Classroom
- 2001 North Carolina Middle School Conference
CRISS- Come Find Out about NC Teacher Academy's Newest Module
- 1999 National Youth at Risk Conference
Race and Risk
- 1999 North Carolina Professional Development Schools Conference
Professional Development School Model's that Work
- 1998 North Carolina Middle School Conference
Developing an Afterschool Writing Academy
- 1998 North Carolina Professional Development Schools Conference
Professional Development School Model's that Work

TRAINING DEVELOPED AND IMPLEMENTED

Guilford County Schools

Understanding Your Value Added Data
Hosting Effective Value Added Data Conversations with Your Teachers
Using Value Added Data to Inform Instructional Decision Making
Guilford County Schools Alternative Certification Track
QUEST: Quality Educational Strategies and Technologies
QUEST for Leadership
Instructional Strategies for Engaging Learners
Teaming in the Middle Grades
Introduction to PowerPoint Online
Introduction to Excel Online
Introduction to Word Online
Introduction to Inspiration Online
Teaching and Learning with Multimedia
Teaching and Learning with Databases
Teaching and Learning with Spreadsheets
Introduction to SASinSchool
Introduction to SuccessMaker and SuccessMaker Reports Training

North Carolina Teacher Academy

Reading in the Content Areas: Linking Adolescent Literacy and Learning
A Framework for Understanding Children of Poverty
Adolescent Literacy: Creating Independence through Student Owned Strategies

University of North Carolina at Greensboro

LIS 120: Introduction to Technology in Educational Settings
CUI 610: Integrating Technology into the K-12 Curriculum
CUI 545: Diverse Learners

Other

Integrating Technology into the English/Language Arts Curriculum, for NCETC
Planning for Instruction: A Unit Development Model, for Randolph County Schools
Teaming in the Middle Grades, for Guilford County Schools
Curriculum Leadership Academy, for Stokes County Schools
Reading in the Content Areas, for Rockingham County Schools

Holli G. Bayonas

Education

Ph.D., Instructional Systems Technology with a minor in Educational Research Methods -2006
Indiana University, Bloomington, IN

M.A., Adult Education and Communications Technology -1999
Indiana University of Pennsylvania, Indiana, PA

B.S., Communications Media -1998
Indiana University of Pennsylvania, Indiana, PA

Evaluations Managed

Teacher Quality Partnership Grant External Evaluator, USED grant awarded to
University of North Carolina at Greensboro, NC (2010-2015), Co-Principal Investigator

Transition to Teaching External Evaluation, USED grant awarded to Guilford County
Schools, Greensboro, NC (2009-2014), Principal Investigator

Winston Salem/Forsyth County Schools, NC, Rigorous Evaluation of USED-funded
Magnet Schools Assistance Program, (2008-2010), Co-Principal Investigator

Mission Possible, USED Teacher Incentive Fund Evaluation, Guilford County Schools,
Greensboro, NC (2007-2011)

21st Century Community Learning Center-Atlanta, Program Evaluation (2007-2008)

Professional Experience

iEvaluate, LLC
Greensboro, NC

Founder and President (4/2010-Present)

Responsibilities Include

- Providing education program evaluation services, starting from grant writing to report delivery.

Walden University, Ed.D. Programs
Minneapolis, MN

Contributing Faculty-Methodologist for Ed.D. program (6/09 to Present)

Responsibilities Include

- Serving as second member or chair on the committees of students who are fulfilling their requirements for earning the Ed.D.
- Providing research design expertise

- Mentoring students as they matriculate through their doctoral study

SERVE Center, University of North Carolina at Greensboro
Greensboro, NC

Evaluation Specialist (7/06 to Present)

Responsibilities Include

- Managing evaluation projects
- Developing research designs
- Synthesizing evaluation/research-related data
- Writing evaluation reports
- Constructing data instruments
- Conducting literature reviews
- Conducting interviews and focus groups
- Obtaining external funding through proposal development
- Statistical analysis

Western Governor's University, Learning and Technology Masters Program
Salt Lake City, UT

Evaluation Team Leader/Grader (3/05 to 11/06)

Responsibilities Included:

- Coordinating communication of nine graders for the Masters in Education program
- Under the competency-based learning system, worked as a grader for Research Projects, Instructional Design, Measurement and Evaluation, Technology Implementation, and Management Projects for students earning a Masters in Education

Davidson County Community College, Institutional Research Services
Lexington, NC

Research Analyst (3/05 to 7/06)

Responsibilities Included:

- Constructing, administering, and analyzing survey related material
- Directing survey projects
- Assisting in all phases of research, data collection and reporting for statistical reports and special studies
- Chairing campus wide Needs Assessment committee
- Providing data for retention initiatives
- Providing workshops on psychometrics
- Corresponding with College leaders regarding data collection
- Responding to data and information requests from various stakeholders
- Providing support for the Program Review Process
- Providing campus wide support for Scantron Quickscore and Remark Office scanning solutions

Indiana University of Pennsylvania, Instructional Design Center
Indiana, PA

Instructional Designer (2/98 to 5/00)

Responsibilities Included:

- Supervising interns and graduate assistants

- Training faculty members on the use of various software packages including Microsoft Office, Publisher, Adobe Photoshop, WebCT, and Netscape Composer
- Developing and maintaining workshop specific web pages
- Designing, scheduling, and conducting workshops and developing manuals for various software packages
- Developing on-campus marketing strategies
- Designing and developing in-house publications
- Training faculty on the use of various hardware such as scanners, digital cameras, and CD-RW
- Consulting with faculty on the implementation of WebCT into their courses
- Assisting faculty members in the integration of technology into traditional courses
- Researching new technologies to be implemented

Indiana University, School of Education, Graduate Assistantships, 2000-2004

Department of Language Education

Distance Education Specialist (7/03-9/04)

Responsibilities included:

- Providing one-on-one support to instructors who teach online through the Language Education Department
- Securing instructors for online courses
- Archiving course content
- Redesigning and maintaining website

Disabilities & School Discipline Grant

Research Coordinator (3/03 to 8/04)

Responsibilities Included:

- Designing, coordinating, and conducting research on a problem based learning module
- Assisting in the writing of grants
- Editing manuscripts
- Qualitative and quantitative data analysis

Interdisciplinary Collaborative Program

Information Specialist (5/03-12/03)

Responsibilities Included:

- Designing and conducting research which relates to the Interdisciplinary Collaborative Program, including assessing impact of the program on k-12 teacher participants
- Assist k-12 teachers in collecting assessment data to be used by the program
- Conducting introductory workshops about the program
- Writing reports and manuscripts
- Qualitative and quantitative data analysis
- Assisting in the writing of grants

Educational Technology Services

Technology Consultant (8/02 to 7/03)

Responsibilities Included:

- Troubleshooting hardware and software for network data communications and personal

- telephony
- Developing new process solutions for the Contact Center

Office of Instructional Consulting

Instructional Consultant (8/00 to 7/02)

Responsibilities Included:

- Assisting faculty in the School of Education in integrating technology into their instruction.
- Developing graphics
- Assisting in the planning of professional development workshops for instructors
- Developing websites for online courses and on-campus courses

Center for Research on Learning and Technology

Video Assistant (5/01 to 9/01)

Responsibilities Included:

Editing classroom videos for the Inquiry Learning Forum using Adobe Premiere

Teaching Experience/Workshops Instructed

University of North Carolina at Greensboro, Department of Education Research Methods,
Adjunct Faculty-Developing "Theory of Education Evaluation" for online delivery in the Fall 2010.

Walden University (online)-

Instructor- Teaching "Applied Research Methods" for the Ed.D. program

Grantee Institute-Providing workshop on formative program evaluation for Mississippi recipients of Enhancing Education Through Technology (E2T2), U.S. Department of Education grant (May 28-30, 2008). Co-presenter with Beth Thrift and Nita Matzen.

Power, P-levels, and Effect Sizes. Research-related professional development session held at annual SERVE All Staff Meeting, July, 2007.

Indiana University, Department of Instructional Systems Technology

Teaching Assistant for R685, Human-Computer Interaction Design (Spring 02)

Responsible for assisting and guiding three groups of three to four graduate students. Provided feedback and grades for their projects.

Indiana University, Department of Instructional Systems Technology

Teaching Assistant (online) for R521_Distance, Instructional Systems Design (Fall 01)

Responsible for assisting and guiding two groups of three graduate students. Provided feedback and grades for students' assignments and projects. Responsible for making updates to the course website.

Indiana University of Pennsylvania, Department of Communications Media

Instructor (Spring 00)

Contracted to redesign and teach the graduate level course, "Instructional Computing Basics"(CM614), in which students learned theories of instructional design, the basics of a

computer, how to evaluate software, how to effectively choose technology, the pedagogically sound construction of a WebCT course, basics of Macromedia Flash, and the basics of computer networking. This course was required for students earning their Master's degree in Adult Education and Communications Technology.

Distance Education Registration and Introduction to Oncourse. Two-hour workshop conducted for participants of the Interdisciplinary Collaborative Program to assist them in registering and also to introduce them to Indiana University's online course management system.

Putting Course Materials On-line. Three-hour workshop conducted for faculty using Netscape Composer. Sponsored by the Instructional Design Center, Indiana University of Pennsylvania.

Beginning WebCT. Numerous workshops conducted for faculty using the on-line course development software, WebCT. Workshops are divided into 2-hour segments, designed so faculty can learn what they want and when they want. Sub-topics include: Organizing Icons and Course Tools, Uploading Content, Course Management, and Customizing the Homepage.

Microsoft PowerPoint. Two-hour workshop where participants learn how to create a presentation that includes hyperlinks, graphics, and transitions. Sponsored by the Instructional Design Center, Indiana University of Pennsylvania.

Making Web Pages. A workshop conducted for graduate students in the Department of Student Affairs in Higher Education. Participants learned how to compose web pages consisting of graphics and hyperlinks using Netscape Composer. This workshop also included the FTP process.

IUP Summer Stipend Workshop. Two one-week workshops where faculty were paid to develop WebCT course supplements for their course. Sponsored by the Instructional Design Center, Indiana University of Pennsylvania. Co-taught with three other instructors.

Publications and Conference Presentations

Using Propensity Score Matching in the Evaluation of a Federal TIF grant, presented at the American Association of Evaluation, Orlando, FL, November 11, 2009.

García-Bayonas, M., & Gottschall (Bayonas), H (2008). Class size reduction in the second language classroom. *Estudios de Lingüística Inglesa Aplicada (ELIA)*, 8, 181-203.

Gottschall (Bayonas), H., & García-Bayonas, M. (2008). Student attitudes towards group work among undergraduates in Business Administration, Education and Mathematics. *Educational Research Quarterly*, 32 (1), 3-28.

Ochoa, T.A., Gottschall (Bayonas), H., & Stuart S. (2004). Group participation and satisfaction: Results from a PBL computer-supported module. *Journal of Educational Multimedia and Hypermedia*, 13(1), 73-91.

Ochoa, T.A., Duffy, T., & Gottschall (Bayonas), H. (2003). Problem-based learning multimedia modules: Results in teacher education courses. In A. Vilas, J.A. Gonzalez, & J.M. Gonzalez (Eds.). *Advances in Technology-Based Education: Toward a Knowledge-Based Society*. International Conference on Multimedia ICT's in Education (1774-1779). Badajoz, Spain.

Student and Faculty Attitudes Towards Group Work in Higher Education: Implications for Teaching, presented at Lilly South Conference on College and University Teaching, Greensboro, NC, Feb 17-19, 2006

The Effect of Class Size Reduction in Second Language Learning, presented at Lilly South Conference on College and University Teaching, Greensboro, NC, Feb 17-19, 2006. Co-presenter with Mariche García-Bayonas.

Problem-based learning multimedia modules: Results in teacher education courses, presented at "Advances in Technology-Based Education: Toward a Knowledge-Based Society". International Conference on Multimedia ICT's in Education, Badajoz, Spain, December, 2003. Co-presenter with Theresa Ochoa and Thomas A. Duffy.

Beginning WebCT, workshop presented at "Technology in Teacher Education Network". Conference sponsored by the Pennsylvania State System of Higher Education Center for Distance Education, Lock Haven University, October, 1999. Co-facilitator with Dennis Ausel

Beginning WebCT, workshop presented at Bloomsburg University's "Enriching Teaching through Technology" Conference, May, 1999. Co-facilitator with Robert Mutchnick and Lester Bowser.

Technical Reports

Bayonas, H.G. (May, 2009). Guilford County Schools Mission Possible Program: Year 2 (2007-08) External Evaluation Report. Under contract by SERVE.

Bayonas, H.G. (December, 2008) 21st Century Community Learning Center-Atlanta, Final Year Report (2007-08). Under contract by SERVE.

Bayonas, H.G. (April, 2008). Guilford County Schools Mission Possible Program: Year 1 (2006-07) External Evaluation Report. Under contract by SERVE.

Bayonas, H.G. (October, 2007). Program Evaluation Report for Alamance-Burlington School District's Smaller Learning Communities Grant. Under contract by SERVE.

Bayonas, H.G. (October, 2007). Program Evaluation Report for Principals' Executive Program-Leadership for Priority High Schools Cohort 2 (LPHS2). Under contract by SERVE.

Gottschall (Bayonas), H. (September, 2007). Program Evaluation Report for Guilford Education Alliance's Community Computer Lab Partnership Program. Under contract by SERVE.

Gottschall (Bayonas), H., Williams, M.R., & Finney, P.B. (January, 2007) Final Evaluation Report for Pennsylvania's Aligning Curriculum to Standards: K-16 Teacher Quality Enhancement Initiative. Under contract by SERVE.

Professional Associations and Committees

American Educational Research Association-member

American Evaluation Association-member

Indiana University, School of Education, Faculty Budgetary Affairs Committee-member (2/04-5/04)

Graduates in Instructional Systems Technology (GIST), Bloomington, Indiana-Treasurer (9/03-5/04)

Indiana University of Pennsylvania, Judicial Board, 1999

Indiana University of Pennsylvania, Finance Committee, 1998

Certificates and Workshops

Institute for Education Sciences-Cluster Randomized Control Trials Training Institute- June17-29, 2007, Vanderbilt University

Certificate in Distance Education, Indiana University-Bloomington, 2000

SHIRLEY MORRISON

PROFESSIONAL EXPERIENCE

Guilford County Schools
Greensboro, North Carolina

July 1993 to present

CHIEF HUMAN RESOURCE OFFICER

Lead Human Resources for an organization of 10,000+ employees and 71,000+ students

EXECUTIVE DIRECTOR HUMAN RESOURCES

The Executive Director Human Resources reports directly to the Chief Human Resource Officer (CHRO), serves on the Senior Staff Team and exercises authority over the following:

- Assist the CHRO in planning, developing, coordinating and evaluating the operations of the Human Resources Department and assumes duties of the CHRO in her absence.
- Provides advice, support and assistance by interpreting policies and procedures; counseling directors, officers, principals, employees and others on personnel matters.
- Assist the CHRO in establishing goals and objectives for the Department; attending meeting as required representing the Department in personnel matters.
- Investigates, analyzes and formulates methods for handling special projects; prepares and reviews various reports and performs special projects; serves as liaison with outside agencies on special work programs; advises and directs Human Resources staff on a variety of non-routine matters.
- Investigates, analyze and makes decisions regarding personnel problems and/or issues.
- Serves as an internal consultant to superintendent, chiefs, executive directors, directors, and managers on special concerns related to employees and their roles in the organization.
- Develops methods for interaction between employees and managers concerning job responsibilities in order to enhance job satisfaction, solve job-related problems and improve organizational effectiveness; assist in creating a work environment that emphasizes a commitment to service as a means to achieving personal satisfaction.
- Provides leadership for the recruitment of some 600 plus new teachers to the district each year; ensure that these teachers are properly staffed into schools and their benefits are properly administered.

- Support and assist our Program Administrator of Employee Relations to implement the Teacher and Principal of the Year processes.
- Supervise and conduct personnel administration duties for direct reports subordinates, including hiring and firing, evaluating, assigning specials duties, monitoring attendance and travel reports and granting leave.

EXECUTIVE DIRECTOR OF ELEMENTARY SCHOOLS

The Executive Director Elementary Schools reports directly to the Chief Academic Officer, serves on the Senior Staff, and exercise authority over the following:

- Supervised and evaluated twenty-five (25) elementary principals
- Served as liaison between principals and Superintendent
- Worked with principals to resolve school-based concerns and problems
- Assist principals and teachers strive for maximum student achievement.
- Conduct on-site observations of elementary principals; provided feedback, support and suggestions to principals; conducted and documented formal evaluations of principals.

Greensboro Public Schools
Greensboro, N.C. 27402

December 1991 to June 1993

EXECUTIVE DIRECTOR OF ELEMENTARY SCHOOLS

The Executive Director Elementary Schools reports directly to the Chief Academic Officer, serves on the Senior Staff, and exercise authority over the following:

- Supervised and evaluated twenty-five (25) elementary principals
- Served as liaison between principals and Superintendent
- Worked with principals to resolve school-based concerns and problems
- Assist principals and teachers strive for maximum student achievement.
- Conduct on-site observations of elementary principals; provided feedback, support and suggestions to principals; conducted and documented formal evaluations of principals.

PRINCIPAL – Lindley Elementary School
Frazier Elementary School

July 1985 to June 1990
July 1982 to June 1985

- Managed, supervised and evaluated a staff of approximately 50 employees per site
- Developed, implemented and evaluated the instructional program of the schools
- Interpret and carried out the policies established by the local board, State Board of Education, North Carolina School Law and Federal Law
- Prepared and submitted school budgetary request, monitored expenditures of funds and assumed responsibility for all monies
- Interpreted the school's program, goals, and policies to the parents and overall community

ASSISTANT PRINCIPAL - Smith High School

December 1981 to June 1982

- Assist the principal with the development and establishing of the schools goals and objectives and the planning of the schools instructional program
- Assist the principal to provide direction to the staff in implementing goals and objectives and interacts and meets with staff to assist in their development
- Promoted and maintained open communications, positive student attitudes, respected the dignity and worth of staff, students and complied with established lines of authority
- Assist the principal with communicating and carrying out the established policies and assigned task while working to communicate the total program to the community

Reidsville City Schools
Reidsville, N.C.

July 1975 to December 1981

ASSISTANT PRINCIPAL - Reidsville High School

July 1980 to December 1981

- Assist the principal with the development and establishing of the schools goals and objectives and the planning of the schools instructional program
- Assist the principal to provide direction to the staff in implementing goals and objectives and interacts and meets with staff to assist in their development
- Promoted and maintained open communications, positive student attitudes, respected the dignity and worth of staff, students and complied with established lines of authority

- Assist the principal with communicating and carrying out the established policies and assigned task while working to communicate the total program to the community

COUNSELOR Reidsville High School July 1979 to June 1980
TRANSPORTATION DIR.
ATTENDANCE ADVISOR

- Developed and coordinated the implementation of an attendance policy for student body of 1300 students
- Organized and directed the assignment of school buses for student transportation; selected and supervised school bus drivers for school district
- Formulated district-wide policy for student use of state school bus transportation
- Counseled students, staff and parents on topics ranging from addictive behavior to legal rights and responsibilities
- Planned and implemented Human Relations seminars involving administration, faculty and students on fostering better overall in-house relations

COUNSELOR K-7 Reidsville Elem. /Middle School July 1976 to June 1979

- Conducted student individual, small group, and family counseling sessions
- Organized and coordinated program to promote good citizenship among students
- Directed in-service training for school personnel on behavior modification techniques
- Serve as liaison between civic organizations and school to secure needed resources
- Organized and executed "Empty Stocking" program to support needs of low income students during winter holiday

Sun Oil Company
Greensboro, N.C.

July 1974 to June 1976

Industrial Accounting Clerk

- Public Relations liaison between large industrial concerns and Sun Oil (parent company); audited accounts; served as assistant to comptroller
 - Periodically required to supervise warehouse personnel during inspection of gas levels and water content in storage tanks
-

Reidsville City Schools
Reidsville, N.C. 27320

July 1972 to June 1974

Teacher 9-12 Business Education - Reidsville Senior High

- Taught students grades 9 thru 12 business education curriculum
-

EDUCATION

University of North Carolina at Greensboro
Ed.D. - Educational Leadership

North Carolina A & T State University, 1982
Master of Science - School Administration

North Carolina A & T State University, 1975
Master of Science - Guidance & Counseling

North Carolina A & T State University, 1972
Bachelor of Science - Business Education

PUBLICATION AND PRESENTATIONS

National Association of Secondary School Principals (NASSP), Fall 1981- Presenter:
"Managing Race Relations in a Public High School"

Morrison, S., High, R (1980) - "Helping Girls Understand their Opportunities" - Mid-Atlantic Race Desegregation Conference.

AWARDS AND RECOGNITIONS

Outstanding Young Educator 1980 and 1981

Pi Omega Pi – National Honor Society of Business Majors

Leadership Greensboro Outstanding Educator 1984- 1985

Piedmont Triad Education Consortium

- Women Superintendents Prepared Program 1998-1999

Phi Delta Kappa - Administrator of the Year 2000-2001

Administrator of the Year 2003-2004 –

- Guilford County Association of Educational Office Professionals (GCAEOP)
-

PROFESSIONAL MEMBERSHIPS

American Association of School Personnel Administrators, AASPA

Association of Supervision and Curriculum Development, ASCD

North Carolina Association of Supervision and Curriculum Development, NCASCD

National Association of Elementary School Principals, NAESP

National Association of Secondary School Principals, NASSP



Guilford County Schools

Maurice O. Green
Superintendent

June 14, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

The purpose of this letter is to communicate to you my commitment and the commitment of Guilford County Schools' principals to meet the Teacher Incentive Fund evaluation competition requirements. This includes adhering to the implementation plan of the Institute of Education Sciences evaluator which involves selection through a lottery of those schools to implement the differentiated effectiveness component among the schools participating in the evaluation. Additionally, we will provide to Mathematica all data necessary to carry out this national evaluation.

District staff are committed to submitting an annual performance report documenting our successes in addressing all performance measures as well as our progress in meeting program goal and objectives.

Our district research office does not require that this project go through the Internal Review Board. This letter should satisfy all requests for commitment to evaluation.

Sincerely,

Maurice O. Green

STRIVING. ACHIEVING. EXCELLING.

712 North Eugene Street Greensboro, NC 27401 P 336.370.8390 F 336.370.8299 E greenmo@gcsnc.com



Guilford
County Schools

**Allen Jay
Elementary**

June 21, 2010

Dawn
Spencer
Principal

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

I am writing in support of the Teacher Incentive Fund III grant being proposed by the Guilford County School System. In the event that we are awarded this grant, I commit to support all grant activities, data collection, and project evaluation requirements. Allen Jay Elementary is an excellent choice for inclusion in this project because it has had high teacher turnover (20%), a high percentage of teachers with low Value Added Data (67%), and a low performance composite (59%). As the principal of a hard to staff school and challenging achievement goals, Mission Possible teacher incentives will help me recruit, retain, and motivate the best teachers who will increase overall student performance. In addition, I support the opportunities for professional development, teacher leadership, and teacher feedback to enhance teacher effectiveness. I look forward to working with the project management staff to achieve these results.

Sincerely,

Dawn Spencer
Principal
Allen Jay Elementary



Guilford County Schools

June 23, 2010

April Lee, Program Lead
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Lee,

**Archer
Elementary School**

Patrice W. Brown
Principal

The following is a letter of support for Archer Elementary's inclusion in the Teacher Inclusion Fund grant for the 2010-11 school year. Based on our most recent data, Archer has a 13% teacher turnover rate. We have addressed this through our School Improvement Plan by developing a goal of building successful relationships between teachers and students. This was also identified as an area for improvement based on our 2008 Teacher Working Conditions Survey results. Teachers also identified having input into professional development decisions and time to collaborate with peers in professional learning communities as areas that would improve their working conditions. As part of the grant, we would receive both school-wide and need targeted professional development support, as well as a program administrator to help develop and deliver these imbedded professional development sessions. As a School-Wide Title One School with 82% of our students receiving free and reduced meals, we will also continue to direct these funds to support our professional development plans.

Our recent data also reflects that 100% of our teachers with value added data have low value added data. Receiving additional incentives to recruit teachers who have a proven record of student achievement as well as motivating teachers who demonstrate will greatly assist us in drawing the best and brightest teachers to Archer.



**ARCHER
ELEMENTARY**

2610 Four Seasons Boulevard Greensboro, NC 27407
P 336.294.7335 F 336.294.7359

Finally, and most importantly, based on our most recent data, our performance composite for Reading and Math is 60%. During the 2008-09 school year, we exited school improvement by meeting 17/17 Adequate Yearly Progress goals for three consecutive years. We have also met high growth ABC standards in 2005-06, 2006-07 and 2007-08, but failed to meet expected growth in 2008-09.

We recognize that quality teachers who are committed to helping all of our students prepare for both the state tests and higher order thinking are needed to help our students be proficient and successful 21st century learners. The Teacher Inclusion Fund grant will provide an invaluable resource to help us recruit and retain these high-quality teachers at Archer Elementary. Our staff is committed to willingly support all grant activities, data collection and evaluation requirements and work closely with project management staff to increase student achievement.

Please do not hesitate to contact me if additional information is needed. Thank you for your consideration and support in advance.

Sincerely,

Patrice W. Brown
Principal, Archer

CC: Dr. Amy Holcombe, Executive Director-Talent Development
Dr. Terry Worrell- Central Region Superintendent
Dr. Tony Watlington-Central Region Executive Director
Ms. Deena Hayes- District 8 School Board Representative



Guilford County Schools

April Lee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

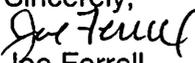
Eastern Guilford Middle School would like the opportunity to participate in the teacher incentive project. After listening to the presentation, the administrative team is firmly committed to implementing the necessary activities and fulfilling all requirements that the project entails.

Eastern Guilford Middle has a challenging population, with a mixture of rural and urban students. Maximizing teacher retention and student achievement have been ongoing concerns for our school. While we have quality teachers, there is no doubt that the professional development component of either of the incentive programs will enhance their instruction by motivating them to make every individual student successful (as measured by their value added data). There is a new lens through which students will be viewed.

The overall strategy includes a crucial piece of developing leadership skills and roles within the certified staff. This component is critical; this strategy will not only bring about change within the classroom during the duration of project, but will also set the school up for success in the future when the project has run its course. I believe this development of leaders within the school will facilitate our growth as a professional learning community.

In order to move our students in a direction of achieving educational excellence, the staff must move first in the direction of becoming a high functioning professional learning community. The teacher incentive project is just the catapult that is needed to bring the passion back to our staff. The team will benefit from the validation that they have the ability to bring about a school wide transformation and increase student achievement.

The administrative team will take an active role in working with the project management staff to achieve results. We will demonstrate a strong commitment to giving teachers timely and guiding feedback to increase their effectiveness in the classroom. We are highly committed to making Eastern Guilford Middle School a shining example of the impact that can be made by the teacher incentive project...I hope we get that opportunity.

Sincerely,

Joe Ferrell
Principal
Eastern Guilford Middle

Eastern Guilford Middle School

Joe Ferrell, Ed.S.
Principal

Beverly McCarthy
Assistant Principal

Greg Topper
Assistant Principal



*Home of the
Wildcats*

**EASTERN GUILFORD
MIDDLE SCHOOL**

STRIVING, ACHIEVING, EXCELLING
435 Peeden Drive, Gibsonville, NC 27249
Phone- 336.449.1264 Fax 336.449.0728



June 18, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

This letter is written in support of the Teacher Incentive Fund III Program grant to increase the educational performance at Hunter Elementary. We look forward to joining the Guilford County Schools' Mission Possible initiatives by committing to all grant activities, data collection and submission, and project evaluation requirements. Hunter Elementary currently has an overall student proficiency rate of only 58%. The percentage of our teachers who have low Value Added Data is 67%. If we are to increase our students' proficiency rate, we need to be able to attract the region's most effective teachers. Without effective teachers, we will not achieve the student growth needed to reach 100% student proficiency.

Hunter Elementary
School

Michelle Thompson
Principal

Should this grant be awarded to Guilford County Schools, Hunter Elementary will benefit and in turn the education for students we serve will continue to improve. Funding provided from this grant will be used as an overall strategy to offer recruitment incentives, retention incentives and performance incentives. Funding from this grant will increase the quality of professional development for Hunter Elementary instructional staff that is aligned to our specific needs based on current data. Students at Hunter Elementary will benefit from the grant as the teacher quality and tenure will improve as well as additional resources will be provided as a result.

Hunter teachers and support staff are committed to increasing the quality of the academic program. The funding provided from the Teacher Incentive Fund III will be invaluable to provide Hunter Elementary students and their families every opportunity for academic success. I hope you will give the Guilford County Schools proposal careful consideration.

Sincerely,

J. Michelle Thompson
Principal
Hunter Elementary
Together We Can



HUNTER
ELEMENTARY

1305 Merritt Drive Greensboro, NC 27407
P 336.294.7345 F 336.294.7379



June 18, 2010

Kiser Middle
Sharon B. McCants
Principal

Heather Shaw
Assistant Principal

Edgar Zimmerman
Assistant Principal

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

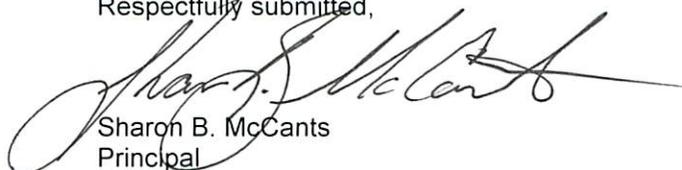
I am writing this letter on behalf of the students, staff and school community of Kiser Middle School, this letter serves as a commitment of support for the Teacher Incentive Fund III grant proposal submitted by Guilford County Schools. It is our belief that participation in this grant will have a positive impact on our student achievement, assist in the recruitment and retention of quality teachers, and provide much needed specialized training for staff. In the event, GCS is awarded this grant, Kiser Middle School will fully support all grant activities, including data collection and submission, working collaboratively with the project management staff and all project evaluation requirements.

Participation in this grant would afford Kiser the opportunity to attract and retain quality teachers. Our most current teacher turnover rate is 15%. This is our lowest turnover rate in the past five years. Of the 54 teachers on our staff, 71% have ten or fewer years of experience. Both the turnover rate and the experience level of our teachers contribute to students' low academic performances. Kiser's most recent Value-Added Data reflects that 30% of our teachers have low teacher effect. The incentives included in the grant would assist in the attraction and retention of highly effective teachers and other staff members. The acquisition of highly qualified teachers would strengthen our staff and therefore be instrumental in improving our current performance composite of 64.4% to 100%.

A component of this grant includes professional development opportunities. Kiser's staff would welcome the opportunity to participate in high-quality professional development. Currently, our limited staff development funds prevent staff access to professional development opportunities outside of the systems reserved staff development dates. Staff development is often presented whole school as opposed to differentiated based on the professional needs of the teachers. In no way does whole school staff development assist us in addressing all the educational needs of Kiser's twenty-seven subcategories identified by No Child Left Behind. With grant funds teachers would be able to use projected Value-Added Data and actual test results to assist in determining their professional development needs. Kiser's teachers and staff would greatly benefit from opportunities that would allow them to attend state-wide and national content specific conferences, advance learner training, and university courses focusing on ESL and exceptional children.

Kiser's faculty is committed to increasing the quality of our academic program. The funding provided from the Teacher Incentive Fund III will be invaluable in providing Kiser Middle students and their families every opportunity for academic success. I hope you will give the Guilford County Schools proposal careful consideration.

Respectfully submitted,



Sharon B. McCants
Principal
Kiser Middle School



KISER
MIDDLE

716 Benjamin Parkway Greensboro, NC 27407
P 336.370.8240 F 336.370.8248



**Guilford
County Schools**

June 23, 2010

April Lee, Program Lead
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Lee,

**McLeansville
Elementary**

As the principal of McLeansville Elementary, I am writing in support of the Mission Possible Expansion grant opportunity.

**Amy Pendergrass
Principal**

McLeansville continues to make strides in student achievement. However, we have not been able to improve at the rate necessary to ensure that all students are proficient in reading and math. Sixty-percent of our teachers have low value added data and our school has an overall proficiency rate of 60%. Being a Mission Possible School would give McLeansville the boost it needs to recruit, retain and develop faculty who can realize improved results for students.

I appreciate the hard work that has gone into preparing the Mission Possible Expansion Grant and hope that we are chosen to benefit from such a promising opportunity. I think this grant provides a wonderful opportunity for the staff and students of McLeansville Elementary School and, as the principal, I am committed to fulfilling all grant related obligations.

***Working Together
for Children***

Sincerely,

Amy Pendergrass

**MCLEANSVILLE
ELEMENTARY**

5315 Frieden Church Road McLeansville, North Carolina 27301
Phone 336.698.0144 Fax 336.698.0266



Guilford County Schools

June 19, 2010

M. Jill Hall,
Principal

Lamont McMillan,
Assistant Principal

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

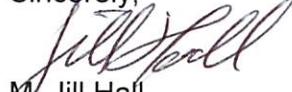
Dear Ms. Lee,

I am writing to express my support of the Teacher Incentive Fund III Program grant to increase the educational performance at Montlieu Math & Science Academy. We are looking forward to the possibility of becoming a part of the Guilford County Schools' Mission Possible program and are fully committed to support all grant activities, data collection and submission, and project evaluation requirements.

As the instructional leader of Montlieu, I see a great need for a program such as this one. Montlieu has a teacher turnover rate greater than 20% and currently has more than 80% of teachers in critical needs areas with low Value Added Data. These factors make it increasingly more difficult to increase student achievement, thus resulting in a low overall performance composite percentage. The Mission Possible incentive program would enable Montlieu to strengthen our instructional team through providing more intensive professional development to build teacher efficacy while providing incentives to attract and retain strong educators. Recruiting and retaining strong teachers and continuing to strengthen them through professional development are critical factors in increasing student achievement. Funding provided from this grant will be used as an overall strategy to offer recruitment incentives, retention incentives and performance incentives. Additionally, the funding from this grant will increase the quality of professional development for the Montlieu instructional staff by allowing us to provide strategic staff development based on current data and identified areas of need. Should this grant be awarded to Guilford County Schools, Montlieu Math & Science Academy will be able to greatly improve upon the aforementioned areas of critical need and subsequently provide high quality instruction to our students. The Montlieu staff is committed to meeting the needs of our students. We believe the Mission Possible program will afford us the resources to do so with fidelity. Thank you for your consideration of Guilford County School's grant proposal.



Sincerely,


M. Jill Hall
Principal

Montlieu Math & Science Academy

MONTLIEU MATH & SCIENCE ACADEMY

1105 Montlieu Avenue High Point, NC 27262
P 336.819.2910 F 336.819.2915



June 25, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Northeast Middle School

Johncarlos M. Miller
Principal

Cassie Miller
Assistant Principal

George M. McDowell
Assistant Principal

Dear Ms. Lee,

I am appreciative of the opportunity for Northeast Middle School to be a part of this grant process. We are committed to support all of the grant initiatives, the collections of data, and all project evaluation requirements. My school could certainly benefit from this grant because we are in need of finding and maintaining good, quality teachers. We have a high percentage of teachers (36%) with low Value Added Data as well as a high turnover rate (18%). I commit to using the Mission Possible incentives as a strategy to strengthen the workforce in my school to raise our student achievement. I ensure that Northeast Middle School will commit to working closely with the project management team to ensure the success of this initiative.

I firmly believe that **Northeast Middle School** would greatly benefit from this grant in multiple ways:

- The professional development activities would further expand our teachers' knowledge bases and give them more tools and strategies to use in their classrooms.
- Teacher leadership roles would not only benefit those teachers, but also strengthen the other teachers in the building by giving them additional guidance and knowledge.
- Multiple evaluations and opportunities for increased feedback would give our teachers additional insight to their abilities and help them to grow in their profession, as well as help to tailor them to meet students' changing needs.
- It is our fervent desire to hire the best teachers available to help our students; additional funds would certainly help us to not only draw, but also retain the highest quality staff for our school.



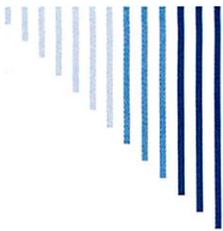
Northeast Middle School P 336.375.2525 F 336.375.2534

Northeast Middle School has made tremendous strides in the education and advancement of our students in the last 3 years; we want our students to continue to be the best that they can be. The additional funding for "Mission Possible" would most certainly further our efforts. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "John Carlos M. Miller". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

John Carlos M. Miller
Principal
Northeast Middle School



Sedgefield Elementary

2905 Groometown Road
Greensboro, NC 27407
Principal: Michele Meley

Phone: 336-316-5858
Fax: 336-316-5855
E-mail: meleym@gesnc.com



June 18, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

Sedgefield Elementary is excited about the possibility of receiving a Teacher Incentive Fund grant. If we are awarded the grant, I can assure you that we are committed to supporting all grant activities, the collection of data, and all project evaluation requirements. It will benefit Sedgefield greatly to have incentives for gaining and retaining high quality teachers. Sedgefield has a high percentage of teachers with low Value Added Data and a low overall performance composite percentage. We are in the process of establishing professional development to meet the needs of all of our teachers.

Our School Improvement Plan will focus on The Mission Possible incentives as an overall strategy to strengthen the workforce for the purpose of increasing student achievement. We will build teacher leadership roles that increase the effectiveness of other teachers in the school as well as providing mentor programs for our less experienced teachers.

I will ensure that teachers will have multiple evaluations and opportunities to receive feedback for increasing effectiveness in the classroom. Differentiated pay that addresses hard-to-staff positions as well as performance will be supported and used to secure a variety of leadership opportunities throughout Sedgefield.

Sedgefield is committed to working closely with project management staff to achieve results and obtain quality professionals. This will provide an excellent learning environment here at Sedgefield.

Sincerely,

Michele Meley
Principal
Sedgefield Elementary



Southern Guilford Middle School

5747 Drake Rd. • Greensboro, NC 27406
(336) 674-4266 • Fax: (336) 674-4278



Larry Bratcher
Assistant Principal

Kevin L. Wheat
Principal

Karen Simmons
Assistant Principal

June 22, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

Southern Guilford Middle School is committed to creating a culture of excellence. Doing so requires hiring, training, and retaining teacher leaders who can motivate and inspire young learners in our building. Southern Guilford Middle would greatly benefit from the Teacher Incentive Fund Grant. Southern is a highly impacted, Title 1 middle school with a significantly high number of teachers with low valued added data and a low composite proficiency. Our school is committed to using Mission Possible incentives as an overall strategy to recruit and retain high quality teachers and ultimately increase student achievement. Southern is committed to supporting all aspects of the Teacher Incentive Fund Grant including the collection of data, evaluation requirements, and progress reporting.

The grant would assist Southern Middle in attracting high quality candidates for hard to staff positions. Furthermore, performance incentives would assist in retaining those quality teachers that are producing strong results with our students. Southern is committed to providing quality staff developments and consistent evaluative feedback to assist staff in progressing toward greater effectiveness.

Sincerely,

Kevin Wheat

Principal

Southern Guilford Middle School

"Creating a Culture of Excellence"



June 25, 2010

To Whom It May Concern:

Through its Mission Possible program, Guilford County Schools increased efforts to recruit and retain highly effective teachers with the ultimate goal of increasing student achievement in schools with critical needs. The awarding of the Teacher Incentive Fund grant would allow us to make significant strides in expanding this highly worthwhile program.

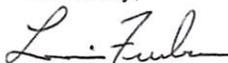
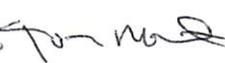
Through analysis of the Mission Possible program during its implementation over the last five years, Guilford County Schools has learned a lot about which program elements are successful and which ones need improvement. We are now seeking the opportunity to implement a re-designed Mission Possible program by expanding the number of schools served. The Teacher Incentive Fund grant would aid in funding this expansion in elementary and middle schools that have a high teacher turnover rate and a historically low performance composite on end-of-grade tests.

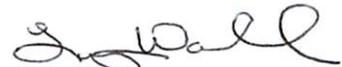
Over 50% of the Guilford County Schools' student population is eligible to receive free or reduced lunch. These students tend to be geographically clustered, resulting in many of our schools having 90% or more of their population eligible for this government assistance. Traditionally, recruitment of highly qualified and effective educators has been more difficult in these highly impacted schools. There is a direct link between educator effectiveness and student achievement, and difficult to staff schools in Guilford County tend to have fewer effective educators as measured by Value Added Data. Many of our hard to staff schools have zero educators that can be designated as effective using Value Added Data measures.

The provision of incentives to recruit and retain effective educators into hard to staff schools under Mission Possible has a successful track record in Guilford County Schools. Initial efforts have led to a significant reduction in teacher turnover (33% down to 11%) and an increase in student test scores at almost every Mission Possible School. The new Mission Possible model would provide a means to expand our program to include schools not served by the present program and will support the strategic compensation plan which will provide both individual teacher incentives and school-wide employee incentives to schools in the program.

The new Mission Possible model proposed for federal funding was created with input from teachers, principals, the Guilford County Educator's Association, community members, elected officials, and through technical assistance from the Center for Educator Compensation and Reform. We believe that this is the strongest model yet and that this expanded model has the potential of significantly changing the way we recruit, retain, and develop effective educators in our organization. We ask for your support in awarding us the Teacher Incentive Fund grant.

Sincerely,

			
Lewis Ferebee Superintendent Enrichment Region	Angelo Kidd Superintendent Western Region	Phyllis Martin Superintendent Southeastern Region	John Modest Superintendent Northern Region


Terry Worrell Superintendent Central Region

STRIVING. ACHIEVING. EXCELLING.

712 N. Eugene St · Greensboro, NC 27401 · 336.370.8100

June 23, 2010

April Lee,
Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Lee,

My name is Tijuana B. Hayes, I am writing to express my support for Guilford County Schools as they make application for the Teacher Incentive Fund grant to expand the Mission Possible Program. As President of my professional organization (Guilford County Association of Educators), the voice of public school employees, I welcome this opportunity. Our vision is a **great public school for every student**.

The TIF Grant will help the county in recruiting effective educators to our hardest to staff schools in hard to fill positions. All students deserve to have a highly qualified teacher standing in front of them. Prior to the implementation of Mission Possible, students at some of our high impacted schools did not have a highly qualified teacher standing in front of them. The incentives are designed to assure that all of our students have the opportunity of being taught by an educational professional that is capable of teaching our students to become critical thinkers able to compete in a global society.

We realize that all of our schools and students are not created equal. The additional resources will make it possible for the district to recruit and retain effective educators at our hardest to staff schools. The funds will also help in developing the skill sets and content knowledge of educators in our hard to staff schools. This grant will provide the additional resources necessary to work towards closing the academic achievement gap that currently exist between our white and non-white students.

Thank you in advance for your consideration and know that I can be reached at (336) 299-9601.

Signed,

Tijuana B. Hayes

Tijuana B. Hayes,
GCAE President

CC:Superintendent Maurice Green
Dr. Amy Holcombe
Mark Jewell



700 South Salisbury Street
P.O. Box 27347
Raleigh, NC 27611-7347
(919) 832-3000 • 1-800-662-7924
www.ncae.org

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Sheri M. Strickland

Vice President
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Executive Director
Scott Anderson

**Associate
Executive Director**
Dr. Kelvin L. Spragley

**Deputy
Executive Director**
Dr. Richard Miller

June 9, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Lee:

The North Carolina Association of Educators has a long history of advocating for ways to improve the quality of public schools and the quality of teaching in North Carolina. NCAE recognizes the importance of having an effective teacher in every classroom and the difficulty in recruiting and retaining effective teachers in low performing or high poverty schools.

NCAE has been very pleased to hear of the collaboration between Guilford County Schools and our local affiliate, the Guilford County Association of Educators, in developing the application for the Teacher Incentive Fund grant. NCAE believes that all education stakeholders should constantly be engaged in conversations about how we transform our public schools so that we are meeting the needs of every child.

NCAE is encouraged by the willingness of Guilford County Schools to re-design their teacher incentive plan to better meet the needs of the participating teachers. We support the new model and the work of Guilford County Schools to recruit, retain and fairly compensate effective teachers. We look forward to continued collaboration between the school system and the education association.

Sincerely,



Sheri Strickland
NCAE President



Great Public Schools
for Every Student

1201 16th St., N.W. | Washington, DC 20036 | Phone: 202.833.4000

Dennis Van Roekel
President

Lily Eskelsen
Vice-President

Rebecca S. Pringle
Secretary-Treasurer

John I. Wilson
Executive Director

June 13, 2010

Dear Ms. Lee,

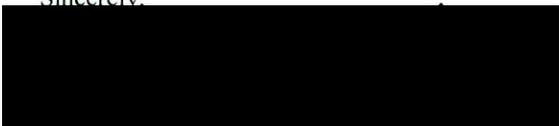
As the immediate Past President of the Guilford County Association of Educators (GCAE), a member of the North Carolina Association of Educators (NCAE) Board of Directors, and the National Education Association (NEA) Board of Directors, it is indeed a pleasure to lend my strong endorsement to Guilford County Schools Teacher Incentive Fund (TIF) Grant. NEA has been a long time champion of initiatives that support recognizing teacher quality as a key factor for strengthening public schools. We are proud to be active partners with GCS to assure every student in our district does indeed have a highly effective teacher.

The key to turning out great students is great teachers and principals. It is my firm belief that the proposed TIF Grant will help to recruit and develop highly effective educators and administrators to our district. Great teachers, with the right support, are the ideal agents of meaningful and sustainable change in our most challenged schools. Many high skilled and dedicated teachers struggle daily to keep the ship of learning afloat in our most challenging schools. None the less, children of poverty and those of color are far less likely to be taught by qualified, effective teachers than are students from more affluent families. This daunting reality hovers like a giant over those who work daily, against the odds, to improve student achievement in our low-income schools.

It is my firm belief that the TIF Grant will help to support teachers with the resources essential for student success. It is important that we not only recruit new teachers to work in high-needs schools, but that we foster an environment that encourages professional development and continual learning opportunities for educators within our schools to help meet the needs of students. TIF will also allow us to recruit and retain accomplished teachers and not rely solely on new recruits for our staffing needs.

The TIF Grant will give us the capacity to make sure every child in every school has great teachers and principals. It is time for us to embrace our workforce and their ideas for recruiting, preparing, rewarding, and supporting great teachers-the teachers that all students deserve.

Sincerely,



Mark Jewell

NEA Director, North Carolina

June 17, 2010

Toni G. Jones
1431 Alamance Church Rd.
Greensboro, NC 27406

Dear Grant Committee:

It is with great pleasure that I write this letter of support for Guilford County School's application for the Teacher Incentive Fund grant. GCS has 120 schools, many of which offer specialized programs and are highly successful. However, the student population of more than 50% of our GCS schools receive free or reduced lunch. These students tend to be geographically clustered, resulting in many of our schools having a majority of their population eligible for government assistance. Unfortunately, GCS has many schools with such student populations and as a result it is difficult to attract and retain effective teachers in these schools. Research has clearly shown that there is a direct link between educator effectiveness and student achievement. Many of our hard to staff schools tend to have fewer effective educators.

The request for the Teacher Incentive Fund grant is to enhance the Mission Possible program. The Mission Possible program is a successful program that provides incentives to recruit and retain effective educators. The program has led to a significant reduction in teacher turnover and an increase in student test scores. Funding through the Teacher Incentive Fund will allow GCS to expand and implement the Mission Possible program to serve a number of other schools.

Thank you for your time and consideration of our school system's efforts to make it possible to bring more highly qualified and effective teachers into our system and to improve learning for more of our students.



Toni G. Jones, President
Guilford County Council of PTA's

June 17, 2010

Toni G. Jones
1431 Albanese Church Rd.
Greensboro, NC 27406

Dear Grant Committee:

It is with great pleasure that I write this letter of support for Guilford County School's application for the Teacher Incentive Fund grant. GCS has 120 schools, many of which offer specialized programs and are highly successful. However, the student population of more than 70% of our GCS schools receive free or reduced lunch. These students tend to be geographically clustered, resulting in many of our schools having a majority of their population eligible for government assistance. Unfortunately, GCS has many schools with such student populations and as a result it is difficult to attract and retain effective teachers in these schools. Research has clearly shown that there is a direct link between educator effectiveness and student achievement. Many of our hard to staff schools tend to have fewer effective educators.

The request for the Teacher Incentive Fund grant is to enhance the Mission Possible program. The Mission Possible program is a successful program that provides incentives to recruit and retain effective educators. The program has led to a significant reduction in teacher turnover and an increase in student test scores. Funding through the Teacher Incentive Fund will allow GCS to expand and implement the Mission Possible program to serve a number of other schools.

Thank you for your time and consideration of our school system's efforts to make it possible to bring more highly qualified and effective teachers into our system and to improve learning for more of our students.

Sincerely,

Toni G. Jones, President
Guilford County Council of PTA's



Communities in Schools of High Point, Inc.

P.O. Box 6735

High Point, NC 27262

phone 336-883-6434 • fax 336-883-6486 • email: helpkids@northstate.net

June 16, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee:

It is with great pleasure that I write this letter of support for Guilford County Schools(GCS) and its quest to seek funding from the Federal Teacher Incentive Fund. As a non profit organization that works closely with the school system, primarily schools geographically located in High Point, and those most highly impacted by poverty, I see the value that these funds will bring to the students in our community. The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life. Effective educators are a significant piece of this community of support.

If awarded, this grant will help in the recruiting, training and retaining of effective educators to schools facing many academic and social challenges. More that 50% of Guilford County Schools' student population is eligible to receive free or reduced lunch, a federal indicator for poverty, resulting in many of our schools having 90% or more of their population eligible for government assistance.

Guilford County Schools has seen success in implementing the Mission Possible program that uses incentives to recruit and retain effective educators to hard to staff schools over the past 5 years, and the funds will allow them to expand the number of schools served. As a result of using this model, GCS has seen an improvement in student test scores as well as a reduction in teacher turnover from 33% to 11% at participating schools.

Communities In Schools of High Point, Inc. believes that every child deserves the opportunity to have the best support available as they embark on their educational journey, building and fostering relationships from teachers as well as from the community. These funds will help them to experience a higher level of success, and ultimately the whole community will benefit.

Thank you for your consideration.

Respectfully submitted,


Cerise W. Collins
Executive Director



The Joseph M. Bryan Foundation
OF GREATER GREENSBORO, INC.

June 15, 2010

Shirley T. Frye
Chairman

E.S. Melvin
President

J. Edward Kitchen
Vice President

Carole W. Bruce
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Ms. April Lee
Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Lee:

I am writing to enthusiastically support the Guilford County School System's request for a Teacher Incentive Fund grant. We have had the privilege of working with the Guilford County Schools on a pilot program recognizing the very principles that your grant program encompasses. We have been funding seventy (70) faculty members an increase of \$10,000 each plus the ability to make bonuses to teach math in our hardest, most difficult high schools. This program has been going for five years and the results are encouraging. The retention rate has gone from a turnover of 33% a year down to 11%. We had over 400 applications for the 70 spots the first year this program was announced.

We believe that Guilford County Schools Administrators' willingness to support this kind of innovation makes them a great candidate for your grant. The Guilford County Schools, over the last five years, have learned a great deal about how a program like this works and what does not work. We believe this will give them a head start in making your program successful.

This new Mission Possible proposed program was created with input from the teachers, principals, Guilford County Educator's Association, community members, elected officials and through technical assistance from the Center for Educator Compensation and Reform. We believe that this is the strongest model and this model has the potential of significantly changing the way we recruit, retain, and develop effective educators that are desperately needed in these difficult schools.

We sincerely hope you will look with favor on their application and feel free to contact me at your convenience if you need any further information.

Sincerely yours,


E. S. Melvin
President

902 Bonner Drive
Jamestown, NC 27282
336-841-4332

www.guilfordeducationalliance.org



June 22, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

Guilford Education Alliance believes that education must be the top priority for our community. Our work of community engagement, opportunities to learn about education issues, and the promotion of resources into our school classrooms demonstrates how we link the home, community and school together in order to achieve excellence for all of our students.

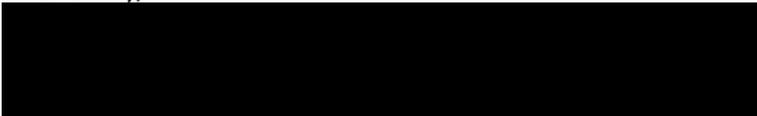
As an organization that develops research and public/legislative advocacy positions that support high academic achievement for all students, Guilford Education Alliance is an advocate of the Mission Possible Program. Guilford County Schools has been a leader in the pay for performance arena and has achieved early successes in recruiting and retaining effective educators in hard to staff schools across our county. Most of our current Mission Possible Schools have seen significant increases in student achievement under this program. But, there is still work to be done.

The student population of Guilford County Schools' is continuously changing. The percentage of our students who qualify for federal lunch assistance is now 53%. While this number is high, it does not tell the story of how these students are unevenly distributed across our district. Guilford County has numerous schools whose individual percentage of students that qualify for assistance is significantly higher than the county average. These schools, because of the challenges associated with poverty, are harder to staff. Mission Possible has been able to provide assistance to thirty of these schools over the past five years.

It is our hope that Guilford County Schools can expand the Mission Possible program to include ten more of our hard to staff schools so that hundreds of additional children can benefit from the recruiting and retention of effective teachers into our schools. The provision of a second Teacher Incentive Fund grant will support Guilford in providing our schools the professional development, coaching, and resources to increase the effectiveness of current educators and to attract effective external candidates into our most impacted schools. These efforts will increase student success.

Guilford Education Alliance is committed to supporting programs, teachers and parents to prepare our students for careers in the 21st century economy. We believe that Mission Possible is the type of program that will help our community to achieve this goal.

Sincerely,


Margaret Bourdeaux Ardacker, Ph.D.
Executive Director
Guilford Education Alliance

June 17, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee,

In continuation of our support of education, SAS is pleased to lend its full support to Guilford County Schools and its application to expand the Mission Possible program through the Teacher Incentive Fund. We applaud the ambitious educational goals set forth within Guilford County School's application, as well as its demonstrated success, in recruiting and retaining effective educators for high need schools.

For more than three decades, SAS has integrated its services into education to improve learning throughout a student's life cycle. We are dedicated to providing every student sufficient opportunity for academic growth. Our software products are currently used by professional educators in all 50 states, and our organization has been lauded for its ability to provide sophisticated analyses of student test scores that offer precise and reliable estimates of district, school, and teaching effectiveness as well as project future student performance to a variety of academic benchmarks.

We are proud that SAS reporting is used in Guilford County Schools and its current Mission Possible program to identify effective educators and better meet the needs of all students, regardless of achievement level, socioeconomic status, or geographic location. The value-added research by our SAS team demonstrates just how important effective teaching is in shaping students' academic opportunities: differences in student achievement of up to 50 percentile points can be observed as a result of those students' teacher sequence (and their effectiveness) after only three years. Guilford County Schools, through its Mission Possible program, understands this critical need for effective teaching and the expansion of the program through its Teacher Incentive Fund application will allow more students to benefit from this approach. The full range of SAS reporting ensures that teachers have access to important diagnostic tools to aid their instruction and meeting the needs of their students.

As a firm believer that education and technology can be utilized more effectively by school systems in the digital age, I am in full support of Guilford County Schools' Teacher Incentive Fund application. I look forward to continued educational success in Guilford County Schools.

Sincerely,


Jim Goodnight
CEO, SAS Institute



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

June 10, 2010

April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee:

The educators and policy makers of North Carolina are dedicated to implementing effective performance-based compensation systems, designing succession planning tools to grow our educators, strengthening our next generation teacher evaluation system and developing high-performing human resource data systems. I believe that these transformational reforms are an investment in the systems and behaviors that will support a culture of continuous improvement across our state's classrooms, schools and districts.

Guilford County Schools has been a leader in transformational reform. In 2005, Guilford implemented "Mission Possible", a performance-based compensation system, in 22 schools using local funds. The district soon expanded its program to 30 schools through the support of the very first Teacher Incentive Fund grant. Since its inception, participating schools have had zero vacancies on the opening day of school. Mission Possible has aided our most impacted schools in increasing student achievement, in some cases over 46 percentage points in one year. The training and support provided by Mission Possible has positively increased the climate of all program schools and has succeeded in reducing the teacher turnover rate in program schools from 33% to 11.7%, lower than the district average.

As North Carolina's State Superintendent of Public Instruction, I believe we need more outstanding programs like Mission Possible. It is for that reason that I am in full support of Guilford County Schools' application for the third round of Teacher Incentive Fund. Using federal dollars, Guilford County Schools will further expand Mission Possible to ten additional high-need schools. This expansion will provide recruitment, performance and leadership incentives to our most effective teachers, customized professional development to increase the effectiveness of all teachers, and use our new NC Professional Teaching Standards and Evaluation Process in conjunction with EVAAS Value Added Data to identify effective teachers.

North Carolina is committed to ensuring every student has an effective teacher every year. Through my support of Guilford County Schools' Teacher Incentive Fund application, I hope to further our efforts to achieve this outcome.

Sincerely,

A handwritten signature in cursive script that reads "June St. Clair Atkinson".

June St. Clair Atkinson

JSA:AM:mw

OFFICE OF THE STATE SUPERINTENDENT

June St. Clair Atkinson, Ed.D., *State Superintendent* | jatkinson@dpi.state.nc.us
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



North Carolina General Assembly
House of Representatives
State Legislative Building
Raleigh, 27601-1096

Pricey Harrison
57th District, Guilford County District
Office: 2119 Legislative Building
16 W. Jones Street
Raleigh, NC 27601-1096
(919) 733-5771
Phone: (919) 754-3259
Fax: priceyh@ncleg.net
Email: P. O. Box 9339
Home: Greensboro, NC 27429

June 22, 2010

COMMITTEES:

Appropriations
Appropriations Subcommittee on Natural & Economic
Resources, Vice Chair
Election Law & Campaign Finance Reform
Energy & Energy Efficiency, Chair
Environment & Natural Resources, Vice Chair
Judiciary I
Public Utilities

Environmental Review Commission
Energy Policy Council
Legislative Commission on Global Climate Change,
Co-Chair

Ms. April Lee, Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Ms. Lee:

As a Representative in the North Carolina House educated in Guilford County Schools, I know that education holds the key to our state's economic future. I have been a supporter of youth programs such as Smart Start and More at Four, worked hard to secure funding for the state's public school system, and have provided the resources that ensure that North Carolina's public university system rests amongst the nation's best.

That is why I am an advocate for Mission Possible, Guilford County Schools' performance based compensation system. Through this program, Guilford County Schools' has been able to recruit and retain highly effective educators in our district's hardest to staff schools. Classrooms that have previously gone a year or more without a certified math teacher now attract the very best professionals. Mission Possible is getting results. We have seen dramatic increases in test scores, teacher retention rates, participation in professional development, uses of technology, and positive school climate.

I believe that an investment in Guilford County Schools' effort to expand Mission Possible to ten additional schools through the Teacher Incentive Fund is an investment in our children and our state's future. If awarded expansion funds, Guilford will be able to provide additional educators with recruitment and retention incentives for working in hard-to-staff schools, pay for taking on leadership roles within the school, one-on-one coaching to increase their effectiveness, targeted and meaningful professional development, and most importantly, the opportunity to impact our highest need students.



June 22, 2010

Page II

We know that effective educators create classrooms where our students can learn and grow into productive members of our community. I am committed to supporting any effort that is designed to increase the number of effective educators in our schools. I believe that Mission Possible can continue to achieve this goal and can serve as a model program for our entire state.

Regards,

A handwritten signature in black ink that reads "Pricey Harrison". The signature is written in a cursive style with a large initial "P".

Pricey Harrison
Representative North Carolina House

United States Senate

WASHINGTON, DC 20510

June 11, 2010

April Lee
Program Lead
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

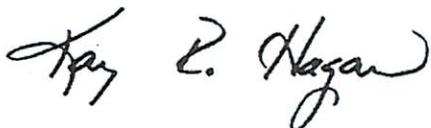
Dear Ms. Lee:

It has recently come to my attention that the Guilford County Public School system has applied for funding from the Teacher Incentive Fund (TIF) grant program.

I understand that Guilford County Schools has been successful in recruiting and retaining highly effective teachers and principals to high-need schools in the county through their Mission Possible teacher incentive program. The Mission Possible program has been successful in increasing teacher retention rates and improving student test scores in most participating schools, by providing incentives to recruit and retain effective educators to these difficult to staff schools. If awarded TIF funds, Guilford County Schools will be able to continue the Mission Possible program and provide further recruitment incentives, performance-based incentives, and implement more initiatives to improve teacher effectiveness in additional high-need schools.

With this in mind, I encourage the full and fair consideration of the Guilford County schools application for the Teacher Incentive Fund grant program as expeditiously as possible, consistent with your statutory and regulatory guidelines. Should you have any questions or concerns, please contact Chris Sgro of my staff at (336) 333-5311, extension 27.

Sincerely,



Kay R. Hagan
United States Senator

HIGH-NEED SCHOOL DOCUMENTATION

Schools to be Served in the Proposed Project	Free or Reduced Price Lunch Rate 2010
Hunter Elementary	96%
Allen Jay Elementary	92%
Sedgefield Elementary	90%
Montlieu Elementary School	88%
Archer Elementary	82%
McLeansville Elementary	71%
Southern Middle	68%
Eastern Middle	65%
Northeast Middle	62%
Kiser Middle	59%

Project Narrative

Other Attachments

Attachment 1:

Title: **Appendix** Pages: **21** Uploaded File: **\\725-pres-app1\public\$\Personnel\Holcombe\TIF III Grant Application\Final Application\Other Documents\Appendix.pdf**



SAS® EVAAS® Statistical Models

S. Paul Wright, John T. White, William L. Sanders, June C. Rivers
March 25, 2010

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1 Introduction

SAS® EVAAS® provides analytical services, including value-added modeling and projection analyses, for the assessment of schooling effectiveness at the district, school and, when requested, at the classroom level. The results of these analyses, along with additional diagnostic information and querying capabilities, are made available via a secure web application. This report provides details on the statistical models used in SAS EVAAS.

It is important to keep in mind that there is not one, single EVAAS model used in all applications. Rather, there are multiple models implemented according to the objectives of the analyses and the characteristics and availability of the test data. Two general types of value-added models are employed. The multivariate response model (MRM) is a multivariate, longitudinal, linear mixed model. In traditional statistical terminology it is essentially a multivariate repeated-measures ANOVA model. With this approach, the entire set of observed test scores belonging to each student is fitted simultaneously. When the data have been scaled or transformed to allow comparable expectations of progress, evaluated over many schools and/or districts, regardless of entering levels of groups of students, then the MRM approach is preferred. This model is discussed in section 3.

When the data structures do not meet the requirements for a MRM analysis, a univariate response model (URM) is employed. This model is similar to traditional analysis of covariance (ANCOVA): student scores in a particular subject/grade/year serve as the response variable (dependent variable); these students' prior scores in multiple subjects/grades/years serve as covariates (predictor variables, independent variables); the categorical variable (class variable, factor) is an educational entity (district, school, teacher). The URM differs from traditional ANCOVA in that the categorical variable is treated as random rather than fixed. In this respect, the URM has much in common with certain hierarchical linear models (HLMs) that have been used for value-added analyses. To minimize selection bias and to minimize problems caused by errors of measurement in the predictor variables, the URM requires that each student must have at least three prior scores. However, all available prior achievement test scores for each student are used in the predictor variable set. This model is discussed in section 5.

In addition to value-added modeling SAS EVAAS provides projected scores for individual students on tests the students have not yet taken. These tests may include state-mandated tests (end-of-grade tests, end-of-course tests where available) as well as national tests such as college entrance exams (SAT, ACT). These projections can be used to predict a student's future success (or lack of success) and so may be used to guide counseling and intervention to increase students' likelihood of future success. The statistical model used for making projections is, like the URM, an ANCOVA model. This model is discussed in section 4.

Once the parameter estimates for the projection equation have been obtained, projections can be made for any student with any set of predictor values. However, to protect against bias due to measurement error in the predictors, projections are made only for students who have at least three available predictor scores. In addition to the projected score itself, the standard error of the projection is calculated. Given a projected score and its standard error, it is possible to calculate the probability that a student will reach some specified benchmark of interest. Examples are the probability of scoring at the proficient (or advanced) level on a future end-of-grade test, or the probability of scoring sufficiently well on a college entrance exam to gain admittance into a desired program. The probability is calculated as the area above the benchmark cutoff score using a normal distribution with its mean equal to the projected score and its standard deviation equal to the standard error of the projected score.

5 The EVAAS Univariate Response Model (URM)

As presently implemented, the EVAAS MRM reports value-added effectiveness in terms of gains. This has two implications. First, the scores must be scaled so that taking the difference between two (mean) scores to obtain a (mean) gain is a meaningful mathematical operation. This is most often accomplished by converting scores to NCEs. Second, there must be an obvious “before” and “after” from which to form a difference. This works well with end-of-grade tests given in elementary and (usually) middle school where “before” is the previous grade and previous year. It does not work with high school (and sometimes middle school) end-of-course tests. To estimate value-added effectiveness in situations where the MRM is not feasible, SAS EVAAS has implemented a univariate response model (URM).

The URM statistical model is identical to the EVAAS projection model: it is an analysis of covariance (ANCOVA) model. This model is described in section 4. One difference from the projection model is that, since the URM may be used at the district, school or teacher level, the categorical variable in the ANCOVA may be the district, school or teacher. A second difference is that, in the teacher URM, a student may have more than one teacher. Finally, unlike the projection model, the primary objective is not to produce an equation for making projections, but to estimate the “effect” itself, the α_j term in the equation.

As was the case in the projection model, different students will have different sets of predictors. In the URM this is handled exactly as in the projection model. In fact, the first step in the URM is to obtain a “projection” for each student using whatever set of predictors that student has available. However, rather than projecting a future score using a student’s present and past scores, in the URM one is “projecting” a student’s present score using their past scores. Also, in the URM, unlike the projection model, the estimated parameters are pooled-within-district, pooled-within-school, or pooled-within teacher, as required. As a reminder, here is the projection equation. For reasons given below, the “projection” for the i^{th} student is denoted C_i .

$$C_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \dots \quad (12)$$

The “projection” C_i is nothing more than a composite of all the student’s past scores (thus the letter C). It is a one-number summary of the student’s level of achievement

prior to the current year. The different prior test scores making up this composite are given different weights (by the regression coefficients, the $\hat{\beta}$'s) in order to maximize its correlation with the response variable. Thus a different composite would be used when the response variable is math than when it is reading, for example. Note that the $\hat{\alpha}_j$ term is *not included* in the equation. Again, this is because C_i represents prior achievement, before the effect of the current district/school/teacher. As in the projection model, to avoid bias due to measurement error in the predictors, composites are obtained only for students who have at least three prior test scores.

The second step in the URM is to estimate district/school/teacher effects (α_j) using the following ANCOVA model.

$$y_i = \beta_0 + \beta_1 C_i + \alpha_j + \epsilon_i. \quad (13)$$

The effects (α_j) are considered to be random effects. Consequently the $\hat{\alpha}_j$'s are obtained by shrinkage estimation (empirical Bayes) as described in §3.3.

As noted above, in the teacher-level URM a student may have more than one teacher. This is encoded in the \mathbf{Z} matrix of the linear mixed model as described in §3.3. The difference is that in the URM, the response vector (\mathbf{y}) contains scores for only a single subject/grade/year; that is why it is called the univariate response model. Consequently, the columns of the \mathbf{Z} matrix represent districts or schools or teachers only for the current subject/grade/year. There is no "layering." Instead, prior schooling is captured by the composite score C_i that appears as a predictor (or covariate) in the ANCOVA model.

**North Carolina School Executive
Summative Evaluation Form**

School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 1: Strategic Leadership:

School executives will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. School Vision, Mission and Strategic Goals: The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community.	<input type="checkbox"/>				
B. Leading Change: The school executive articulates a vision and implementation strategies for improvements and changes which result in improved achievement for all students.	<input type="checkbox"/>				
C. School Improvement Plan: The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.	<input type="checkbox"/>				
D. Distributive Leadership: The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school.	<input type="checkbox"/>				
Overall Rating for Standard 1	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <p><input type="checkbox"/> School Improvement Plan</p> <p><input type="checkbox"/> NC Teacher Working Conditions Survey</p> <p><input type="checkbox"/> Evidence of School Improvement Team</p> <p><input type="checkbox"/> Student achievement and testing data</p> <p><input type="checkbox"/> Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements</p> <p><input type="checkbox"/> Evidence of shared decision-making and distributed leadership</p> <p><input type="checkbox"/> 360 Feedback</p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
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School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 2: Instructional Leadership

School executives will set high standards for the professional practice of 21st century instruction and assessment that result in a no nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment: The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students.	<input type="checkbox"/>				
B. Focus on Instructional Time: The school executive creates processes and schedules which protect teachers from disruption of instructional preparation time.	<input type="checkbox"/>				
Overall Rating for Standard 2	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Student drop-out data <input type="checkbox"/> Teacher retention data <input type="checkbox"/> Documented use of formative assessment instruments to impact instruction <input type="checkbox"/> Development and communication of goal-oriented personalized education plans for identified students <input type="checkbox"/> Evidence of team development and evaluation of classroom lessons <input type="checkbox"/> Use of research-based practices and strategies in classrooms <input type="checkbox"/> Master school schedule documenting individual and collaborative planning for every teacher <input type="checkbox"/> 360 Feedback <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 3: Cultural Leadership

School executives will understand and act on the understanding of the important role a school's culture plays in contributing to the exemplary performance of the school. School executives must support and value the traditions, artifacts, symbols and positive values and norms of the school and community that result in a sense of identity and pride upon which to build a positive future. A school executive must be able to "re-culture" the school if needed to align with school's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the school and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the school's efforts to achieve individual and collective goals.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. Focus on Collaborative Work Environment: The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture.	<input type="checkbox"/>				
B. School Culture and Identity: The school executive develops and uses shared vision, values and goals to define the identity and culture of the school.	<input type="checkbox"/>				
C. Acknowledges Failures; Celebrates Accomplishments and Rewards: The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school.	<input type="checkbox"/>				
D. Efficacy and Empowerment: The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance.	<input type="checkbox"/>				
Overall Rating for Standard 3	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> School Improvement Team <input type="checkbox"/> Documented use of School Improvement Team in decision-making <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Teacher retention data <input type="checkbox"/> Existence and work of professional learning communities <input type="checkbox"/> Recognition criteria and structure utilized <input type="checkbox"/> Evidence of shared decision-making and distributed leadership <input type="checkbox"/> 360 Feedback <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 4: Human Resource Leadership

School executives will ensure that the school is a professional learning community. School executives will ensure that process and systems are in place which results in recruitment, inductions, support, evaluation, development and retention of high performing staff. The school executives must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The school executive must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. Professional Development/Learning Communities: The school executive ensures that the school is a professional learning community.	<input type="checkbox"/>				
B. Recruiting, Hiring, Placing and Mentoring of Staff: The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff.	<input type="checkbox"/>				
C. Teacher and Staff Evaluation: The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.	<input type="checkbox"/>				
Overall Rating for Standard 4	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Teacher retention data <input type="checkbox"/> Master school schedule documenting individual and collaborative planning for every teacher <input type="checkbox"/> Number of National Board Certified Teachers <input type="checkbox"/> Number of teachers pursuing advanced degrees, licensure, National Board certification etc. <input type="checkbox"/> Record of professional development provided staff and impact of professional development on student learning <input type="checkbox"/> Mentor records and beginning teacher feedback <input type="checkbox"/> Teacher professional growth plans <input type="checkbox"/> 360 Feedback <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 5: Managerial Leadership

School executives will ensure that the school has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations and scheduling that result in organizing the work routines in the building. The school executive must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. School Resources and Budget: The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement.	<input type="checkbox"/>				
B. Conflict Management and Resolution: The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement.	<input type="checkbox"/>				
C. Systematic Communication: The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement.	<input type="checkbox"/>				
D. School Expectations for Students and Staff: The school executive develops and enforces expectations, structures, rules and procedures for students and staff.	<input type="checkbox"/>				
Overall Rating for Standard 5	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Master school schedule documenting individual and collaborative planning for every teacher <input type="checkbox"/> School safety and behavioral Expectations <input type="checkbox"/> School financial information <input type="checkbox"/> Dissemination of clear norms and ground rules <input type="checkbox"/> Evidence of ability to confront ideological conflict and then reach consensus <input type="checkbox"/> Evidence of formal and informal systems of communication <input type="checkbox"/> 360 Feedback <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 6: External Development Leadership

A school executive will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as "stockholders" in the school such that continued investment of resources and good will are not left to chance.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. Parent and Community Involvement and Outreach: The school executive designs structures and processes which result in parent and community engagement, support and ownership of the school.	<input type="checkbox"/>				
B. Federal, State and District mandates: The school executive designs protocols and processes in order to comply with federal, state and district mandates.	<input type="checkbox"/>				
Overall Rating for Standard 6	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent involvement in School Improvement Team <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> PTSA/Booster club operation and participation <input type="checkbox"/> Parent survey results <input type="checkbox"/> Evidence of community support <input type="checkbox"/> Number and use of school volunteers <input type="checkbox"/> Plan for shaping the school's image throughout the community <input type="checkbox"/> Evidence of business partners and projects involving business partners <input type="checkbox"/> 360 Feedback <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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School Executive's Name:

School Year:

Standards of Performance (Rubric and Narrative)

Standard 7: Micro-political Leadership

School executives will build systems and relationships that utilize the staff's diversity, encourage constructive ideological conflict in order to leverage staff expertise, power and influence in order to realize the school's vision for success. The executive will also creatively employ an awareness of staff's professional needs, issues, and interests to build cohesion and to facilitate distributed governance and shared decision-making.

Practices	Developing	Proficient	Accomplished	Distinguished	Not Observed
A. School Executive Micro-political Leadership: The school executive develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance.	<input type="checkbox"/>				
Overall Rating for Standard 7	<input type="checkbox"/>				

<p>Comments:</p> <p>Recommended actions for improvement:</p>	<p>Evidence or documentation to support rating:</p> <ul style="list-style-type: none"> <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Teacher retention data <input type="checkbox"/> Evidence of visibility and accessibility <input type="checkbox"/> Evidence of shared decision-making and distributed leadership <input type="checkbox"/> 360 Feedback <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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School Executive Standards: Summary School Executive Assessment Form

School Executive Name:
School:
Position/Assignment:
Evaluator:

ID#
School Year:
Title:

TARGETED AREAS FOR GROWTH AND IMPROVEMENT

The evaluator's recommendations should be incorporated into the school executive's goal setting process for continued improvement the following year.

Comments:

School Executive Signature: _____ Date _____

Evaluator Signature: _____ Date _____

Note: The Schools Executive's signature on this form represents neither acceptance nor approval of the report. It does however indicate that the School Executive has reviewed the report with the evaluator and may reply in writing.

Comments Attached: Yes No

Supervisor of Evaluator Signature _____ Date _____

Note: The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina Board of Education Policy for School Executive Performance Evaluation.

North Carolina Professional Teaching Standards



North Carolina *Professional Teaching Standards* Commission

*“For every student in North Carolina,
a knowledgeable, skilled compassionate teacher...
a star in every classroom.”*

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Mission of the North Carolina State Board of Education, August 2006

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st Century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st Century.

A NEW VISION OF TEACHING

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.





STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

- Take responsibility for all students' learning
- Communicate vision to students
- Use data to organize, plan, and set goals
- Use a variety of assessment data throughout the year to evaluate progress
- Establish a safe and orderly environment
- Empower students

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

- Work collaboratively with all school personnel to create a professional learning community
- Analyze data
- Develop goals and strategies through the school improvement plan
- Assist in determining school budget and professional development
- Participate in hiring process
- Collaborate with colleagues to mentor and support teachers to improve effectiveness

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

- Strive to improve the profession
- Contribute to the establishment of positive working conditions
- Participate in decision-making structures
- Promote professional growth

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

- Advocate for positive change in policies and practices affecting student learning
- Participate in the implementation of initiatives to improve education

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. (www.ncptsc.org)

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct



STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible

Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

- Demonstrate knowledge of diverse cultures
- Select materials and develop lessons that counteract stereotypes and incorporate contributions.
- Recognize the influences on a child's development, personality, and performance
- Consider and incorporate different points of view

Teachers treat students as individuals.

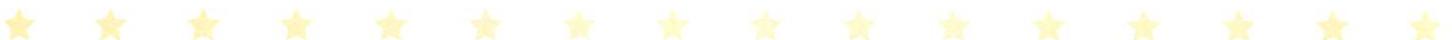
Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

- Maintain high expectations for all students
- Appreciate differences and value contributions by building positive, appropriate relationships

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

- Collaborate with specialists
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice



Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

- Improve communication and collaboration between the school and the home and community
- Promote trust and understanding and build partnerships with school community
- Seek solutions to overcome obstacles that prevent family and community involvement

III STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

Teachers align their instruction with the North Carolina Standard Course of Study.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

- Teach the *North Carolina Standard Course of Study*
- Develop and apply strategies to make the curriculum rigorous and relevant
- Develop literacy skills appropriate to specialty area

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

- Know subject beyond the content they teach
- Direct students' curiosity into an interest in learning

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

- Know links between grade/subject and the *North Carolina Standard Course of Study*
- Relate content to other disciplines
- Promote global awareness and its relevance

Teachers make instruction relevant to students.

Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility
- Demonstrate the relationship between the core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness

IV STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

- Know how students think and learn
- Understand the influences on student learning and differentiate instruction
- Keep abreast of evolving research
- Adapt resources to address the strengths and weaknesses of students

Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

- Collaborate with colleagues
- Use data for short and long range planning
- Engage students in the learning process
- Monitor and modify plans to enhance student learning
- Respond to cultural diversity and learning needs of students

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

- Choose methods and materials as they strive to eliminate achievement gaps
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction





STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

- Know appropriate use
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

- Teach the importance of cooperation and collaboration
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

- Communicate clearly with students in a variety of ways
- Assist students in articulating thoughts and ideas clearly and effectively

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions.

- Use multiple indicators, both formative and summative, to evaluate student progress
- Provide opportunities for self-assessment
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance, and dispositions

Teachers analyze student learning.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement
- Collect and analyze student performance data to improve effectiveness

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning
- Adapt practice based on data



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- Connie Barbour - Program Assistant

FOR MORE INFORMATION:

Carolyn McKinney, Executive Director
 6328 Mail Service Center | Raleigh, NC 27699-6328
 Phone: 919.807.3423 | Fax: 919.807.3426 | www.ncptsc.org

Teacher Summary Rating Form

This form is to be jointly reviewed by the teacher and evaluator or designee during the summary Evaluation Conference conducted at the end of the year.

Name:		
School:	School Year:	
Evaluator:	District:	
Date Completed:	Evaluator's Title:	
Check One:	<input type="checkbox"/> Probationary Teacher	<input type="checkbox"/> Career Status Teacher

Standard I: Teachers Demonstrate Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in their classrooms.	<input type="checkbox"/>				
B. Teachers demonstrate leadership in the school.	<input type="checkbox"/>				
C. Teachers lead the teaching profession.	<input type="checkbox"/>				
D. Teachers advocate for schools and students.	<input type="checkbox"/>				
E. Teachers demonstrate high ethical standards.	<input type="checkbox"/>				
Overall rating for Standard I	<input type="checkbox"/>				

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <p><input type="checkbox"/> Lesson Plans</p>
<p>Recommended actions for improvement:</p>	<p><input type="checkbox"/> School Improvement Planning</p> <p><input type="checkbox"/> Teacher Working Conditions</p>
<p>Resources needed to complete these actions:</p>	<p><input type="checkbox"/> Surveys</p> <p><input type="checkbox"/> Journals</p> <p><input type="checkbox"/> Service on Committees</p> <p><input type="checkbox"/> Professional Learning Communities</p> <p><input type="checkbox"/> National Board Certification</p> <p><input type="checkbox"/> Student Handbooks</p> <p><input type="checkbox"/> Relevant Data</p> <p><input type="checkbox"/> Membership in Professional Organizations</p> <p><input type="checkbox"/> Discipline Records</p> <p><input type="checkbox"/> Student Work</p> <p><input type="checkbox"/> Class Rules and Procedures</p> <p><input type="checkbox"/> Formal and Informal Mentoring</p>

Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	<input type="checkbox"/>				
B. Teachers embrace diversity in the school community and in the world.	<input type="checkbox"/>				
C. Teachers treat students as individuals.	<input type="checkbox"/>				
D. Teachers adapt their teaching for the benefit of students with special needs.	<input type="checkbox"/>				
E. Teachers work collaboratively with the families and significant adults in the lives of their students.	<input type="checkbox"/>				
Overall rating for Standard II	<input type="checkbox"/>				

Comments:	Evidence or documentation to support rating:
Recommended actions for improvement:	
Resources needed to complete these actions:	

Student Profiles
 Documentation of Referral Data and Use of IEPs
 Student Surveys
 Communications with Parents/Community
 Cooperate with ESL Teachers
 Professional Development on Cultural Attitudes and Awareness
 Lessons that Integrate International Content
 Use of Technology to incorporate cultural awareness into Lessons

Standard IV: Teachers Facilitate Learning for Their Students

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	<input type="checkbox"/>				
B. Teachers plan instruction appropriate for their students.	<input type="checkbox"/>				
C. Teachers use a variety of instructional methods.	<input type="checkbox"/>				
D. Teachers integrate and utilize technology in their instruction.	<input type="checkbox"/>				
E. Teachers help students develop critical thinking and problem-solving skills.	<input type="checkbox"/>				
F. Teachers help students work in teams and develop leadership qualities.	<input type="checkbox"/>				
G. Teachers communicate effectively.	<input type="checkbox"/>				
H. Teachers use a variety of methods to assess what each student has learned.	<input type="checkbox"/>				
Overall rating for Standard IV	<input type="checkbox"/>				

Comments:	Evidence or documentation to support rating:
Recommended actions for improvement:	
Resources needed to complete these actions:	

Lesson Plans
 Documentation of Differentiated Instruction
 Display of Technology Used
 Materials Used to Promote Critical Thinking and Problem Solving
 Professional Development
 Collaborative Lesson Planning
 Use of student learning teams

Standard V: Teachers Reflect on Their Practice

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers analyze student learning.	<input type="checkbox"/>				
B. Teachers link professional growth to their professional goals.	<input type="checkbox"/>				
C. Teachers function effectively in a complex, dynamic environment.	<input type="checkbox"/>				
Overall rating for Standard V	<input type="checkbox"/>				

<p>Comments:</p>	<p>Evidence or documentation to support rating:</p> <p><input type="checkbox"/> Lesson Plans</p> <p><input type="checkbox"/> Completion of Professional Development</p> <p><input type="checkbox"/> Formative Assessments</p> <p><input type="checkbox"/> Participation in Professional Learning Community</p> <p><input type="checkbox"/> Student Work</p> <p><input type="checkbox"/> Formative and Summative Assessment Data</p> <p><input type="checkbox"/> Professional Growth Plan</p>
<p>Recommended actions for improvement:</p>	
<p>Resources needed to complete these actions:</p>	

Teacher Name (Typed):	Date:
Teacher Signature (Written):	Date:

Principal/Evaluator Name (Typed):	Date:
Principal/Evaluator Signature (Written):	Date:

Comments Attached:	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	
Principal/Evaluator Signature (Written): (Signature indicates question above regarding comments has been addressed).			Date:

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education Policy for the Teacher Evaluation Process

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **15** Uploaded File: \\725-pres-app1\public\$\Personnel\Holcombe\TIF III Grant Application\Final Application\Narratives\Budget Narrative.pdf

BUDGET NARRATIVE

Expenses Related to the Planning Period

Guilford County Schools intends to use the time from October, 2010, to July, 2011, as a planning period. Related expenses are noted in each budget category and are labeled as “Planning Year.” During this 10 month time period, program staff will be employed and will utilize their time to:

- Develop and implement a plan for effectively communicating to teachers, administrators, classified staff, and the community about the Mission Possible program, its features and its requirements
- Provide in depth training to program staff, teachers and administrators in both measures of effectiveness (NC Professional Teaching Standards and Evaluation Process and the use of the EVAAS database for analyzing Value-Added Data)
- Work with a programmer to develop a robust data-tracking system that allows for the analysis of data to drive program improvements, report on GPRA goals, and report on program performance goals
- Develop course content, facilitator manuals and participant manuals for professional development of teachers

Additionally, expenses related to travel, equipment, supplies, contractual services, and the category of other, will support the setup of the Mission Possible Expansion Schools Office, and the hiring and training of all staff. In total, the planning year and program set-up total [REDACTED] approximately 1/3rd of the cost of a program implementation year. Additional details about the chronology of activities are detailed in the timeline and milestones section of the project narrative on pages 34-39.

Personnel

The Mission Possible Expansion Project seeks to employ eight core team members inclusive of an executive director, a data manager, an office manager, and five master teachers. In this budget category, only four of the eight positions are described. The remaining four master teacher positions will be funded through TIF evaluation dollars and are described below in the category of “Other.” All salaries are based upon the Guilford County Schools salary schedule which is driven by the state of North Carolina.

Personnel and Differentiated Compensation	% FTE	Planning Year	Year 2	Year 3	Year 4	Year 5	Total
Executive Director (1): Will be responsible for the overall leadership and management of the Mission Possible Expansion Project as described on page 31 of the project narrative. Her qualifications are described in detail in the key personnel resume section of the application.	██████	██████	██████	██████	██████	██████	██████
Data Manager (1): Will be responsible for working with contractors to establish a data management system, will collect all data related to personnel and performance measures, will produce reports for users of Mission Possible data as described on page 32 of the project narrative.	██████	██████	██████	██████	██████	██████	██████

Personnel and Differentiated Compensation	%FTE	Planning Year	Year 2	Year 3	Year 4	Year 5	Total
Office Manager (1): Will be responsible for managing the Mission Possible office, managing communications with program schools, potential candidates, and will support the executive director, data manager and master teachers in all efforts as described on page 32 of the project narrative.	██████	██████	██████	██████	██████	██████	██████
Master Teacher (1/5): Will be assigned to work with two schools each to provide need-targeted professional development, guide the work of teacher leaders, help principals analyze and manage data, coach teachers and facilitate program activities as described on page 32 of the project narrative.	██████	██████	██████	██████	██████	██████	██████
Master Teacher Incentives (5): Each master teacher will be eligible for \$20,000 per year in incentives for working in a high-need school. Year 1 will be pro-rated based upon start date and will not include incentives for test data.	██████ ██████	██████	██████	██████	██████	██████	██████
Treatment School Certified Faculty Incentives: Incentives will be paid based upon placement in hard to staff positions as well as for leadership roles and student growth as described on pages 17-21 of the project narrative. Dollar amounts are predicted based upon historical performance of each school.	██████ ██████ ██████	██████	██████	██████	██████	██████	██████

Personnel and Differentiated Compensation	%FTE	Planning Year	Year 2	Year 3	Year 4	Year 5	Total
Control School Certified Faculty Incentives: Incentives will be paid based upon placement in hard to staff positions as well as for leadership roles and a 1% salary bonus as described on page 18 of the project narrative. Dollar amounts are calculated based upon actual staffing of each school.	██████████ ██████████ ██████████	██████████	██████████	██████████	██████████	██████████	██████████
Substitutes: Will be utilized to free up teachers to participate in reciprocal site visits of teachers at other schools, to receive need-targeted professional development, and to participate in coaching experiences as described on pages 21 and 28 of the project narrative.	██████████ ██████████ ██████████ ██████████	██████████	██████████	██████████	██████████	██████████	██████████
Total Personnel							

Note:

As requested in the grant application instructions, all classified (non-licensed) faculty incentives have been placed in the “Other-Personnel” section of the budget in order to comply with ARRA regulations.

Fringe Benefits

Fringe benefits for the personnel and differentiated compensation described in the Personnel category are calculated below at 18.35%.

Personnel and Differentiated Compensation	%FTE	Planning Year	Year 2	Year 3	Year 4	Year 5	Total
Executive Director	████	████	████	████	████	████	████
Data Manager	████	████	████	████	████	████	████
Office Manager	████	████	████	████	████	████	████
Master Teacher	████	████	████	████	████	████	████
Master Teacher Incentives	██████████	████	████	████	████	████	████
Treatment School Incentives	██████████	██	████	████	████	████	████
Control School Incentives	██████████	██	████	████	████	████	████
Substitutes	██████████ ██████████	██	██	██	██	██	██

Travel

Travel expenses described below cover attendance at two annual Teacher Incentive Fund meetings. Additionally, the Mission Possible Expansion Project will include travel for the training of Master Teachers during the grant planning year. During years two through five, travel expenses include travel to major national conferences at which project research and findings will be disseminated by principals and teachers in Mission Possible Expansion Schools. Costs are figured using \$500 per airline flight, \$75 per diem rate, \$200 per hotel room per night, local travel expenses (taxi, metro), and registration costs for each event.

Travel Event	Participating	Planning Year	Year 2	Year 3	Year 4	Year 5	Total
Annual TIF Meetings (2)	■	■	■	■	■	■	■
New Teacher Center Induction Institute (5 days, \$1500 reg. fee)	■	■	■	■	■	■	■
<i>Teacher Talent Equals Student Success Symposium- New Teacher Center</i> (4 days, \$650 reg. fee)	■	■					■
ASCD- Alternating Annual Conference and Teaching and Learning Conference each year (4 days, \$600 reg. fee)	■	■	■	■	■	■	■
National Staff Development Council- Alternating Annual Conference and Summer Learning Conference each year (4 days, \$300 reg. fee)	■	■	■	■	■	■	■
The Council of the Great City Schools (4 days, \$275 reg. fee)	■		■		■		■
American Association of School Personnel Administrators (4 days, \$275 reg. fee)	■			■		■	■
Total Travel							

Equipment

Equipment costs to facilitate the Mission Possible Schools Expansion Project include one computer and printer per program employee as well as one LCD projector for each Master Teacher. The computers and printers will be used to facilitate the project activities.

Projectors will be used in delivering professional development in Mission Possible schools. Equipment costs occur in year one of the grant only.

Equipment	Cost per	Number Needed	Year 1/Total Cost
Computers	██████	█	██████
Laser Printers	██████	█	██████
LCD Projectors	██████	█	██████
Total Equipment			

Supplies

We are requesting a small budget that will provide the Mission Possible Expansion Schools Office with daily operating supplies such as printer ink, paper, desk supplies, LCD replacement bulbs for projectors, etc. Additionally, we are requesting \$2,000 per Master Teacher per year in order to purchase supplies to be used in delivering professional development to the 10 Mission Possible Expansion Schools. Funds would cover chart paper, markers, manipulatives, and the cost of printing materials.

Supplies	Cost per Year	Years	Total Cost
Office Supplies	██████████	█	██████████
Professional Development Supplies	██████████	█	██████████
Total Supplies			██████████

Contractual

Grant Evaluation- Guilford County Schools highly values the funding of a local evaluation that is inclusive of feedback not available through Mathematica. Working with our current TIF I evaluator, Guilford proposes to continue preparing a district-wide evaluation report, individual school reports, climate data, focus group feedback, multiple short-surveys to receive timely feedback on project characteristics, and debriefing sessions with principals to interpret findings. The external evaluation will ██████████ annually. These costs cover a senior level evaluator and assistant to work on the grant for approximately 260 days plus benefits (27%) at

██████████. A quality control review and transcription services are covered by ██████████ annually. Travel to the annual DC meetings is based on previous trips and estimated to be ██████████ per trip for a 2-day meeting. Funding is included to disseminate research and findings. Local mileage to travel within Guilford County to the 10 schools is estimated to be ██████████. In addition, ██████████ s budgeted for operating expenses and supplies such as color copies, survey software, computer software expenses, shipping fees, postage, paper survey materials, communication, utilities and other office supplies and is based on actual cost from previous contracts of similar nature.

Communication and Marketing- One of the needs identified in Guilford’s current TIF grant is the provision of communication and marketing materials for recruiting candidates. In this grant, we propose to work with a marketing professional to help design a program “brand” that is inclusive of web, video and print materials that will effectively attract candidates to our high-need schools. Rates are estimated at ██████████ per school to create (during year 1) a recruiting video to be used by principals at job fairs and during job interviews, 25 days of marketing planning and graphic design (during year 1) ██████████ per hour, and ██████████ per year for the printing of marketing materials to be used to recruit effective educators to Mission Possible Expansion Schools.

Course Instructors for Executive Development- While master teachers can provide school-wide and need targeted professional development for the teachers at each of our 10 Expansion Schools, they are not experienced administrators that are able to train principals. Therefore, executive development will be provided by course instructors with expertise in the areas of: Recruiting Effective Educators, Retaining Effective Educators, Developing Teachers through Effective Evaluations, Developing Instructional

Leaders in Your School. In order to offer these courses and executive coaching to principals, we are proposing to contract with course instructors for executive development. This training will begin in year one of the grant as a part of an effort to prepare principals to make the best hiring decisions during the grant planning year. This cost is estimated to be [REDACTED] per year per principal for a total of [REDACTED], using local rates for executive development courses and coaching.

Copier- The Mission Possible Expansion Schools Office will need to contract with a vendor to provide a copies and the cost of copies in order to facilitate grant activities. The cost is estimated at [REDACTED] per year based upon current contractual agreements.

Telecommunications- Cellular phone service for six employees (Executive Director and five Master Teachers) will allow for communication needed to carry out grant activities. This is estimated at a cost of [REDACTED] per phone per year based upon current contractual agreements.

GoToMeeting- Under the current Mission Possible TIF I grant, GoToMeeting software has been heavily used to do real time training with principals and teachers. Additionally, it has been used to facilitate program-wide meetings virtually, avoiding the travel time and costs for our principals. We propose to continue the use of this valuable tool at the current contracted rate of [REDACTED] per year.

Data-Tracking System- Currently, Mission Possible uses Access to manually input and analyze program data. We propose to develop a web-based program that will allow us to pull data from our current HRMS system and push data into our payroll system, avoiding the manual entry of data that already exists electronically within other district databases. Based upon a recent meeting with a programmer, we are estimating that initial development will cost [REDACTED] (250 hours at a rate of [REDACTED] per hour), year two

modifications will cost [REDACTED] (150 hours at a rate of [REDACTED] per hour), and general maintenance and upgrades [REDACTED] per year for the remainder of the grant (50 hours per year at a rate of [REDACTED] per hour).

Contractual	Planning Year	Year 2	Year 3	Year 4	Year 5	Total Cost
Local Evaluation	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Communications and Marketing	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Executive Development	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Copier	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Telecommunications	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
GoToMeeting Contract	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Data Tracking System	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	\$55,000
Total Contractual	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Construction

We are not requesting any funds in this category.

Other- TIF Evaluation Fund

Master Teachers- Using \$ [REDACTED] in TIF Evaluation dollars, the Mission Possible Expansion Schools Project proposes to fund the four additional Master Teacher positions, fringe costs for those positions, and training directly related to the measures of educator effectiveness. Salaried positions are funded with a 3% annual raise and an 18.35% fringe rate.

Teacher Leader Initial Training- During the initial planning year, 40 teacher leaders and 5 master teachers will receive training in both measures of effectiveness (Evaluation Instrument and VAD tools). Training costs are [REDACTED] per person for high-level training in each measure of effectiveness based upon 4 total days of training at [REDACTED] per day per person for meals, facilities, materials and trainer fees.

Other- TIF Evaluation Fund	Planning Year	Year 2	Year 3	Year 4	Year 5	Total Cost
Master Teacher (4/5): Will be assigned to work with two schools each to provide need-targeted professional development, guide the work of teacher leaders, help principals analyze and manage data, coach teachers and facilitate program activities as described on page 32 of the project narrative.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Master Teacher Fringe	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Teacher Leader Training	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Other- TIF Evaluation	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Other- Personnel

Classified Employee Incentives- In order to separate the cost of classified incentives from certified incentives under ARRA regulations, we have chosen to put all classified incentives and fringe benefits under the “other-personnel” category. Incentive rates have been calculated using predications based upon historical school performance. Fringe rates on incentives are calculated at 18.35%. These incentives are further divided into control and treatment schools.

Other- Personnel	Planning Year	Year 2	Year 3	Year 4	Year 5	Total Cost
Performance Incentives for Classified Employees at Treatment Schools	0	██████████	██████████	██████████	██████████	██████████
Fringe for Classified Employees at Treatment Schools	0	██████████	██████████	██████████	██████████	██████████
Performance Incentives for Classified Employees at Control Schools	0	██████████	██████████	██████████	██████████	██████████
Fringe for Classified Employees at Control Schools	0	██████████	██████████	██████████	██████████	██████████
Total Other- Personnel	\$0	██████████	██████████	██████████	██████████	██████████

Other- Regular

Teacher Effectiveness Retreat- We are proposing to host an annual Teacher Effectiveness Retreat to address the challenge of sustaining and increasing the performance of effective teachers. Additionally, this retreat experience will increase effective teachers’ capacity to act as instructional leaders who are able to share their strategies and knowledge with others. The 3-day-long summer Teacher Effectiveness Retreat will be held on the SAS, Inc. campus in Cary, North Carolina (SAS, Inc. is our North Carolina provider of Value-Added Data). In partnership with SAS, Inc. faculty, Master Teachers will provide extensive training in the interpretation and application of Value-Added Data to increase instructional effectiveness. Each year, the retreat content will be responsive to needs identified through the local evaluation of the project. Calculations of cost are based upon hosting a teacher retreat at this location under a different federal grant this past year: [REDACTED] per night for hotel (2 nights), [REDACTED] per day for meals (3 days), and [REDACTED] for Audio-Visual fees (3 days). Reference application page 27.

Other- Regular	Planning Year	Year 2	Year 3	Year 4	Year 5	Total Cost
Teacher Leadership Retreat	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Other- Regular	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Indirect Costs

Indirect cost rates are calculated at 3%. In the table below are listed the annual direct costs and corresponding indirect costs. Finally, the last row shows the total of the direct and indirect cost rates.

Total Costs	Planning Year	Year 2	Year 3	Year 4	Year 5	Total Cost
Direct Costs	██████████	██████████	██████████	██████████	██████████	██████████
Indirect Costs	██████████	██████████	██████████	██████████	██████████	██████████