# 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 # S385A100080**

OMB No. 1810-0700, Expiration Date: 11/30/2010
Closing Date: JUL 06, 2010

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OMB No.4040-0004 Exp.01/31/2012

**Application for Federal Assistance SF-424** Version 02

| * 1. Type of Submission | * 2. Type of Application: | * If Revision, select appropriate letter(s): |
|---|---|---|
| [ ] Preapplication | [X] New | |
| [X] Application | [ ] Continuation | * Other (Specify) |
| [ ] Changed/Corrected Application | [ ] Revision | |

| * 3. Date Received: | 4. Applicant Identifier: |
|---|---|
| 7/2/2010 | |

| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
|---|---|
| | n/a |

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

* a. Legal Name: Board of Education of Washington County

| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
|---|---|
| [redacted] | [redacted] |

**d. Address:**

* Street1: [redacted]
Street2:
* City:
County:
State:
Province:
* Country:
* Zip / Postal Code:

**e. Organizational Unit:**

| Department Name: | Division Name: |
|---|---|
| Office of System Development | |

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

| Prefix: | Mrs. | * First Name: | Terri |
|---|---|---|---|
| Middle Name: | | | |

* Last Name: Baker

Suffix:

Title: Development Coordinator

Organizational Affiliation:

Washington County Public Schools

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

**Application for Federal Assistance SF-424** Version 02

**9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA 84.385

**13. Competition Identification Number:**

Title:

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

Hagerstown, MD
Washington County, MD

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

WCPS?s pilot TIF program, Performance Outcomes with Effective Rewards (POWER), will be designed to reward effective teachers and school-based administrators.

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: MD-6 * b. Program/Project: MD-6

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: 6/30/2015

**18. Estimated Funding ($):**

| | |
|---|---|
| a. Federal | $[redacted] |
| b. Applicant | $[redacted] |
| c. State | $ |
| d. Local | $ |
| e. Other | $ |
| f. Program Income | $ |
| g. TOTAL | $[redacted] |

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

[X] a. This application was made available to the State under the Executive Order 12372 Process for review on 7/6/2010.

[ ] 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 [X] 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)**

[X] **** I AGREE**

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

**Authorized Representative:**

| | | | |
|---|---|---|---|
| Prefix: | Dr. | * First Name: | Elizabeth |
| Middle Name: | M | | |
| * Last Name: | Morgan | | |
| Suffix: | Ph.D | | |

Title: Superintendent of Schools

* Telephone Number: [redacted] Fax Number: [redacted]

* Email: [redacted]

* Signature of Authorized Representative: * Date Signed:

**Application for Federal Assistance SF-424** Version 02

*** Applicant Federal Debt Delinquency Explanation**

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

| U.S. DEPARTMENT OF EDUCATION<br>BUDGET INFORMATION<br>NON-CONSTRUCTION PROGRAMS | OMB Control Number: 1894-0008<br>Expiration Date: 02/28/2011 |
|---|---|
| Name of Institution/Organization:<br>Board of Education of Washington... | 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 | $ | | | | | |
| 2. Fringe Benefits | $ | | | | | |
| 3. Travel | $ | | | | | |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ | | | | | |
| 6. Contractual | $ | | | | | |
| 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* | $ | | | | | |
| 11. Training Stipends | $ | | | | | |
| 12. Total Costs (lines 9-11) | $ | | | | | |

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 2.97%
(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, [X] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.97%

ED Form No. 524

| U.S. DEPARTMENT OF EDUCATION<br>BUDGET INFORMATION<br>NON-CONSTRUCTION PROGRAMS | OMB Control Number: 1894-0008<br>Expiration Date: 02/28/2011 |
|---|---|
| Name of Institution/Organization:<br>Board of Education of Washington... | 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 | $ 0 | $ 0 | $ [redacted] | [redacted] | [redacted] | [redacted] |
| 2. Fringe Benefits | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 3. Travel | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 4. Equipment | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 5. Supplies | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 6. Contractual | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 7. Construction | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 8. Other | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 9. Total Direct Costs (lines 1-8) | $ 0 | $ 0 | $ [redacted] | [redacted] | [redacted] | [redacted] |
| 10. Indirect Costs | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 11. Training Stipends | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 | $ 0 |
| 12. Total Costs (lines 9-11) | $ 0 | $ 0 | $ [redacted] | [redacted] | [redacted] | [redacted] |

## 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:** Dr. Elizabeth M. Morgan, Ph.D. |
| **Title:** Superintendent of Schools |
| **Date Submitted:** 07/01/2010 |

Approved by OMB 0348-0046 Exp.

# Disclosure of Lobbying Activities

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

| | | |
|---|---|---|
| **1. Type of Federal Action:**<br><br>[ ] Contract<br>[X] Grant<br>[ ] Cooperative Agreement<br>[ ] Loan<br>[ ] Loan Guarantee<br>[ ] Loan Insurance | **2. Status of Federal Action:**<br><br>[ ] Bid/Offer/Application<br>[X] Initial Award<br>[ ] Post-Award | **3. Report Type:**<br><br>[X] Initial Filing<br>[ ] Material Change<br><br>**For Material Change only:**<br>Year: 0Quarter: 0<br>Date of Last Report: |
| **4. Name and Address of Reporting Entity:**<br>[X] Prime [ ] Subawardee<br>Tier, if known: 0<br>Name: Washington County Public Schools<br>Address: P O Box 730, 820 Commonwealth Avenue<br>City: Hagerstown<br>State: MD<br>Zip Code + 4: 21741-0730<br><br>**Congressional District, if known:** 06 | **5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:**<br><br>Name:<br>Address:<br>City:<br>State:<br>Zip Code + 4: -<br><br>**Congressional District,** if known: | |
| **6. Federal Department/Agency:** US Department of Education | **7. Federal Program Name/Description:** Teacher Incentive Fund ARRA<br><br>CFDA Number, if applicable: 84.385 | |
| **8. Federal Action Number,** if known: | **9. Award Amount,** if known: $0 | |
| **10. a. Name of Lobbying Registrant** (if individual, last name, first name, MI): none<br>Address:<br>City:<br>State:<br>Zip Code + 4: - | **b. Individuals Performing Services** (including address if different from No. 10a)<br>(last name, first name, MI): none<br>Address:<br>City:<br>State:<br>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: Dr. Elizabeth M. Morgan, Ph.D.<br>Title: Superintendent of Schools<br>Applicant: Board of Education of Washington County<br>Date: 07/01/2010 | |
| **Federal Use Only:** | | Authorized for Local Reproduction<br>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

Board of Education of Washington County

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. First Name: Elizabeth Middle Name: M

Last Name: Morgan Suffix: Ph.D.

Title: Superintendent of Schools

Signature: _____ Date: 07/01/2010

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 : WCPS GEPA Section 427 Statement Teacher Incentive Fund POWER program
File : C:\fakepath\WCPS GEPA Section 427 Statement Teacher Incentive Fund POWER program.doc

# GEPA Section 427 Statement

Washington County Public Schools, as a local education agency in the State of Maryland, is committed to providing equitable access to its programs and facilities. In the proposed program, several adjustments, additions, and/or accommodations have been made to ensure equitable access to program services and activities:

1. No program participant will be refused services on the basis of gender, race, national origin, color, or disability. When promoting programs, special efforts will be made to recruit participants and program partners from diverse cultural backgrounds.

2. Staff and program partners will coordinate accommodations, field trips, and services for participants with disabilities, so that The **F**amilies and **A**dvocates **P**artnership for **E**ducation (**FAPE**) may be provided in compliance with appropriate State and Federal regulations.

3. Written materials, performances, and presentations will be made available in Braille, audio tape, and sign language or other alternative formats as appropriate.

4. During the process of hiring qualified staff for this program, Washington County Public Schools will not discriminate on the basis of race, color, size, age, or disability, in accordance with WCPS policy established by the Elected Board of Education of Washington County.

**Washington County Public Schools, Hagerstown, MD**
**Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA 84.385**

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

| Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix: |
|---|---|---|---|---|
| Dr. | Michael | D | Markoe | |

Address:

* Street1: [redacted]

Street2: [redacted]

* City: [redacted]

County: [redacted]

* State: MD* Zip / Postal Code: [redacted] * Country: **USA**

* Phone Number (give area code) [redacted]

Fax Number (give area code) [redacted]

[redacted]

[redacted]

**2. Applicant Experience**

Novice Applicant [X] 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 [X] 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: **WCPS TIF POWER Abstract** Pages: **1** Uploaded File: **WCPS TIF POWER Abstract.pdf**

**ABSTRACT:**
Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA
CFDA 84.385
Project Title: Washington County Public Schools, MD--*Performance Outcomes with Effective Rewards* (POWER)

WCPS's pilot TIF program, *Performance Outcomes with Effective Rewards* (POWER), will be designed to reward effective teachers and school-based administrators at high-need schools who raise levels of and maintain high standards for student achievement. WCPS plans to use the 2010-11 school year as a planning year to develop and implement a performance-based compensation system (PBCS) for teachers and administrators at five of our high-need schools in Washington County, Maryland to increase educator effectiveness and student achievement as measured by student growth. The pilot schools were selected based on their identification as a high-need school with 50 percent or more of its enrollment from low-income families, based on eligibility for the Free and Reduced Meals Program (FARM).

Due to the state of Maryland's plan to pilot and then implement a performance-based compensation system over the next two years, WCPS must align the POWER program with MSDE's plan and Maryland law. ***Throughout this proposal, MSDE's Race to the Top Application is referenced as this is the LEA's current guide for implementation.*** Program goals and outcomes include the following:

| **POWER Program Goals** | **Short-term Outcome** | **Intermediate Outcome** | **Long-term Outcome** |
|---|---|---|---|
| 1) Increase teacher and administrator effectiveness and thereby improve student achievement by offering extensive professional development. | Develop a POWER professional development plan to address the specific needs of POWER teachers and administrators. | Provide guidance, skills, and strategies to improve student learning and achievement. | Develop, implement, and refine a comprehensive and sustainable teacher and administrator performance-based compensation system using a new evaluation system that will result in improved student achievement at WCPS's high-need schools. |
| 2) Develop teacher and administrator performance-based compensation systems, so that teachers and administrators are rewarded for student growth. | Develop a formula for providing monetary incentives based on a pre-and post assessment tools. | | |
| 3) Increase the number of effective teachers teaching low-income and disadvantaged students in high-need schools and hard-to-staff subjects. | Develop a staffing strategic plan designed to recruit and support effective teachers willing to work in high-need schools and in hard-to-staff subjects. | Provide pay incentives to teachers and administrators working and teaching in high-need schools and in hard-to-staff subjects. | Attract, develop, and retain highly qualified, effective teachers and administrators to improve student achievement in high-need schools. |

# Project Narrative

## Application Narrative

Attachment 1:
Title: **WCPS TIF POWER TableOfContents&Narrative** Pages: **49** Uploaded File: **WCPS TIF POWER TableOfContents&Narrative FINAL.pdf**

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## I. Need for Proposed Project

Located in the Appalachian Mountains of Maryland, about one hour west of Baltimore and Washington, D.C., Washington County Public Schools (WCPS) serves a diverse student population of nearly 22,000 students, 42.7% of who qualify for Free and Reduced Meals (FARM). More than half of the elementary school-aged children live in poverty. Like many communities across the US, Washington County is a community in economic distress. Almost 11% of our families are coping with unemployment. A comprehensive countywide needs assessment conducted by the Department of Juvenile Justice found that poor family management, family conflict, parent academic failure, and extreme economic deprivation were the four most critical risk factors affecting life for Washington County residents[i]. Thirty-one percent of the households in the county are listed as single family headed. The county's economy was long dependent on manufacturing and service jobs. Education and student achievement were not viewed as high priorities as many in the community found jobs immediately after high school. As a result, many county families, students, and even educators did not perceive students to be "college material" or have aspirations for continued student achievement beyond high school. As of July 2008, less than 5,000 Washington County residents were listed as current college students and only 14.6% of Washington County residents 25 years of age or older hold a bachelor's degree or higher.[ii] The data shows that too many WCPS high school graduates are continuing to follow the trend by not pursuing post-secondary education. WCPS has always been a system that can produce more with less. This is evident by the system having one of the lowest cost per pupil spending ratios in the state of Maryland. In FY 08, Maryland's average cost per pupil was $12,509, while Washington County's cost per pupil was only $10,891. While teacher pay has improved over the last eight years, Washington County and

the state of Maryland is undergoing an economic crisis. Unfortunately, the outlook for teacher pay increases over the next three years is bleak. Therefore, this Teacher Incentive Fund (TIF) pilot will make possible an innovative performance-based compensation system program in Washington County.

WCPS's pilot TIF program, *Performance Outcomes with Effective Rewards* (POWER), will be designed to reward effective teachers and school-based administrators at high-need schools who raise levels of and maintain high standards for student achievement. WCPS plans to use the 2010-11 school year as a planning year to develop and implement a performance-based compensation system (PBCS) for teachers and administrators at five of our high-need schools in Washington County, Maryland to increase educator effectiveness and student achievement as measured by student growth. The pilot schools were selected based on their identification as a high-need school with 50 percent or more of its enrollment from low-income families, based on eligibility for the Free and Reduced Meals Program (FARM). These pilot schools include Fountaindale Elementary School (53.5% FARM), Salem Avenue Elementary School (71.1% FARM), Winter Street Elementary School (85.4% FARM), Northern Middle School (44.9% FARM with 50% and higher feeder elementary schools), and Western Heights Middle School (63.9% FARM). These schools are also being targeted based on high-need students relative to academic achievement, student mobility rates, attendance rates, percentage of teachers with an Advanced Professional Certification (APC), and discipline referrals[iii].

Building on a nationally recognized accountability system, Maryland has developed an accountability system, Adequate Yearly Progress (AYP), that complies with all requirements of the federal No Child Left Behind (NCLB) Act. AYP is designed to measure the continuous improvement each year toward the NCLB goal of 100% proficiency in 2014. Maryland has set

Annual Measurable Objectives (AMO's) that all students and the eight subgroups identified in NCLB also need to meet. The intent, therefore, is to ensure that schools direct their instructional improvement efforts toward historically low performing subgroups and, by extension, all low performing students. The goal of 100% proficiency ensures that all students, not just low performing students, are expected to continuously progress. ***WCPS has been notified that preliminary data indicates that three of the five POWER program targeted schools did not make AYP in 2010: Winter Street Elementary School, Northern Middle School, and Western Heights Middle School.*** This data is under an embargo by the Maryland State Department of Education (MSDE) until the third week of July 2010. Winter Street Elementary School and Northern Middle School have been identified as *Schools in Need of Local Attention,* and put on alert that they must make AYP in 2011 or they will be identified as a *School in Need of Improvement.* Unfortunately, Western Heights Middle School has not made AYP for two consecutive years and has therefore been identified as a *School in Need of Improvement Year 2.* Western Heights' initiatives and support programs to increase student achievement will not only be monitored locally but also on the state level by MSDE.

| School | % SE | SE Reading Proficiency | SE Math Proficiency | %ELL | ELL Reading Proficiency | ELL Math Proficiency | % FARMS | FARMS Reading Proficiency | FARMS Math Proficiency |
|---|---|---|---|---|---|---|---|---|---|
| Northern Middle | 8.7 | 56.9 | 46.2 | 1.7 | 50 | 76.2 | 44.9 | 74.6 | 65.1 |
| Western Heights Middle | 11.7 | 58 | 56.8 | 3.1 | 59.1 | 72 | 63.9 | 74.6 | 69.1 |
| WCPS Middle | 9.6 | 65.2 | 63.9 | 1.5 | 67.7 | 76.1 | 40.9 | 78.7 | 74.5 |
| Fountaindale Elementary | 8 | 75 | 62.5 | 5 | 70 | 80 | 53.5 | 74.5 | 80.9 |
| Salem Avenue Elementary | 10.1 | 80 | 63.3 | 1.8 | 87.5 | 55.6 | 71.1 | 84.6 | 79 |
| Winter Street Elementary | 15.2 | 68.2 | 45.5 | n/a | n/a | n/a | 85.4 | 76.9 | 78 |
| WCPS Elementary | 10.4 | 78 | 70.7 | 2.6 | 84 | 80 | 44.8 | 84.4 | 83.6 |

*As shown in the table above, the special education students at all of the targeted schools are underperforming their peers throughout the County. (SE: Special Education)*

| School | % Title I | 504% | % Mobility | Attend Rate | # OSS | 2009 Dropout Attribute |
|---|---|---|---|---|---|---|
| Northern Middle | n/a | 2.2 | 19.2 | 95.6 | 30 | 12 |
| Western Heights Middle | n/a | 1.9 | 26.4 | 94.5 | 70 | 27 |
| WCPS Middle | n/a | 2.6 | 17.2 | 95.6 | 191 | 95 |
| Fountaindale Elementary | 100 | n/a | 34.3 | 95.8 | | |
| Salem Avenue Elementary | 100 | 0.7 | 28 | 95.7 | | |
| Winter Street Elementary | 100 | n/a | 40.5 | 95.2 | | |
| WCPS Elementary | 37.9 | 0.9 | 21.7 | 96 | | |

*As shown in the table above: the student mobility rates at all five schools are higher than the county mobility rate at each level; all three elementary schools have student attendance rates that are lower than the county elementary attendance rate; and over a third of dropouts are attributed to the targeted middle schools.*

| School | % SPC | % APC | % Conditional | % Classes not taught by HQT |
|---|---|---|---|---|
| Northern Middle | 42.2 | 57.8 | 0 | 5.6 |
| Western Heights Middle | 58.3 | 37.5 | 2.1 | 7.3 |
| WCPS Middle | | | | |
| Fountaindale Elementary | 65.2 | 34.8 | 0 | 0 |
| Salem Avenue Elementary | 58.8 | 41.2 | 0 | 0 |
| Winter Street Elementary | 77.8 | 22.2 | 0 | 0 |
| WCPS Elementary | | | | |
| WCPS Total | 42.9 | 54.9 | 1.6 | 8.5 |

*As shown in the table above, four of the five schools have significantly fewer percentages of teachers with an Advanced Professional Certification (APC) as compared to other schools in the County. (SPC: Standard Professional Certification)*

| School (09-10 SY) | Discipline Referrals |
|---|---|
| Northern Middle | 934 |
| Western Heights Middle | 1,493 |
| WCPS Middle | 667 |
| Fountaindale Elementary | 265 |
| Salem Avenue Elementary | 423 |
| Winter Street Elementary | 93 |
| WCPS Elementary | 98 |

*As shown in the table above, two of the three elementary schools have a significantly higher number of discipline referrals compared to the average per elementary school county-wide. Both middle schools have a significantly higher number of discipline referrals compared to the average per middle school county-wide.*

If Washington County is going to ensure that all students are college and career ready, every school must have teachers and principals who are effective at increasing student achievement. Washington County's goal is to have all teachers in targeted middle schools Highly Qualified by 2015. This matches the federal requirement for Title I elementary schools. Washington County is committed to taking bolder, more aggressive steps to have Highly Qualified Teachers system-wide. Due to the state of Maryland's plan to pilot and then implement a performance-based compensation system over the next two years, WCPS must align the POWER program with MSDE's plan and Maryland law. ***Throughout this proposal, MSDE's Race to the Top Application is referenced as this is the LEA's current guide for implementation.***

Signaling its serious commitment to this new approach, Maryland has already adopted needed policies to anchor and guide next steps. Signed by Governor O'Malley on May 3, 2010, the Education Reform Act of 2010 creates a new expectation for Maryland educators: To be effective, teachers and principals must show they can successfully improve student learning. The law establishes that changes in student growth will become a significant factor in the evaluation of teachers and principals. This legislation creates the foundation for a new evaluation system that will more consistently and fairly identify, support, and reward educators who are effective; and identify, develop, or exit those who are ineffective.[iv]

The Maryland State Board of Education acted in April 2010 to begin to establish the general standards for the new evaluation system. These proposed regulations, which the Board passed unanimously, are proceeding through the regulatory process.

- The new evaluation system shall be used in all public schools beginning in the 2012–2013 school year.
- The student growth component shall be 50 percent of the evaluation for teachers and principals.
- The remaining 50 percent of the evaluation of teachers shall include at least these four components: planning and preparation, classroom environment, instruction, and professional responsibility.
- For principals, the evaluation shall include at least the eight standards for instructional leadership set forth in the *Maryland Instructional Leadership Framework*.[v]
- LEAs have the flexibility to add to these four components for teachers and the eight standards for principals.

- An evaluation of a teacher or principal shall move away from a binary system and provide, at a minimum, for an overall rating of Highly Effective, Effective, or Ineffective.
- Every teacher and principal shall be evaluated at least once annually.[vi]

While Maryland will implement in 2012-13 state-wide, WCPS will be ahead of other systems by piloting the POWER program with incentives to begin 2011-12. Every LEA was asked to endorse the state of Maryland's Race to the Top proposal. The Board of Education of Washington County approved this endorsement on April 20, 2010.

WCPS' goal, modeled after Maryland's plan, is to ensure the majority of teachers and principals in its public schools are not only evaluated as being effective, but *are* effective. A lynchpin in the State's overall strategy for creating a truly world-class education system, this new evaluation system will: (1) collect information about how every educator actually impacts student growth and achievement; (2) count student achievement growth as the single most significant factor, accounting for 50 percent, of the evaluation of teachers and principals; (3) combine information about student learning with high-quality, more consistent observations of teachers' and principals' skills, knowledge, and leadership by better-trained supervisors; (4) empower schools to better support educators and strengthen their practices, compensate exceptional teachers and principals, and remove those who clearly are ineffective; and (5) help Maryland identify and deploy the best teachers and principals to the neediest schools.[vii]

Upon her arrival to Washington County in 2001, Dr. Elizabeth M. Morgan, Superintendent of Schools and American Association of School Administrators 2010 Superintendent of the Year award recipient, orchestrated a collaborative community effort to transform education in Washington County for <u>all</u> students. The outcome of the strategic visioning process was a plan

to phase in a rigorous "world-class" educational program that challenged the complacent mindset and established peak performance expectations for students, educators, families, and the community. As a result, gifted and talented, magnet and academy programs, designed to challenge diverse student interests and talents, were developed and implemented on the elementary school, middle school, and high school levels. WCPS' vision and strategic plan are aligned with the state's on-going reform work documented in MSDE's Race to the Top application. Our intention is to use the TIF grant to augment the current supports these targeted school receive including but not limited to the WCPS Mentor Program, Teacher Leadership Responsibility Program, Advanced Professional Certification, and professional development through WCPS's Center for Peak Performance and Productivity. WCPS will model our performance-based compensation system on MSDE's pilot program. Maryland and Washington County are not only ready, but willing and able to continue the progress that has been made to raise the bar even higher for student achievement.

Overall goals and expected outcomes of the POWER program:

| **POWER Program Goals** | **Short-term Outcome** | **Intermediate Outcome** | **Long-term Outcome** |
|---|---|---|---|
| 1) Increase teacher and administrator effectiveness and thereby improve student achievement by offering extensive professional | Develop a POWER professional development plan to address the specific needs of POWER teachers and administrators. | Provide guidance, skills, and strategies to improve student learning and achievement. | Develop, implement, and refine a comprehensive and sustainable teacher and administrator performance-based compensation system |

| | | | |
|---|---|---|---|
| development. | | | using a new evaluation system that will result in improved student achievement at WCPS's high-need schools. |
| 2) Develop teacher and administrator performance-based compensation systems, so that teachers and administrators are rewarded for student growth. | Develop a formula for providing monetary incentives based on a pre-and post assessment tools. | | |
| 3) Increase the number of effective teachers teaching low-income and disadvantaged students in high-need schools and hard-to-staff subjects. | Develop a staffing strategic plan designed to recruit and support effective teachers willing to work in high-need schools and in hard-to-staff subjects. | Provide pay incentives to teachers and administrators working and teaching in high-need schools and in hard-to-staff subjects. | Attract, develop, and retain highly qualified, effective teachers and administrators to improve student achievement in high-need schools. |

## II. Quality of the Project Design

**The POWER program will reward teachers and administrators who produce positive growth in student achievement.** The POWER program makes a commitment to build organizational capacity by recognizing and financially rewarding teachers and administrators who demonstrate exemplary practices and positively impact student growth. We propose to develop and implement the components of the POWER program over five years, beginning with

a planning year in FY11 (school year 2010-11). Our plan will include all five core elements for a performance-based compensation system:

A) a plan of communication to participating teachers and administrators;

B) involvement and support of schools and unions;

C) rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations conducted at least twice during the school year;

D) a data-management system that can link student achievement data to teacher and principal payroll and human resource systems; and

E) a plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practices.

**Plan of Communication to Participating Teachers and Administrators:** The POWER program will be a voluntary program for teachers at targeted schools. The POWER Team will be composed of the POWER Project Manager, central office administrators, school-based administrators, union leaders, and eventually up to five teachers from every participating school. Information sessions will be held to attract teachers to sign up for the program and apply to be a part of the planning and development POWER Team. School-based administrators will inform parents through affiliated parent organizations. The community at large will be educated about the POWER program through a presentation to the Board of Education of Washington County and through media releases.

**Involvement and Support of Schools and Unions:** Governor O'Malley's Education Reform Act of 2010 moved tenure from two to three years, created a framework for teacher and principal evaluation system that requires student learning growth as a significant factor in the evaluation, and authorized locally negotiated incentives for teachers and principals who work in Maryland's lowest-achieving schools. The Maryland State Board of Education passed proposed regulations to establish that 50 percent of a teacher's/principal's evaluation will be based on student growth. To date, the leadership of the Maryland State Education Association appears opposed to the changes in the proposed regulation as passed by the Maryland State Board of Education, even though it will have to be implemented once finalized.[viii] In May 2010, the Washington County Teachers Association joined other teachers unions across the state to oppose MSDE's application for $250 million in federal funding from the Race to the Top initiative. Denise Fry, president of the Washington County Teachers Association, said the unions oppose the application because it violates Maryland law by proposing teachers' pay increases be based primarily on teacher evaluations, rather than on negotiated contracts. "If the application is revised and it falls in line with state law, the WCTA will reconsider," Fry said. "We would like this to be a collaborative effort."[ix] The Board of Education of Washington County moved forward with its endorsement of Maryland's Race to the Top application without WCTA's support.

Since the law has been enacted, the school administration reached out to WCTA leadership to begin a collaborative effort for implementation. WCTA has endorsed the POWER program as outlined in the letter of commitment found in Appendix A (Union & Schools Letters of Commitment 4 POWER). WCPS Senior Staff and all five targeted school Principals support the POWER program at their respective schools. Letters of commitment from the WCPS Director

for Elementary Education and WCPD Director for Middle School Education can be found in Appendix A (Union & Schools Letters of Commitment 4 POWER).

**Rigorous, Transparent, and Fair Evaluation System for Teachers and Administrators:** The POWER program, aligned with MSDE's plan and Maryland law, will be piloted in WCPS targeted schools in 2011-12, and will serve as a model for system-wide implementation in accordance with the state timeline. Several aspects of the new evaluation system, based on collaboration and requirements from MSDE, will be reviewed and finalized by the POWER Team to include:

- the validity of different student growth measures in calculating student growth;
- appropriate student growth needed to be rated Effective or Highly Effective;
- model teacher- and principal-evaluation tools and rubrics that meet the needs of principals, executive officers, and schools that ensures a high degree of inter-rater reliability; and
- protocols for conducting annual evaluations.[x]

To help guide the design and refinement of the POWER program, the WCPS Superintendent of Schools will appoint the POWER Team to include: teachers, school-based administrators, union leaders, and central office administrators. The POWER Team will be charged with designing the performance-based compensative system including the incentive program, professional development, and evaluation tools. The work will conclude within one year, so that the full POWER program can be initiated in school year 2011-12. The POWER Team will guided by Maryland's regulations including:

- Appropriate levels of student growth for a teacher or principal to be rated Effective or Highly Effective; Maryland believes that to be rated Effective, a

teacher or principal must show appropriate levels of growth among their students to help them successfully transition and progress from grade to grade; to be rated Highly Effective, a teacher or principal must show exceptional talent in increasing student growth well beyond one grade level in one year or exceptional success educating high-poverty, minority, ELL, or other high-needs students (and the Workgroup will help translate these value statements into specific psychometric measures);

- Definition of Ineffective for a teacher or principal of receiving an Ineffective rating, including what supports should be offered and what additional evaluations are needed;
- Whether an additional rating category (e.g., "Developing," for educators whose performance falls between Ineffective and Effective) beyond the minimum three categories established in State Board of Education regulations is needed;
- Model scoring rubrics for classroom observations of teachers that measure the four other domains and are based on best practices, such as the Danielson framework;
- Model scoring rubrics for measuring the eight outcomes of the *Maryland Instructional Leadership Framework;*
- Matrix for determining how different rating criteria received in any individual domain combine to form an overall summative rating for the teacher or principal while ensuring, as noted above, that no principals or teachers can be rated Effective unless their students achieve the appropriate level of growth;

- Advice to MSDE (in consultation with the National Psychometric Council) on the feasibility of specific LEA-developed or LEA-purchased tests to generate objective student growth data for teachers in grades or subjects not assessed by the State summative assessment;
- Reviews of current LEA evaluation tools, protocols, and processes, including Montgomery County's Peer Assistance and Review System, to determine potential applicability to other counties; and
- Propose revisions to Maryland Teaching Standards to reflect current research, best practices, the new evaluation system, and to inform teacher preparation and professional development.[xi]

Further adjustments to the evaluation system and specific consequences for those rated Ineffective under MSDE's new system will also be enacted into regulation in 2011. Over the next six months (to December 2010), Maryland leaders are appropriately taking the needed time to seek input from stakeholders to refine and perfect the new evaluation system.[xii] The POWER Team will follow closely the enactment of new regulations by the state of Maryland to ensure the POWER program's teacher and administrator evaluation system is rigorous, transparent, fair, and compliant with Maryland law.

**Data-Management System Linking Student Achievement Data to Teacher and Administrator Payroll and Human Resources:** WCPS currently uses the data management system, *Performance Matters*. Performance Matters provides an integrated assessment and data management system for school districts. Performance Matters provides a comprehensive local assessment program and delivers a complete dashboard and reporting solution to service the needs of all stakeholders in student learning.[xiii] During the POWER program planning year of

the project, WCPS will work with Performance Matters to link pre- and post- data measuring student growth and teacher and principal .effectiveness to payroll and human resource systems. Through this data management system and alignment with MSDE's plan and Maryland law, WCPS will establish and use this system by the 2011-12 school year.

**Plan for Ensuring that Teachers and Principals Understand the Specific Measures of Teacher and Administrator Effectiveness included in the PBCS, and Receive Professional Development that Enables Them to Use Data Generated by these Measures to Improve Their Practices:** Targeted professional development is an integral part of the POWER program. In additional to in-depth training on program elements and implementation, participants in the POWER program will receive targeted professional development aimed at developing and improving skills to produce substantial improvement in the learning of WCPS students. WCPS will contract with a consultant to work with senior school system leadership to develop a performance-based compensation system and a plan for implementation that centers on intensive, distributed professional development for teachers, administrators, supervisors, and curriculum specialists. The POWER Team will make site visits to school systems that have implemented successful PBCS and incentive programs. Two states that have the interest of the Administration at this time are Tennessee and Delaware. WCPS will select schools of similar demographics to study and glean best practices. Professional development will also include national conferences on leadership and teacher effectiveness, half day in-services, and summer intensive POWER program training workshops.

In addition to the intense professional development plan described above, WCPS will also model Maryland's plan for professional development stated in MSDE's Race to the Top application. The 2009 Teaching, Empowering, Leading, and Learning Maryland Survey (TELL)

provides information from new teachers on their perceptions of induction and mentoring services. In addition, the Professional Development Advisory Council, the Governor's STEM Task Force, and the Teacher Shortage Task Force reports all recommended ensuring quality induction and mentoring programs. For new teachers, the State Board adopted regulations in April 2010 that guide a comprehensive and rigorous approach for providing all new/non-tenured teachers with consistently high-quality support. The regulations are proceeding through the final regulatory review process. The new induction program requirements, which include ensuring that teachers receive top-notch support throughout their entire three-year probationary status period, replace the patchwork of uneven induction programs currently operated by school districts. The new requirements are effective with the start of the 2010–11 school year and LEAs must be fully compliant with all program components by July 2011. These regulations direct LEAs to provide a mentor, regularly scheduled opportunities for new teachers to co-teach or observe classrooms, target professional development and match it to each teacher's needs, and conduct regular formative reviews and classroom observations. Importantly, new teachers who are rated Ineffective will receive more intensive support and frequent evaluations and feedback.[xiv]

As Maryland's new teacher evaluation system is operational, with its improved measures of teacher effectiveness, the new Maryland induction program will be an ideal platform, not just for ensuring that new teachers get support that can make them more successful, but also for identifying Highly Effective teachers who might become mentors. Moreover, as Maryland shifts to a more performance-based certification system for all teachers, veteran teachers will be expected to develop detailed professional development plans linked to specific needs identified in their annual evaluations. As teachers seek recertification every five years, they will need to

demonstrate their performance as an Effective teacher and show they have met the goals in their targeted professional development plan in order to be re-licensed.[xv]

WCPS Teacher Mentors will provide service to the five targeted schools. Highly Qualified Teachers with significant experience will be identified at each targeted school to provide an additional level of leadership and support.

In addition, many new administrators would benefit greatly from a qualified mentor. However, because Maryland has no qualifying or certifying program for principal mentors, the quality of mentor programs and skills of principal mentors varies greatly across the State. In response, in August 2010, MSDE will present to the State Board a regulation outlining State standards for principal mentor programs. WCPS intends to hire an experienced administrator as the Project Manager with a major responsibility in coaching and supporting school-based administrators in the targeted high-need schools. The effectiveness of this program is dependent upon high quality, world-class leadership.

WCPS will model Maryland's plan for a principal mentor-certificating program that will be based on the leadership standards in the *Maryland Instructional Leadership Framework*. Planning for the certification program will begin in fall 2010, and implementation will begin as early as 2011. Over time, the new teacher and principal evaluation results will help inform the support and professional development that all educators receive, so all learn and grow to become more effective, in these ways:

- Maryland will ensure that the 1,800 professional development/data/content coaches it has identified across all LEAs are receiving intensive training over three years on the emerging Common Core State Standards, new assessments, the Instructional Improvement System, and the Online Instructional Toolkit the State

is developing. This existing cadre of coaches will be expanded to include teacher leaders to ensure every school has a reading, mathematics, and STEM coach/lead teacher.

- As the new evaluation system becomes a statewide requirement, intensive and ongoing training of and support for every principal and executive officer will help ensure that all supervisors understand their roles, the role of evaluation, and the ways to use evaluation results to tailor professional development needs and support teachers in identifying and implementing individualized professional development goals and plans. This training will include a focus on linking evaluation results and individual teacher needs to the best professional development activities. Research suggests that, when principals are well trained, their assessments of teachers become one of the best predictors of future student achievement.
- Maryland will create online options that allow individual teachers and principals to select professional learning opportunities that meet their individual needs, as identified in the teacher and principal evaluation systems. Using technology to help teachers and principals make these links and providing professional development online will allow a truly individualized approach to professional development.[xvi]

**Competitive Priority 4: Use of Value-Added Measures of Student Achievement:** WCPS will model our performance-based compensation system on MSDE's proposed plan in Maryland's Race to the Top application. Maryland's plan has the capacity to: (1) implement the

proposed value-added model, and (2) enable teachers to use the data generated to improve classroom practices.

State leaders recognize that using student growth data in teacher and principal evaluations requires thoughtful planning and engagement among key stakeholders and psychometrically valid instruments and analytics. Compounding the challenge, Maryland is implementing its new educator evaluation system even as it plans to convert to a new student assessment system that measures Common Core State Standards and will be developed jointly with other states. These new assessments will be specifically designed to measure growth with summative assessments. MSDE envisions a system of growth measures that are flexible to accommodate various types of growth data, and will provide alert data for students not making progress during the school year.[xvii]

However, until the new Common Core assessments are in place and can be validated for use in evaluations and personnel decisions, Maryland will incorporate other assessments of student learning into its new educator evaluation system. WCPS leaders, along with other Maryland school systems, will implement using MSDE's existing measures of student growth until the evaluation system can be successfully transitioned to Common Core-based assessments:

**1.** For teachers of mathematics and reading in grades 3–8, MSDE will adjust scaling of the existing Maryland School Assessment (MSA) to allow calculations assessing individual student growth from a baseline to at least one other point in time to be performed. MSDE is designing these technical changes in close consultation with its National Psychometric Council, a group of nationally recognized psychometric experts who provide external validation of Maryland's assessment processes. The Council has already determined several potential calculations are feasible using the MSA.

2. For all other teachers, to generate student growth information, MSDE will seek to identify objective pre- and post-tests that are comparable across classrooms and appropriate for each grade and subject already in use by school districts throughout the State. In designing a framework for the new educator evaluation system, MDSE has been engaged in extensive conversations with school-district leaders, principals, and teachers throughout the past six months and is reasonably confident it can identify appropriate assessments for this purpose. The State's National Psychometric Council has drawn up criteria to help guide the selection, review, and approval of these assessments.

3. For principals (and as a fallback for teachers in any grade or subject for which appropriate assessments for calculating individual student-learning growth are not found to be available), MSDE will aggregate student growth gains from a baseline to at least one other point in time for the entire school in mathematics, reading, and science (as measured by MSA for elementary and middle schools) and in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools).

4. In addition, MSDE will calculate a combined index reflecting the gains a team of teachers collectively contributes to student growth from a baseline to at least one other point in time using MSA performance gains in mathematics, reading, and science. Maryland values the collaborative, collective work of teams of teachers, such as co-teaching teams for students with disabilities and English Language Learners, or grade or content teams who flexibly group students based on individual student learning needs and individual teacher strengths. This measure also will signal the importance of all

school faculty focusing on literacy and numeracy, regardless of the subject they teach. For purposes of this calculation, a "team" could be defined as groups of teachers supporting students in a particular content area (e.g., co-teaching by content and special education teachers), all teachers at a certain grade-level (in elementary and middle schools), or all teachers in a department (in high schools). The National Psychometric Council and national experts, in conjunction with the Educator Effectiveness Workgroup will determine the calculations to be used. The State's prior accountability program (based on the Maryland School Performance Assessment Program or MSPAP that was used from 1993 to 2002) measured school performance rather than individual student performance, so Maryland has strong history with and existing capacity to perform and use these calculations for accountability.

**5.** Finally, MSDE will calculate the progress each school makes in closing overall achievement gaps as measured by MSA for elementary and middle schools and in end-of-course exams in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools). MSDE has determined that virtually every school has an achievement gap for at least one group of students (e.g., low-income, minority, special education); this measure reinforces the need to ensure educators are helping students make sufficient growth to close these gaps. Again, the State's experience developing and using these types of indices using MSPAP results gives MSDE existing capacity and expertise to make these school-based calculations. [xviii]

To address the need for objective assessment of student growth not measured by MSA, WCPS will work with MSDE and other school systems to select additional student-learning measures already in place throughout Maryland that meet the criteria for calculating student growth.

**Competitive Priority 5: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools:** The POWER program will serve high-need students. The pilot schools were selected based on their identification as a high-need school with 50 percent or more of its enrollment from low-income families, based on eligibility for the Free and Reduced Meals program (FARM). These schools are also being targeted based on high-need students relative to academic achievement of special education students, student mobility rates, attendance rates, percentage of teachers with an Advanced Professional Certification (APC), and discipline referrals[xix].

As is the case nationally, there are several hard-to-staff subject areas in the State of Maryland. MSDE releases a list of critical shortage areas for teachers every two years.[xx] A current list of hard-to-staff subjects includes mathematics, science (physical, computer, earth/space, physics, and chemistry), special education, health occupations, technology education, Latin, Spanish, English for Speakers of other Languages, and dance. WCPS will recruit teachers for the critical shortage areas at system-side teachers meetings and individual school staff meetings, job applicant fairs, special education recruitment fairs, and minority recruitment efforts at Hampton University, University of Maryland Eastern Shore, Morgan State University, Coppin State University, and through WCPS's partnership with the Washington County Alliance of Black School Educators. Teachers who opt into the POWER program and are highly qualified in these areas will receive additional annual compensation.

Overall the WCPS retention rate is strong, however, we do have higher turnover and less experienced staff in our high-need schools targeted in this proposal. A retention incentive award is being proposed to attract and retain high quality teachers to provide the most effective

education for students. Longevity of quality teachers creates a culture of leadership and provides a source of peer mentors for the least experienced teachers.

**Competitive Priority 6: New Applicants to the Teacher Incentive Fund:** WCPS is an eligible LEA and has never submitted a proposal or been awarded a USDE Teacher Incentive Fund grant.

**The following are our goals and objectives for the POWER program:**

**Goal I: Develop, implement, and refine a comprehensive and sustainable teacher and administrator performance-based compensation system that uses new evaluation tools that will result in improved student achievement in WCPS' high-need schools.**

Objective 1.1: During the 2010-2011 planning year, all program components of the POWER program will be finalized, vetted, and negotiated for full implementation by the 2011-2012 school year.

Objective 1:2: WCPS will recommend a comprehensive and sustainable performance-based compensation system for the targeted high-need schools to the Superintendent of Schools for adoption no later than July 1, 2011.

Objective 1:3: 100% of teachers and administrators participating in the POWER program will have the opportunity to earn differentiated compensation resulting from: (1) improved student achievement at the school and classroom levels; (2) participating in a rigorous and reliable evaluation system; (3) engaging in research-proven professional development designed to promote student achievement and teacher and principal effectiveness; and (4) engaging in self-reflection and meeting individual professional growth objectives.

Objective 1:4: 100% of all participating teachers and administrators will participate in formative and summative evaluation to inform and improve the POWER program to assure it meets the objective of improving student achievement and teacher and principal effectiveness.

Objective 1:5: Internal and external evaluation research will be conducted annually, beginning in 2012-2013, to ascertain the degree to which all program goals are being met.

**Goal 2: Attract, develop, and retain highly qualified, effective teachers and administrators to improve student achievement in high-need schools.**

Objective 2:1: 100% of high-need schools will meet local targets for increasing the percentage of core academic subjects taught by highly qualified teachers, resulting in 100% highly qualified staff at each school by 2015.

Objective 2:2: 100% of participating teachers and administrators will engage in high quality, professional development activities that promote implementation of best practices, self-reflection, and individual professional growth objectives.

Objective 2:3: 100% of administrators will receive high quality professional development in identification and documentation of best practices tied to student achievement and effective teacher evaluation and coaching.

Objective 2:4: The percent of teachers and administrators reporting that the professional development they participated in has influenced their practice in ways that improved student achievement will increase by 15% annually from a baseline established during the 2010-2011 school year.

Objective 2:5: Retention of highly qualified, effective teachers and administrators in high-need schools will increase by 10% annually from a baseline established during the 2010-2011 school year.

**Goal 3: Develop, implement, and refine a standards-based, research proven evaluation system aligned with requirements by the state of Maryland for participating teachers and administrators that contributes to improved student achievement.**

Objective 3:1: In the 2010-2011 planning year, complete the development of a fair, rigorous, reliable, and objective teacher and administrator evaluation process.

Objective 3:2: 100% of participating teachers and administrators will participate in specific professional development to build knowledge of and competence with each domain evaluated.

Objective 3:3: In the 2010-2011 planning year, complete the development of a fair, rigorous, reliable, and objective administrator portfolio and evaluation system based on research-proven standards.

Objective 3:4: 100% of participating administrators and their evaluators will participate in specific professional development to build knowledge of and competence with each standard evaluated.

Objective 3:5: 100% of participating administrators and teachers will be assessed, by internal and external assessors, at least two times per year to measure their effectiveness in creating environments which prioritizes student achievement.

Objective 3:6: 100% of all participating teachers and administrators will participate in formative and summative evaluations to improve the standards-based evaluation systems and assure they meet the objective of improving student achievement.

**Goal 4: Using a combination of formative and summative evaluation and qualitative and quantitative research, document and disseminate the impact of the POWER program on student achievement.**

Objective 4:1: Determine through internal and external evaluation the extent to which growth over time modeling at school and individual levels is reliable and valid.

Objective 4:2: Through an external evaluator identify teachers and administrators who exhibit best practices and disseminate these practices locally and within a national community of educators.

Objective 4:3: By 2015, complete a robust statistical analysis to determine how each component of the POWER program impacts student achievement and teacher and principal effectiveness.

Objective 4:4: Use the result of yearly evaluations to refine the POWER program while maintaining fidelity to its goals.

Objective 4:5: Disseminate new learning, both successes and challenges, to a national audience through print, presentation, and consultation.

**Proposed components of the POWER program**

The POWER program will compensate participants based on four component areas: (1) student achievement; (2) hard-to-staff subjects; (3) performance-based evaluation results; and (4) professional advancement and contribution. Incentive compensation is directly tied to student achievement and growth and classroom observations conducted at least two times per school year. We intend to collaborate intensively with the POWER Team (including five teachers from each targeted school, one principal from each targeted school, union leaders, and central-office based administrator) during the project planning year in order to define the details of the POWER program. Our goal is to design a clear, easily understood performance-based compensation system aligned with WCPS' master plan, MSDE's Race to the Top initiative, and Maryland law. The tables below are from MSDE's Race to the Top application. They depict

what we anticipate will be key POWER program components and the weighting of each. This will be refined during the 2010-2011 planning year.

**Student growth and teacher evaluation design:** For teachers, the new evaluation system includes these factors:

| MARYLAND TEACHER EVALUATION FRAMEWORK | | | | | |
|---|---|---|---|---|---|
| | | **Weight** | **Metric** | **Measure** | **Frequency** |
| **DOMAINS** | **Student Learning and Growth** | **30%** | Growth in student learning ***for an individual teacher*** from a baseline to at least one other point in time | *For teachers of mathematics and reading (grades 3–8):* Maryland Student Assessment (summative test)<br>*For all other teachers:* Objective pre-and post- measures comparable across classrooms and approved by MSDE. For example:<br>• Assessments already used by school districts<br>• Measures acquired or developed by MSDE in conjunction with the National Psychometric Council | Annual |
| | | **20%** | State model:<br>Growth in student learning ***for educator teams*** from a baseline to at least one other point in time (10%) - **AND** - Growth in closing the achievement gap ***for the entire school*** (10%) | To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup | Annual |
| | | | **-OR -** | | |
| | | | Local flexibility:<br>LEA proposes objective measures of ***student growth and learning linked to local goals*** | LEA proposes appropriate measures that are objective and comparable across classrooms. | Annual |
| | **Teacher Skills and Knowledge** | **50%** | ***Planning and preparation***<br>***Classroom environment***<br>***Instruction***<br>***Professional responsibilities***<br>Local flexibility:<br>LEA may propose ***additional domains based on local priorities*** | LEA determines weight, format, and means for evaluation; MSDE will provide model tools. | Annual; LEA determines process |

**Student growth and principal evaluation design:** For principals, the new evaluation system includes these factors:

| MARYLAND PRINCIPAL EVALUATION FRAMEWORK | | | | | |
|---|---|---|---|---|---|
| | | **Weight** | **Metric** | **Measure** | **Frequency** |
| **DOMAINS** | **Student Learning and Growth** | **30%** | Growth in student learning ***aggregated for an entire school*** from a baseline to at least one other point in time | • *For elementary and middle schools:* Maryland School Assessment (summative test) in mathematics, reading, and science<br>• *For high schools:* End-of-course exams (High School Assessment) in algebra, biology, English, and government | Annual |
| | | **20%** | State model:<br>Growth in closing the achievement gap ***for the entire school*** | To be determined by the National Psychometric Council and national experts in conjunction with the Educator Effectiveness Workgroup | Annual |
| | | | **- OR -** | | |
| | | | Local flexibility:<br>LEA proposes objective measures of ***student growth and learning linked to local goals*** | LEA proposes appropriate measures that are objective and comparable across classrooms. | Annual |
| | **Instructional Leadership** | **50%** | ***Maryland Instructional Leadership Framework:*** 8 outcomes | LEA determines weight, format, and means for evaluation; MSDE will provide model tools. | Annual |
| | | | **- AND -** | | |
| | | | Local flexibility:<br>LEA may propose ***additional domains based on local priorities*** | LEA determines weight, format, and means for evaluation; MSDE will provide model tools. | Annual |

**Maryland state requirements and local flexibility for measuring student growth:** WCPS' system will include state of Maryland expectations with local innovation and community priorities, as described in the text below and the two tables above. It includes a MSDE model that WCPS can adopt under the Maryland Education Reform Act of 2010. Specifically, while student growth gains will comprise 50 percent of teacher and principal evaluations, Maryland will require WCPS and all school systems annually calculate 30 percent of the evaluation using one of the first three growth measures:

- For teachers in mathematics and reading in grades 3–8, individual student growth as measured by MSA;

- For all other teachers, individual student growth as measured by appropriate tests determined by MSDE/National Psychometric Council and the Educator Effectiveness Workgroup; and
- For principals (and any grade or subject for which there is not an appropriate assessment), student growth for the entire school in mathematics, reading, and science (as measured by MSA for elementary and middle schools) and in algebra, biology, English, and government (as measured by the end-of-course High School Assessments for high schools).[xxi]

For the remaining 20 percent of student growth required for the evaluation, WCPS can use either Maryland's model or propose their own locally developed model that values school team priorities, student learning goals, and closing achievement gaps:

- Maryland's model will include team-based calculations of annual student growth (10 percent of overall evaluation for teachers) and annual school-wide progress in closing achievement gaps (10 percent of overall evaluation for teachers and 20 percent for principals) ; and
- Local models could propose alternative priorities for annually measuring student growth and learning, such as at the high-school level, gains in Advanced Placement participation and exam performance or decreases in the dropout rate.[xxii]

**State requirements and local flexibility for measuring other domains:** The remaining components of the new evaluation system, not measuring student growth, will work in a similar fashion. For the remaining 50 percent of the evaluation rating of teachers, WCPS will be expected to assess the teacher's skills, knowledge, and practice in at least four specific domains

(weighting determined by the LEA): planning and preparation; classroom environment; instruction; and professional responsibilities.[xxiii]

WCPS anticipates it will use the State model and tools. School districts will have flexibility to determine how often these domains are assessed (minimum is every other year) and how they are assessed (e.g., classroom observation, student feedback). They also have the flexibility to suggest additional measures for this 50 percent that reflect unique priorities of their communities.[xxiv] In school year 2009-10, the WCPS Evaluation Committee Work Group composed of senior administrative staff and union leaders met for six months and developed a new performance evaluation system for teachers and school-based administrators. The process used and current evaluation tools implemented serve as a good start for future MSDE requirements and preliminary POWER program plans. The current evaluation system does not tie any compensation to student achievement. The new evaluation system identifies teachers and administrators as Satisfactory, Area for Growth, or Unsatisfactory. After the POWER program aligns its plan with MSDE's, teachers and administrators will be identified as Highly Effective, Effective, and Ineffective for this program's targeted schools.

For an additional 25 percent (weighting to be determined by LEAs) of the evaluation rating of principals, WCPS will be expected to assess the principal's skills, knowledge, practice, and leadership in the eight areas defined by the *Maryland Instructional Leadership Framework*.[xxv] The final 25 percent of principals' evaluations will be at the discretion of the WCPS. Endorsed by the State Board of Education in 2005, the *Framework* is a set of eight rigorous and well-researched outcomes expected of principals as they provide leadership in their schools in the following ways:

- Facilitate the development of a school vision;

- Align all aspects of a school culture to student and adult learning;
- Monitor the alignment of curriculum, instruction, and assessment;
- Improve instructional practice through the purposeful observation and evaluation of teachers;
- Ensure the regular integration of appropriate assessments into daily classroom instruction;
- Use technology and multiple sources of data to improve classroom instruction;
- Provide staff with focused, sustained, research-based professional development; and
- Engage all community stakeholders in a shared responsibility for student and school success.[xxvi]

Originally adopted as a means of informing best practices in preparation programs and professional development of principals, the *Framework* is now used widely and referenced throughout the State. Similar to the non-growth measure component of the teacher evaluation, WCPS will have flexibility in their principal evaluations to determine how best to assess these outcomes, which must be done annually. In addition, WCPS may add attributes of principal leadership (e.g., school-management skills) to these eight outcomes that reflect local priorities.[xxvii]

As part of the annual Master Plan update process, MSDE will review WCPS' evaluation frame work and exert quality control as needed. Maryland tracks performances at the district level through the Bridge to Excellence program, which requires local school systems to develop and implement a comprehensive master plan, updated annually, as part of receiving increased State funding. Because the Master Plan is reviewed annually by MSDE and WCPS staff to

ensure that students, schools, and districts are making sufficient progress toward performance goals, the process serves as an important, high profile accountability tool in Maryland.[xxviii] By modeling this MSDE plan, the POWER program will create a rigorous, transparent, and fair evaluation systems for teachers and administrators that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations conducted at least twice during the school year.[xxix]

**The POWER program will provide financial rewards for teachers and administrators** who work hard to staff schools and subject areas in the targeted schools, who increase student achievement, who participate in professional development to increase educator effectiveness, who commit to sharing their effective practices with other educators, and who undergo a rigorous evaluation system. During the 2010-2011 planning year, the POWER Team will develop a performance-based compensation system that will provide both student achievement incentive awards and retention awards for participating teachers and administrators who meet all set requirements developed during the planning year and based on MSDE's plan outlined in Maryland's Race to the Top Application and Maryland law. The following chart details preliminary plans for the POWER Program incentive awards to begin after the planning year and awarded first in June 2012:

| **Incentive Award** | **Award Amount** | **Award Description** |
|---|---|---|
| Administrator Awards | $5,000 per Administrator | Awarded to targeted school-based Administrators identified as Highly Effective or Effective |
| Teacher Awards | $5,000 per Teacher | Awarded to participating Teachers at targeted schools who have been identified as Highly Effective or |

| | | |
|---|---|---|
| | | Effective |
| Retention Awards | [redacted] per Administrator/Teacher | Awarded to Administrators and participating Teachers who have been identified as Highly Effective or Effective and continue this leadership role in their targeted high-need schools |

## III. Adequacy of Resources

**Use of grant and matching funds:** WCPS Superintendent, Dr. Elizabeth M. Morgan, has directed the POWER Team to proceed with the development of this proposal and the POWER program including a performance-based compensation system, and has authorized multi-year budget allocations for salary enhancements to provide financial support for this program. A detailed description of the intended use for TIF funds and the allocation of matching funds is specifically described in the budget and budget narrative.

The chart below illustrates the incentive budget, delineating federal and matched program allocations:

| | **Planning Year** | **Year Two** | **Year Three** | **Year Four** | **Year Five** |
|---|---|---|---|---|---|
| **Total Incentive Cost** | **N/A** | [redacted] | [redacted] | [redacted] | [redacted] |
| **Total Cost Covered by Grant** | **N/A** | [redacted] | [redacted] | [redacted] | [redacted] |
| **Total Cost Covered by Other Resources** | **N/A** | **N/A** | [redacted] | [redacted] | [redacted] |

**Sustainability:** Based on the success of the POWER program in the 5 year pilot program, WCPS is committed to expanding the POWER program to schools throughout the district. Our goal is to develop an integrated, system-wide performance-based compensation system that specifically rewards administrators and teachers for effective teaching and student achievement based on a new evaluation system aligned with MSDE's plan and Maryland law.

The POWER program is specifically designed to ensure sustainability from management, operations, and a fiscal perspective. The POWER program will be a streamlined plan that aligns with the master plan, board directives, district initiatives, MSDE's Race to the Top application, and Maryland law. Fiscally, federal funds will support planning including professional development in the first year of the grant. Beginning in year two, federal funds will support incentive pay based on the newly developed and implemented performance-based compensation system established by WCPS. WCPS' share of performance-based compensation pay will increase each year up to a 40% match in year five of the grant. WCPS recognizes the important of securing multiple, diverse funding streams to support the expansion of the POWER program, and expects to obtain funding through the general operating fund, foundation support, and cost savings realized through efficiencies. The main source of funding beyond the grant years will come from the WCPS general operating budget. Maryland's Education Reform Act of 2010 will provide additional resources and tools to expand the POWER program system-wide and sustain the program after the grant project years.

**Data management capacity:** WCPS is well prepared to manage the data including individual student and classroom level achievement necessary for implementing the POWER program. We utilize Performance Matters and are upgrading our system in the summer of 2010. Through the planning year, we will expand our system to be an integrated, secure, online data

system that will collect and link student level data including demographics, academic achievement, and other information such as attendance, disciplinary data, and transfers. When fully operational, the system will facilitate the linkage of student-level data to individual schools and teachers and be fully integrated into our human resources department. This data system will be the source of data for our in-house analytic reports, as well as required state and federal reporting. Disaggregated data will be useful for school improvement and classroom level planning will be readily available to all instructional decision makers.

The WCPS Office of Testing and Accountability provides the technology and skills necessary to carry out a quality standardized testing program as well as working with data required by the No Child Left Behind legislation. This includes overseeing the administration of the Maryland School Assessments (MSA) for Reading, Math and Science, High School Assessments (HSA) in English, Biology, Algebra and Government, PSAT, SAT, and Advanced Placement (AP) testing. The Office assists central office staff, principals, teachers, Student Achievement Specialists (SAS), Curriculum and Instruction Specialists (CIS) and other school-based personnel in using a wide range of assessment data to achieve program and school improvement goals, including those directly related to student achievement and school performance. The Office also assists in the design and implementation of product evaluations for new and existing programs.

## IV. Quality of the Management Plan and Key Personnel

Substantial groundwork for POWER has already been laid. The Superintendent of Schools has discussed the program with staff and many stakeholders, and due to this collaborative approach a letter of commitment to the project from the Washington County

Teachers Association can be found in Appendix A (Unions & Schools Letters of Commitment 4 POWER).

WCPS will use 2010-11 as the planning year to complete development of all processes and products needed for successful implementation of the POWER program. The POWER Team including teachers, union leaders, school-based administrators, and central office administrators will establish administrative procedures governing participation and evaluation components for teachers and administrators. The POWER Team will also develop program evaluation mechanisms based on MSDE's plan and Maryland law. Integrating the POWER program within current professional development initiatives to create a seamless and intense professional development strategy is a top priority for WCPS.

When the TIF grant is awarded to WCPS, Dr. Mike Markoe, Assistant Superintendent for Student & Staff Support and POWER program Project Administrator, will work with the POWER Team to further develop and implement the program based on MSDE's plan and Maryland law. Dr. Markoe and the POWER Team will also hire the POWER program Project Manager. The POWER program Project Manager will oversee and coordinate all aspects of grant reporting, data management, financial accounting, meetings, events, professional development scheduling, and evaluation support. The Project Manager will produce the Bi-Annual Reports for the Superintendent and the Board of Education and the required USDE reports. The POWER Team will track resource needs and disbursements related to project plans. They will report annual program progress to the Board of Education before August of each year. The POWER Team will also meet biweekly in the planning year, and will continue to convene on a monthly basis in the years of the POWER program implementation. The POWER Team will present annually at a public Board of Education meeting.

WCPS strives to select the most cost-effective mix of practices that meet project requirements. We have a well-developed system for detailed documentation and supervision of expenditures. Accounting staff provide monthly expenditure reports and expenditure-to-date accountings to the Director of System Development. All project expenses are approved first by the Project Manager.

An activity timeline indicating functions and activities, responsible parties, and key milestones is outlined in the table on the next page:

| ACTIVITY TIMELINE FOR POWER PROGRAM PLANNING YEAR 2010-2011 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Functions and Activities** | **Monthly Timeline** | | | | | | | | | | | | **Person/Group Responsible** | **Milestones/ Results** |
| | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **July** | **August** | **September** | | |
| **Staffing** | | | | | | | | | | | | | | |
| Hire Project Manager | X | | | | | | | | | | | | Project Administrator/POWER Team | Positions Staffed |
| Hire Consultant | | X | | | | | | | | | | | Project Administrator/POWER Team | |
| Hire Evaluator | | X | | | | | | | | | | | Project Administrator/POWER Team | |
| **Program Development** | | | | | | | | | | | | | | |
| Develop a performance-based compensation system with incentive components | X | X | X | X | X | X | X | X | X | | | | Project Manager/POWER Team | -Power Team Formed<br>-Biweekly meetings |
| Develop evaluation components and tools | X | X | X | X | X | X | X | X | X | | | | Project Manager/POWER Team | |
| Develop professional development plan for new evaluation system | X | X | X | X | X | X | X | X | X | | | | Project Manager/POWER Team | Plan Developed |
| Negotiate and sign MOUs with bargaining units. | | | | | | | | | X | X | X | | Assistant Superintendent for Student & Staff Support/Director of Human Resources | MOUs |

| ACTIVITY TIMELINE FOR POWER PROGRAM PLANNING YEAR 2010-2011 | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Functions and Activities** | **Monthly Timeline** | | | | | | | | | | | | **Person/Group Responsible** | **Milestones/ Results** |
| | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **July** | **August** | **September** | | |
| **Program Development** | | | | | | | | | | | | | | |
| Present final plan to the Superintendent of Schools and the Board of Education | | | | | | | | | X | X | | | Project Manager/POWER Team | BOE Agenda |
| Develop procedures related to implementation: recruitment, all forms/publications are produced. | X | X | X | X | X | X | X | X | | | | | Project Manager/POWER Team | Five Targeted High-Need Schools Participate |
| **Teacher Participants: Recruitment and Selection** | | | | | | | | | | | | | | |
| Information Sessions at all targeted schools | | X | X | | | | | | | | | | Project Manager/POWER Team | -Agendas<br>-Teacher Volunteers<br>-POWER Team Members |
| **Professional Development** | | | | | | | | | | | | | | |
| Provide POWER Professional Development Program for Teachers and Administrators including workshops, conferences, summer intensive program, and site visits | | | | X | X | X | X | X | X | X | X | X | Project Manager/POWER Team | -Teachers and Administrators are prepared to implement POWER in school year 2011-2012 |
| **Evaluation** | | | | | | | | | | | | | | |
| Formative assessment data collected and analyzed | | | | | | | | X | X | | | | External Consultants | Required reports |
| Collect, analyze and report data (internally) | | | | | | | | | | X | X | | External Consultant | |

**Qualifications of all key personnel:** Individuals will be identified to lead the POWER program based on their qualifications, training, experience, and perspectives in educational leadership, compensation systems, project management, and innovative approaches to professional development and evaluation methods. WCPS personnel, consultants, and the evaluator will work as partners jointly responsible for the successful implementation of the POWER program. The qualifications of key personnel responsible for oversight and management of the POWER program are summarized below. Also summarized is a brief job description and qualifications for the Project Manager, which will be filled upon notification of award.

**Dr. Elizabeth M. Morgan, Superintendent of Schools:** Dr. Morgan is currently serving in her ninth year as Superintendent of WCPS. She has worked in a number of senior management roles in Maryland public schools, having formerly served as the Chief Academic Officer in the Baltimore City School System during the restructuring of the entire system; Associate Superintendent in the Frederick County Schools; and four positions in the Montgomery County Schools, where she spent the majority of her earlier career as an administrator. During her tenure as superintendent, Dr. Morgan has focused on developing innovative and challenging educational opportunities to serve the needs of a wide range of students who attend public schools. She is a passionate advocate for high academic standards and for supporting students to meet the high bar set for them, regardless of background. Dr. Morgan has been the recipient of numerous awards for excellence in education, including National Blue Ribbon Schools awards both as principal and superintendent; Washington County 2007 Person of the Year; Maryland's Top 100 Women's Circle of Excellence; Maryland's Minority Achievement Award; Outstanding Educational Professional Award from the Maryland

Association of Elementary School Principals; the Maryland Award for State Leadership in Gifted Education; Rotary International Service Above Self Award; and the Maryland Association for Supervision and Curriculum Development Award for Individual Excellence in Education. She is a graduate of the City University of New York, Queens College Campus, and has been the recipient of academic fellowships, scholarships, and awards, including a Doctoral Fellow at Georgetown University. She completed her Ph.D. at American University in 1987. Dr. Morgan is the 2010 Maryland Superintendent of the Year and the 2010 National Superintendent of the Year.

**Dr. Michael Markoe, Assistant Superintendent for Student and Staff Support and POWER Program Administrator:** As of July 2010, Dr. Markoe is currently serving as Assistant Superintendent for Student & Staff Support. His past positions include Assistant Superintendent for Elementary Education, Assistant to the Superintendent for System-Wide Improvement, Efficiency, & Accountability, Director of Student Services & Special Education, Principal, Assistant Principal, School Support Teacher, Externship Coordinator/Instructor, Summer School Teacher, Special Education Teacher, Special Education Case Manager, and Department Chair. Please see Appendix B for Dr. Markoe's complete resume.

**Project Manager:** The challenge of leading the implementation of the POWER program including a performance-based compensation system requires an individual with a strong background in management and strategic planning. The individual hired for this position will report directly to Dr. Michael Markoe, Assistant Superintendent for Student and Staff Support and POWER Program Administrator, and will work exclusively on managing all of the components of the POWER program. The Project Manager must have significant experience in managing large-scale initiatives and expertise in educational staff evaluation and performance-

based assessment and compensation. Responsibilities of the project manager will include but are not limited to the following: establish full POWER Team; monitor project status; present accurate and timely progress reports; convene regularly scheduled meetings of the POWER Team; act as first line liaison between the POWER Team, stakeholder groups, and the Program Administrator, Dr. Markoe; maintain financial grant records; and overall management of project logistics.

The Program Manager will receive the support of system-funded specialists, senior administrative staff, and the POWER Team to implement selected POWER program strategies and activities. The Offices of System Development and Accounting will provide the Program Manager with monthly reports and give technical accounting and budget support. The Office of Testing and Accountability will support the expansion of a data management system and assist internal and external evaluators with data collection.

**V. Quality of the Project Evaluation**

Evaluation is an essential component in both the formative and summative phases of any new initiative. The challenge is to collect meaningful, rich, and varied data so reliable and valid conclusions can be made in a timely and reflective manner. The POWER program will be evaluated using a combination of qualitative and quantitative methods, as it provides a stronger basis for judging both promise and effectiveness in evaluation research than either type of method used alone. Qualitative data analysis, such as document review of the components of the teacher and school-based administrator evaluation processes or focus groups of the POWER program participating teachers and school-based administrators, will provide rich contextual understanding of POWER program implementation. Quantitative data analysis will focus on

description and analysis of topics like the effect of the POWER program on raising student achievement.

WCPS' Office of Testing and Accountability will be charged with the responsibility for coordinating the evaluation of the POWER program. WCPS will undertake a formal request for proposal required by Maryland law to contract with an independent external evaluator to provide a professional, objective evaluation in accordance with our professional services purchasing policy. The evaluators will have to follow the proposed design and use the indicated methods, or methods of similar rigor. A single document, summarizing evaluation research and findings for the academic year will be produced and disseminated each year throughout the grant period. A final report, summarizing the development process, implementation, and impact data will be prepared within four months of the end of the grant period, as to incorporate results from the student assessments undertaken in the final year of the grant.

Overall, the evaluation is intended to provide information about the effects of the POWER program on student achievement and effective teachers and administrators. The programs goals are being put into use as a series of research questions intended to gauge development, implementation, and/or impact of the POWER program. Some of the research questions in development include:

| **Development/Process Questions** |
| --- |
| 1. What process is used to complete development of the teacher and administrator performance-based compensation system? Who participates in the development process? What are the primary points of contention and how are they resolved?<br>2. What process is used to develop the professional development for teachers and administrators to build their knowledge of and skill with the performance-based compensation system? |

| |
|---|
| 3. What process is used to develop the professional development for teachers and administrators to build their knowledge of and skill with the performance-based compensation system?<br>4. What is the role of the POWER Team in these development processes and how does the POWER Team impact the planning for implementation of the POWER program components?<br>5. How are stakeholders including union leaders involved in these development processes and in the ongoing implementation and review of aspects of the program? |
| **Implementation Questions** |
| 1. How is professional development provided to teachers and administrators related to the performance-based compensation systems? Is feedback from participants used to make modifications to the professional development?<br>2. How are data from multiple observations collated, analyzed and used to gauge effectiveness for participants? How much inter-rater reliability is achieved in each year of program implementation? To what extent is this reliability sought?<br>3. How (if at all) is formative and summative evaluation data used to refine and improve implementation of each component of the POWER Program? |
| **Impact Questions** |
| 1. Is average student growth (for all students and each appropriate subgroup) in specific grades and subject areas at each participating school and/or classroom equal to, greater than, or less than average student growth in non-participating schools and/or classrooms? How, if at all, does this change over the course of the grant?<br>2. What is the rate of retention of highly qualified teachers at the participating sites compared to their retention at a one-for-one matched sample of non-participating sites and W as a whole? What are the long-term retention rates at these schools (two, three, and four years after implementation begins)?<br>3. How much of the POWER program impacts on teacher and administrator quality in high-need |

schools is a productivity effect (teachers/administrators doing their job more effectively) versus a composition effect (improving the mix of teachers/administrators in a building)?

4. What changes to budgeting and negotiations processes and outcomes result from implementation and expansion of the POWER program?

WCPS's pilot TIF Program, *Performance Outcomes with Effective Rewards* (POWER), will be designed to reward effective teachers and school-based administrators who raise levels of and maintain high standards for student achievement. As described throughout this narrative, due to the state of Maryland plans to pilot and then implement a performance-based compensation system over the next two years, WCPS must align the POWER program with MSDE's plan and Maryland law. WCPS is committed to pursuing a cycle of continuous improvement and refinement of the POWER program and views the evaluation component to be integral to this process. As mentioned earlier, the POWER Team will meet twice monthly to discuss program strengths and opportunities for refinement. Staff from the Office of Testing and Accountability will serve on this Team. Representatives from the consulting and evaluation organizations will attend occasionally as invited to discuss preliminary findings and recommendations.

In addition, the POWER program external evaluators will present their formative and summative findings and their recommendations to the Board of Education and the community within two months of the end of each fiscal year. Their findings and recommendations, as well as changes that will be implemented to address them, will be incorporated in the POWER program as well as the Bridge to Excellence Master Plan as appropriate.

## END REFERENCE NOTES

[i] Maryland Department of Justice: http://www.djs.state.md.us/
[ii] Google Maps, Accessed from http://www.city-data.com/county/Washington_County-MD.html#ixzz0mDt761z8 downloaded April 26, 2010.
[iii] www.mdreportcard.org
[iv] Race to the Top Application, State of Maryland, 2010.
[v] http://www.e-lead.org/resources/md_ilf.pdf
[vi] Race to the Top Application, State of Maryland, 2010.
[vii] Race to the Top Application, State of Maryland, 2010.
[viii] Race to the Top Application, State of Maryland, 2010.
[ix] http://www.herald-mail.com/?cmd=displaystory&story_id=245953&format=html, May 2010
[x] Race to the Top Application, State of Maryland, 2010.
[xi] Race to the Top Application, State of Maryland, 2010.
[xii] Race to the Top Application, State of Maryland, 2010.
[xiii] http://www4.performancematters.com/web/
[xiv] Race to the Top Application, State of Maryland, 2010.
[xv] Race to the Top Application, State of Maryland, 2010.
[xvi] Race to the Top Application, State of Maryland, 2010.
[xvii] Race to the Top Application, State of Maryland, 2010.
[xviii] Race to the Top Application, State of Maryland, 2010.
[xix] www.mdreportcard.org
[xx] As listed in the Maryland Teacher Staffing Report from 2008-2010 Updated. http://www.marylandpublicschools.org/NR/rdonlyres/F3F5D904-0F5E-4FC7-87CE-464FC17DABB5/18552/MarylandTeacherStaffingReport20082010.pdf
[xxi] Race to the Top Application, State of Maryland, 2010.
[xxii] Race to the Top Application, State of Maryland, 2010.
[xxiii] Race to the Top Application, State of Maryland, 2010.
[xxiv] Raceto the Top Application, State of Maryland, 2010.
[xxv] http://www.e-lead.org/resources/md_ilf.pdf
[xxvi] Race to the Top Application, State of Maryland, 2010.
[xxvii] Race to the Top Application, State of Maryland, 2010.
[xxviii] Race to the Top Application, State of Maryland, 2010.
[xxix] Race to the Top Application, State of Maryland, 2010.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:
Title: **WCPS TIF POWER High Need Schools** Pages: **5** Uploaded File: **WCPS TIF POWER High Need Schools.pdf**

**WCPS TIF POWER Program High-Need Schools Documentation**

WCPS's pilot TIF program, *Performance Outcomes with Effective Rewards* (POWER), will be designed to reward effective teachers and school-based administrators at high-need schools who raise levels of and maintain high standards for student achievement. WCPS plans to use the 2010-11 school year as a planning year to develop and implement a performance-based compensation system (PBCS) for teachers and administrators at five of our high-need schools in Washington County to increase educator effectiveness and student achievement as measured by student growth. The pilot schools were selected based on their identification as a high-need school with 50 percent or more of its enrollment from low-income families, based on eligibility for the Free and Reduced Meals Program (FARM). **These pilot schools include Fountaindale Elementary School (53.5% FARM), Salem Avenue Elementary School (71.1% FARM), Winter Street Elementary School (85.4% FARM), Northern Middle School (44.9% FARM with 50% and higher feeder elementary schools), and Western Heights Middle School (63.9% FARM).**[i] These schools are also being targeted based on high-need students relative to academic achievement, student mobility rates, attendance rates, percentage of teachers with an Advanced Professional Certification (APC), and discipline referrals[ii].

Building on a nationally recognized accountability system, Maryland has developed an accountability system, Adequate Yearly Progress (AYP), that complies with all requirements of the federal No Child Left Behind (NCLB) Act. AYP is designed to measure the continuous improvement each year toward the NCLB goal of 100% proficiency in 2014. Maryland has set Annual Measurable Objectives (AMO's) that all

students and the eight subgroups identified in NCLB also need to meet. The intent, therefore, is to ensure that schools direct their instructional improvement efforts toward historically low performing subgroups and, by extension, all low performing students. The goal of 100% proficiency ensures that all students, not just low performing students, are expected to continuously progress. ***WCPS has been notified that preliminary data indicates that three of the five POWER program targeted schools did not make AYP in 2010: Winter Street Elementary School, Northern Middle School, and Western Heights Middle School.*** This data is under an embargo by the Maryland State Department of Education (MSDE) until the third week of July 2010. Winter Street Elementary School and Northern Middle School have been identified as *Schools in Need of Local Attention*, and put on alert that they must make AYP in 2011 or they will be identified as a *School in Need of Improvement.* Unfortunately, Western Heights Middle School has not made AYP for two consecutive years and has therefore been identified as a *School in Need of Improvement Year 2.* Western Heights' initiatives and support programs to increase student achievement will not only be monitored locally but also on the state level by MSDE.

| School | % SE | SE Reading Proficiency | SE Math Proficiency | %ELL | ELL Reading Proficiency | ELL Math Proficiency | % FARMS | FARMS Reading Proficiency | FARMS Math Proficiency |
|---|---|---|---|---|---|---|---|---|---|
| Northern Middle | 8.7 | 56.9 | 46.2 | 1.7 | 50 | 76.2 | 44.9 | 74.6 | 65.1 |
| Western Heights Middle | 11.7 | 58 | 56.8 | 3.1 | 59.1 | 72 | 63.9 | 74.6 | 69.1 |
| WCPS Middle | 9.6 | 65.2 | 63.9 | 1.5 | 67.7 | 76.1 | 40.9 | 78.7 | 74.5 |
| Fountaindale Elementary | 8 | 75 | 62.5 | 5 | 70 | 80 | 53.5 | 74.5 | 80.9 |
| Salem Avenue Elementary | 10.1 | 80 | 63.3 | 1.8 | 87.5 | 55.6 | 71.1 | 84.6 | 79 |
| Winter Street Elementary | 15.2 | 68.2 | 45.5 | n/a | n/a | n/a | 85.4 | 76.9 | 78 |
| WCPS Elementary | 10.4 | 78 | 70.7 | 2.6 | 84 | 80 | 44.8 | 84.4 | 83.6 |

*As shown in the table above, the special education students at all of the targeted schools are underperforming their peers throughout the County. (SE: Special Education)*

| School | % Title I | 504% | % Mobility | Attend Rate | # OSS | 2009 Dropout Attribute |
|---|---|---|---|---|---|---|
| Northern Middle | n/a | 2.2 | 19.2 | 95.6 | 30 | 12 |
| Western Heights Middle | n/a | 1.9 | 26.4 | 94.5 | 70 | 27 |
| WCPS Middle | n/a | 2.6 | 17.2 | 95.6 | 191 | 95 |
| Fountaindale Elementary | 100 | n/a | 34.3 | 95.8 | | |
| Salem Avenue Elementary | 100 | 0.7 | 28 | 95.7 | | |
| Winter Street Elementary | 100 | n/a | 40.5 | 95.2 | | |
| WCPS Elementary | 37.9 | 0.9 | 21.7 | 96 | | |

*As shown in the table above: the student mobility rates at all five schools are higher than the county mobility rate at each level; all three elementary schools have student attendance rates that are lower than the county elementary attendance rate; and over a third of dropouts are attributed to the targeted middle schools.*

| School | % SPC | % APC | % Conditional | % Classes not taught by HQT |
|---|---|---|---|---|
| Northern Middle | 42.2 | 57.8 | 0 | 5.6 |
| Western Heights Middle | 58.3 | 37.5 | 2.1 | 7.3 |
| WCPS Middle | | | | |
| Fountaindale Elementary | 65.2 | 34.8 | 0 | 0 |
| Salem Avenue Elementary | 58.8 | 41.2 | 0 | 0 |
| Winter Street Elementary | 77.8 | 22.2 | 0 | 0 |
| WCPS Elementary | | | | |
| WCPS Total | 42.9 | 54.9 | 1.6 | 8.5 |

*As shown in the table above, four of the five schools have significantly fewer percentages of teachers with an Advanced Professional Certification (APC) as compared to other schools in the County. (SPC: Standard Professional Certification)*

| School (09-10 SY) | Discipline Referrals |
|---|---|
| Northern Middle | 934 |
| Western Heights Middle | 1,493 |
| WCPS Middle | 667 |
| Fountaindale Elementary | 265 |
| Salem Avenue Elementary | 423 |
| Winter Street Elementary | 93 |
| WCPS Elementary | 98 |

*As shown in the table above, two of the three elementary schools have a significantly higher number of discipline referrals compared to the average per elementary school county-wide. Both middle schools have a significantly higher number of discipline referrals compared to the average per middle school county-wide.*

[i] www.mdreportcard.org

[ii] www.mdreportcard.org

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:
Title: **Union&SchoolTIFLettersofCommitment4POWER** Pages: **5** Uploaded File:
**Union&SchoolTIFLettersofCommitment4POWER.pdf**

PR/Award # S385A100080

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**Washington County Teachers Association, Inc.**

42 South Mulberry Street • Hagerstown, Maryland 21740 • Phone 301-797-7682 • Fax 301-714-0450

June 22, 2010

Elizabeth M. Morgan, Ph.D.
Superintendent
WASHINGTON COUNTY PUBLIC SCHOOLS
P.O. Box 730
820 Commonwealth Avenue
Hagerstown, Maryland 21741-0730

**RE: USDE Teacher Incentive Fund Proposal**

Dear Dr. Morgan:

On behalf of the Washington County Teachers Association ("WCTA"), please accept this letter as a gesture of support for the Washington County Public Schools ("WCPS") application for a grant proposal funded by the American Recovery and Reinvestment Act ("ARRA").

Specifically, the WCTA offers support for the WCPS application for a Teacher Incentive Fund ("TIF") proposal offered through the United States Department of Education ("USDE"). The WCTA understands that its support for this proposal includes three (3) main priorities that include the following: (1) examination, development, and revision of current evaluation tools to measure teachings standards; (2) procurement of funding to offset a general funding cut to public schools at the federal level; and (3) the development of a data system that aligns with state and national standards and that incorporated a method for the measurement of student growth.

The WCTA appreciates the collaborative efforts that the WCPS has extended by involving the WCTA in the grant application process and looks forward to the possibility to pursue the above-cited priorities with the WCPS in the interests of enhancing and improving the educational process for our teachers and students in Washington County.

Sincerely,

[redacted]

Denise Fry, WCTA President

C: WCTA Board of Directors
T. Scott Miller, NEA / MSEA / WCTA UniServ Director
Dr. Michael Markoe, WCPS Assistant Superintendent for Elementary Education
Dr. Donna Hanlin, WCPS Assistant Superintendent for Secondary Education
Dale Bannon, WCPS Director of System Development

*An MSEA / NEA Affiliate*

WASHINGTON COUNTY PUBLIC SCHOOLS
P.O. Box 730 | 820 Commonwealth Avenue | Hagerstown, Maryland 21741-0730
www.wcboe.k12.md.us

***Jill Burkhart***
*Director for Elementary Education*

June 30, 2010

Elizabeth M. Morgan, Ph.D.
Superintendent of Schools
Washington County Public Schools
820 Commonwealth Avenue
Hagerstown, MD 21740

Re: Washington County Public Schools Teaching Incentive Fund
POWER Program Grant Proposal

Dear Dr. Morgan:

I am writing this letter to confirm that Fountaindale, Salem Avenue, and Winter Street Elementary Schools are committed to the goals and objectives stated in the Washington County Public Schools (WCPS) Teaching Incentive Fund POWER program grant proposal. WCPS's pilot TIF program, *Performance Outcomes with Effective Rewards* (POWER), will be designed to reward effective teachers and school-based administrators at high-needs schools who increase and maintain high standards for student achievement.

Although it is a voluntary program for teachers, all schools agree to participate and support the overall goals and expected outcomes of the POWER program. The goals are as follows:

| POWER Program Goals | Short-term Outcome | Intermediate Outcome | Long-term Outcome |
|---|---|---|---|
| 1) Increase teacher and administrator effectiveness and thereby improve student achievement by offering extensive professional development. | Develop a POWER professional development plan to address the specific needs of POWER teachers and administrators. | Provide guidance, skills, and strategies to improve student learning and achievement. | Develop, implement, and refine a comprehensive and sustainable teacher and administrator performance-based compensation system using a new evaluation system that will result in improved student achievement at WCPS's high-needs schools. |
| 2) Develop teacher and administrator performance-based compensation systems, so that teachers and administrators are rewarded for student growth. | Develop a formula for providing monetary incentives based on pre-and-post assessment tool s. | | |
| 3) Increase the number of effective teachers who teach low-income and disadvantaged students in high-needs schools and hard-to-staff subjects. | Develop a strategic staffing plan designed to recruit and support effective teachers who are willing to work in high-needs schools and hard-to-staff subjects. | Provide pay incentives to teachers and administrators who work and teach in high-needs schools and hard-to-staff subjects. | Attract, develop, and retain highly qualified, effective teachers and administrators in order to improve student achievement in high-needs schools. |



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PR/Award # S385A100080

All schools understand that the POWER program will provide financial rewards for teachers and administrators who work hard to staff schools and subject areas in the targeted schools, who increase student achievement, who participate in professional development to increase educator effectiveness, who commit to sharing their effective practices with other educators, and who undergo a rigorous evaluation system. All schools agree to have the Principal, and up to five teachers, participate on the POWER Team to develop, implement, and support the POWER program at these targeted schools.

Sincerely,

Jill A. Burkhart

Jill A. Burkhart
Director for Elementary Education

WASHINGTON COUNTY PUBLIC SCHOOLS
P.O. Box 730 | 820 Commonwealth Avenue | Hagerstown, Maryland 21741-0730
www.wcboe.k12.md.us

***David F. Reeder, Ed.D.***
*Director for Secondary Education*

July 1, 2010

Elizabeth M. Morgan, Ph.D.
Superintendent of Schools
Washington County Public Schools
820 Commonwealth Avenue
Hagerstown, MD 21740

Re: Washington County Public Schools Teaching Incentive Fund
POWER Program Grant Proposal

Dear Dr. Morgan:

I am writing this letter to confirm that Western Heights and Northern Middles Schools are committed to the goals and objectives and committed staff and resources stated in the Washington County Public Schools (WCPS) Teaching Incentive Fund POWER program grant proposal. WCPS's pilot TIF program, *Performance Outcomes with Effective Rewards* (POWER), will be designed to reward effective teachers and school-based administrators at high-need schools who raise levels of and maintain high standards for student achievement.

Although it is a voluntary program for teachers, both schools agree to participate and support the overall goals and expected outcomes of the POWER program which include the following:

| POWER Program Goals | Short-term Outcome | Intermediate Outcome | Long-term Outcome |
|---|---|---|---|
| 1) Increase teacher and administrator effectiveness and thereby improve student achievement by offering extensive professional development. | Develop a POWER professional development plan to address the specific needs of POWER teachers and administrators. | Provide guidance, skills, and strategies to improve student learning and achievement. | Develop, implement, and refine a comprehensive and sustainable teacher and administrator performance-based compensation system using a new evaluation system that will result in improved student achievement at WCPS's high-need schools. |
| 2) Develop teacher and administrator performance-based compensation systems, so that teachers and administrators are rewarded for student growth. | Develop a formula for providing monetary incentives based on a pre-and post assessment tool s. | | |
| 3) Increase the number of effective teachers teaching low-income and disadvantaged students in high-need schools and hard-to-staff subjects. | Develop a staffing strategic plan designed to recruit and support effective teachers willing to work in high-need schools and in hard-to-staff subjects. | Provide pay incentives to teachers and administrators working and teaching in high-need schools and in hard-to-staff subjects. | Attract, develop, and retain highly qualified, effective teachers and administrators to improve student achievement in high-need schools. |



e3
PR/Award # S385A100080

Both schools understand that the POWER program will provide financial rewards for teachers and administrators who work hard to staff schools and subject areas in the targeted schools, who increase student achievement, who participate in professional development to increase educator effectiveness, who commit to sharing their effective practices with other educators, and who undergo a rigorous evaluation system. Both schools agree to have the Principal and up to five teachers participate on the POWER Team to develop, implement, and support the POWER program at these targeted schools.

Sincerely,

David F. Reeder
Director for Secondary Education

# Project Narrative

## Other Attachments

Attachment 1:
Title: **MichaelMarkoeResume2010** Pages: **2** Uploaded File: **MichaelMarkoeResume2010.pdf**

Michael D. Markoe
[redacted]

[redacted]

## Education and Certification

Ed.D, Interdisciplinary Doctoral Program for Educational Leaders, Duquesne University, August 2008
Masters, Educational Leadership, December 2001, Hood College, Frederick, MD
B.S., Education, December 1994, Millersville University, Millersville, PA

- Administration Certification I
- Administration Certification II
- Certification in Maryland and Pennsylvania: Special Education K-12

## Experience

**Assistant Superintendent for Elementary Education** (2007- Present)
Washington County Public Schools, MD (Present)
*Promote effective instructional leadership to ensure maximum student achievement.*

- Promote high student achievement through the development of effective instructional leadership.
- Organize, direct, and supervise the instructional programming for 25 schools.
- Establish agreed-upon practices and procedures for system-wide and school improvement.
- Allocate resources and funds based on schools and system needs.
- Review and provide principals with data for analysis and data-driven decision making.
- Work collaboratively with elementary learning communities to promote the school system's vision and goals.
- Implement and ensure professional development that is focused on improving student achievement and meeting system-wide initiatives.

**Asst. to the Superintendent for System-wide Improvement, Efficiency, & Accountability (Acting)**
Washington County Public Schools, MD (2006 – 2007)
*Support the Office of the Superintendent and serve as Superintendent's designee as needed.*

- Provide leadership to cross-functional teams created by the Superintendent to address and analyze school-system issues, programs, and topics.
- Review and revise system-wide processes, practices, and policies as needed.
- Supervise the Office of Public Relations and Department of Student Services and Special Education.
- Assist with the organization and development of reports and communications to the Board of Education.
- Manage special projects assigned by the Superintendent (redistricting, calendar committee etc.).

**Director of Student Services & Special Education**
Washington County Public Schools, MD (2004 – 2006)
*Lead school staff in providing effective pupil and special education services for all schools.*

- Initiate and assist in the planning, monitoring, and evaluating of student services programs.
- Coordinate special education services and programs to ensure interdepartmental cooperation for the implementation of a comprehensive educational program for students.
- Identify and implement programs to better meet student needs in alignment with NCLB, IDEA, and BTE.
- Plan with the Deputy Superintendent and Assistant Superintendents to implement professional development and orientation programs for special education and regular school staff, parents, students, and others as needed.
- Monitor and supervise system compliance with Federal and State laws regarding education of students with disabilities as they apply to system, State, and Federal guidelines, regulations, policies, statutes, and court cases.
- Promote instructional programs and strategies that result in high student achievement for students with disabilities (SWDs).

**Principal**
Western Heights Middle School, Washington County Public Schools, MD (2002 - 2004)
*Lead and guide all stakeholders in the pursuit of educational excellence and high academic achievement, grades 5- 8.*

**Assistant Principal**
Governor Thomas Johnson Middle School, Frederick County Public Schools, MD (1999 - 2002)
*Provide leadership within the instructional program, student relations, community relations and administrative programs of the school, grades 6-8.*

**School Support Teacher**
Moncocacy Middle School, Frederick County, MD (1998-1999)
*Counsel and manage behaviors of students identified with behavioral problems or developmental problems, grades 6-8.*

**Externship Coordinator/Instructor**
Frederick County Public Schools, MD (1999)
*Coordinate teacher externships within the business community to support FCPS.'s School- to-Career initiative.*

**Summer School Teacher**
Monocacy Middle School, Frederick County Public Schools, MD (1999)
*Enrich, remediate and ready students in basic writing skills, grades 6-8.*

**Special Education Teacher**
Monocacy Middle School, Frederick County Public Schools, MD (1995-1998)
*Teach students with various disabilities in the subject areas of language arts, math, science and social studies, grades 6-8.*

**Special Education Case Manger**
Monocacy Middle School, Frederick County Public Schools, MD (1995-1998)
*Manage the educational programs of 35-40 students with a diversity of needs, grades 6-8.*

**Department Chair**
Monocacy Middle School, Frederick County Public Schools, MD (1997-1998*)*
*Supervise and coordinate special education programs.*

**Other Professional Experiences:**

- Chaired Student Achievement Specialists (SAS) Cross-Functional Committee (2007-2008)
- Completed WCPS Administrator and Supervisor Salary Survey (2007)
- Co-chaired WCPS Safety and Security Cross-Functional Committee (2007)
- Chaired WCPS Calendar Committee (2007)
- Co-Chaired WCPS School Discipline Task Force (2006)
- Served on Washington County Local Management Board (2004-2005)
- Served on Washington County Homeless Taskforce (2004-2006)
- Served on Local Interagency Coordinating Council (2004 – 2006)
- Served as Board of Education liaison for the County Citizen Advisory Council (CAC) (2004-2006)
- Coordinated WCPS Crisis Intervention Team (2004-2006)
- Served on WCPS Observation and Evaluation Review Committee (2003)
- Honored as 2002 Frederick County Public School's Friend to Special Education
- Co-Chaired School Improvement Team (1999)

# Budget Narrative

## Budget Narrative

Attachment 1:
Title: **WCPS POWER Teacher Budget Narrative** Pages: **2** Uploaded File: **WCPS POWER Teacher Incentive Budget Narrative.pdf**

## WCPS POWER Program : Teacher Incentive Fund Budget Narrative

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|---|---|---|---|---|---|
| 1 **Personnel** | | | | | | |
| Substitute costs - Planning & Development: 5 teachers x 5 schools x 2 days/month x 10 months x [redacted] | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Substitute costs - professional development: 100 teachers x 5 days x [redacted] | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Substitute costs - conferences and site visits: 20 teachers x [redacted] | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Retention & Student Achievement Incentives: administrators & teachers - (*WCPS portion below to equal [redacted]) | - | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Project Manager: [redacted] 20 hrs/wk x 40 wks | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Personnel Total** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 2 **Fringe** | | | | | | |
| Total of Personnel and Training Stipends/yr x 7.95% | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Fringe Total** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 3 **Travel** | | | | | | |
| Conference costs for 35 participants - 15 administrators (12 school-based & 3 central office) and 20 teachers - Yrs 1 & 3; and 20 teachers in Yrs 2, 4 & 5: | | | | | | |
| - Registration fee: [redacted]p x 2 conferences | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Hotel: 2 nights x [redacted]/nigh/pp x 2 trips | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Meal Expense: [redacted]/pp x 3 days x 2 trips | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Airfare: [redacted]x 2 trips | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Shuttle service, parking, tolls: [redacted] x 2 trips | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Site visit costs for 35 participants - 15 administrators (12 school-based & 3 central office) and 20 teachers: | | | | | | $ - |
| - Hotel: 35 x 3 nights x [redacted]pp | $ [redacted] | - | - | - | - | $ [redacted] |
| - Meal Expense: 35 x [redacted] x 4 days | $ [redacted] | - | - | - | - | $ [redacted] |
| - Airfare: 35 x [redacted] | $ [redacted] | | | | | |
| - Shuttle service: 35 x [redacted] | $ [redacted] | - | - | - | - | $ [redacted] |
| - Car rental, parking, gas, tolls: 4 days x 8 trips x | $ [redacted] | - | - | - | - | $ [redacted] |
| **Travel Total** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 4 **Equipment** | - | - | - | - | - | $ - |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 **Supplies** | | | | | | |
| Staff development materials: | | | | | | - |
| - Resources materials: 115 participants x $[redacted] | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Lunch: 115 participants x [redacted] x 5 days | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Breakfast for summer intensive professional development: 115 participants x [redacted] x 8 days | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Program Manager supplies: laptop [redacted] printer - [redacted] ink cartridges; folders; pens; miscellaneoue supplies | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| - Miscellaneous workshop supplies | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Supplies/Materials Total** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 6 **Contractual** | | | | | | |
| Evaluator: 8% of grant total | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Consultant: Performance-Based Compensation System & Professional Development | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Contractual Total** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 7 **Construction** | - | - | - | - | - | - |
| 8 **Other** | - | - | - | - | - | - |
| 9 **Total Direct Costs** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 10 **Indirect Costs** | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 11 **Training Stipends** | | | | | | |
| Workshop pay: 100 teachers x [redacted] x 3 hrs x 6 sessions | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Summer intensive professional development: 100 teachers x [redacted] x 32 hrs | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| Conference pay: 20 teachers/yr x [redacted] x 3 days | $ [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| **Total Training Stipends** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |
| 12 **Total USDE Costs** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | **10%** | **25%** | **40%** | |
| *** Washington County Public Schools Incentive Funds:** | $ - | $ - | **$** [redacted] | [redacted] | [redacted] | [redacted] |
| **TOTAL BUDGET** | **$** [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] |