

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 # S385A100083

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

Closing Date: JUL 06, 2010

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

Application for Federal Assistance SF-424

Version 02

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

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

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
DOE- Office of Elementary and Secondary Education	N/A

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Augusta School District

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

d. Address:

* Street1:	████████████████████
Street2:	
* City:	██████████
County:	██████████
State:	██
Province:	
* Country:	USA
* Zip / Postal Code:	██████

e. Organizational Unit:

Department Name:	Division Name:
District Office	Augusta Public Schools County Office of Education

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

Prefix:	Mr.	* First Name:	Scott
Middle Name:			

* Last Name: Jones

Suffix:

Title: Federal Programs Coordinator

Organizational Affiliation:

* Telephone Number:

██████████

Fax Number:

██████████

* Email:

██

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:

Teachers Incentive Fund

13. Competition Identification Number:

Title:

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

Cities of Augusta and Cotton Plant in Woodruff County, Arkansas

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

Augusta School District Performance Based Compensation System

Attach supporting documents as specified in agency instructions.

Attachment:

Title : SPOC Compliance

File : C:\fakepath\SPOC for Augusta Public Schools TIF Application.pdf

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 1

* b. Program/Project: 1

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: 10/1/2015

18. Estimated Funding (\$):

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/1/2010.

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 No

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

** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Richard

Middle Name:

* Last Name: Blevins

Suffix:

Title: Superintendent Augusta School District

* 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.

N/A



Molarius, Andrea

Sent: Thursday, July 01, 2010 1:34 PM

To: [Redacted]

[Project Narrative Augusta ~1.pdf \(605 KB\) \[Open as Web Page\]](#); [Augusta Budget Narrative 5~1.pdf \(173 KB\) \[Open as Web Page\]](#); [SF424.pdf \(3 MB\) \[Open as Web Page\]](#)

Attachments: [SF424.pdf \(3 MB\) \[Open as Web Page\]](#)

Hi Tracy,
Please accept the attached documents as our submission under the Intergovernmental Review of Federal Programs for the proposal titled: Teachers Incentive Funds, CDFA 84.385. The request is submitted on behalf of

Augusta Public Schools
320 Sycamore St
Augusta AR, 72006.

Attached for your review is our SF 424, Project Narrative, and Budget.

Please feel free to call me should you have any questions or concerns. Verification of receipt can be e-mailed to [Redacted] or sent by mail to:

Andrea Molarius
[Redacted]

Sincerely,
Andrea Molarius



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Augusta School District

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	\$ ██████████	██████████	██████████	██████████	██████████	██████████
5. Supplies	\$ ██████████	██████████	██████████	██████████	██████████	██████████
6. Contractual	\$ ██████████	██████████	██████████	██████████	██████████	██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ ██████████	██████████	██████████	██████████	██████████	██████████
9. Total Direct Costs (lines 1-8)	\$ ██████████	██████████	██████████	██████████	██████████	██████████
10. Indirect Costs*	\$ ██████████	██████████	██████████	██████████	██████████	██████████
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
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? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%
- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Augusta School District

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	\$ 0	\$ 0	\$ ██████████	\$ ██████████
2. Fringe Benefits	\$ 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	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
9. Total Direct Costs (lines 1-8)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Richard Blevins

Title: Superintendent

Date Submitted: 06/30/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Augusta School District Address: 320 Sycamore City: Augusta State: AR Zip Code + 4: 72006-2650 Congressional District, if known: 01	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: U.S. Department of Education	7. Federal Program Name/Description: Teachers Incentive Fund 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): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Richard Blevins Title: Superintendent Applicant: Augusta School District Date: 06/30/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION
Augusta School District
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr First Name: Richard Middle Name:
Last Name: Blevins Suffix:
Title: Superintendent
Signature: _____ Date: 06/30/2010
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 : Augusta GEPA

File : C:\fakepath\Augusta 427 TIF.pdf

Augusta School District
Section 427 Requirements

Augusta School District is committed to ensuring equal access and equitable participation in all programs administered to students, teachers, and other interested parties. All programs developed by the District are inclusive of those who choose to participate regardless of their gender, race, national origin, color, disability/special needs or age. The local needs of the project population were considered in the development of this proposal as identified in the Statement of Needs located within the grant narrative. The District is confident that barriers related to these classifications will not impede the ability of an individual to participate in the program.

In order to overcome any barriers or unintended consequences that should emerge related to an individual's membership in a protected class or in regard to inequitable participation within the scope of the project the district has taken additional steps to ensure equal opportunities. These actions include the following:

- Equal opportunity statements will be published on District forms, websites, and other documents related to the project.
- The project will take an anti-bias approach to the communication and implementation of the program.
- The District will include training related to equal access and discriminatory practices in institutional training plans for staff, personnel, and faculty.
- Program materials will be provided in the home languages of all participants and interpretation/translation services will be provided upon request.
- The District implements a plan for ensuring equal opportunity for participation to all who utilize their services.
- The program will not utilize vendors or service providers that discriminate based on protected classes or special needs.
- The District will make reasonable accommodations to allow for maximum participation regardless of gender, race, national origin, color, disability/special needs or age.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Scott Jones

Address:

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

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

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Augusta TIF Project Abstract** Pages: **1** Uploaded File: **Augusta TIF Project Abstract.pdf**

Project Abstract

Augusta Public Schools requests funds in the amount of \$ [REDACTED] under the Teachers Incentive Fund, *Main* Competition. Our location in Woodruff County, Arkansas poses barriers to recruiting and retaining teachers in hard-to fill subjects and high –need schools such as isolation, inadequate compensation, and low levels of student achievement. All three of the schools in our district are targeted in this project as each school qualifies as high-need with 100% of students living in a family with an income that qualifies them for free or reduced price lunch.

At Cotton Plant Elementary, Augusta Elementary and Augusta High School student achievement levels on state mandated tests fall well below that of comparable schools and those reported at the state level across subject areas. The Augusta Public Schools Performance Based Compensation System proposes to implement a comprehensive approach to performance based compensation by providing multiple career paths for teachers, integrated professional development for teachers and principals, evidence based performance evaluation processes tied to student achievement, and award incentives based on measures of students academic growth, school improvements, and teaching and leadership competencies. This system will be augmented with recruitment and retention strategies and incentives that will address differences in student achievement and promote effective instructional practices.

The District is fully committed to sustaining the project after the grant funds are exhausted. Local funds in the amount of [REDACTED] will be committed to the project over the course of five years. To support the Performance Based Compensation Grant Project, Augusta Public Schools will partner with stakeholders, technology experts, and external evaluation contractors. The project will allow the District to demonstrate their ability to serve as a model in school compensation reform for small rural school districts across the nation.

Project Narrative

Application Narrative

Attachment 1:

Title: **Augusta School District Project Narrative** Pages: **57** Uploaded File: **Project Narrative Augusta Public Schools 1-56.pdf**

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Augusta School District
Performance Based Compensation System Initiative

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Project Narrative

Need for the Project (Selection Criteria 1)

Augusta School District the lead education agency for Augusta Public Schools, located in the city of Augusta in Woodruff County Arkansas requests a total of [REDACTED] over the course of five years from 2010 to 2015 to fund and implement a Performance Based Compensation System under the Teachers Incentive Fund *Main Competition*. Each year Augusta School District will assume a larger share of the costs of the project resulting in an annual request for funds under the Teachers Incentive Fund (TIF) that is reduced each year. The request for funds for each year of the project is as follows: [REDACTED] for year 1, [REDACTED] in year 2, [REDACTED] for year 3, [REDACTED] in year 4, and \$[REDACTED] for year 5. Over the course of the five year project period Augusta School District will provide [REDACTED] in funds to support the project.

Augusta School District is one of the neediest in the nation when the proportion of who are students at-risk of school failure in Augusta public schools is compared to their peers in other similar school districts. 100% of the schools in Augusta School District qualify as high need and our teachers are among the lowest paid in the country. The hurdles teachers must overcome in order to ensure their students are able to acquire the skills and knowledge needed to be successful in adulthood often pose seemingly insurmountable barriers when they are viewed in the context of school drop-out rates, student test scores and familial poverty levels present in Augusta School District. The Teachers Incentive Fund (TIF) will enable our district leadership team to work in partnership with teachers, parents and other professionals in order to implement an innovative and research oriented performance based compensation system that addresses the

challenges the district faces in providing teachers and principals with competitive salaries and offers badly needed incentives that motivate teachers to increase their effectiveness.

Although there are many metropolitan areas in the state, Arkansas is comprised primarily of small rural communities in which the population numbers less than 20,000. Additionally, more than 83% of towns have a population less than 3000 residents. With 8741 residents¹, Woodruff County is a rural area situated in the northeast delta region of the state. Planning services are administered regionally by the White River Planning District. Of the eight Arkansas planning districts, White River demonstrates the highest rates of poverty and lowest resident median income levels at ██████¹. According to the Arkansas Department of Rural Services, 57.2% of the population lives in a household with a low to moderate income.

The 2009 Rural Profile for Arkansas highlights the Delta Region as an area of absolute poverty in which six counties including Woodruff have poverty rates of 30% or greater and many residents have lived in poverty for more than 20 years². In 2007, nearly one in five people living in Arkansas received food stamps with more than 26% of the Delta population receiving food stamps compared to 17% of residents statewide². Rates of public assistance throughout Augusta reflect the economic depression and social problems that impact rural isolated areas.

Recruitment and Retention of Teachers and Principals

Augusta Public School District is home to Cotton Plant Elementary School, Augusta Elementary School and Augusta High School. The district faces many demographic, organizational, and operational challenges that limit student achievement. According to the National Office for Research on Measurement and Evaluation Systems School Performance Report (NORMES) for Augusta School District, 100% of the students attending schools in the

¹ U.S. Census Bureau, Statistical Abstract of the United States: 2000. Washington, DC, 2000.

² Frank L Farmer, Wayne P. Miller, and Zola K. Moon. 2009. Rural Profile of Arkansas, 2009 Social and Economic Trends Affecting Rural Arkansas. University of Arkansas Division of Agriculture, Little Rock

District are eligible for free and reduced price meals compared to a state rate of 55.9% of students eligible for Free/Reduced price lunch³. Teacher's certification levels also fall short which impacts student achievement. For the 2008-2009 school year, only 85% of teachers were completely certified compared to a State rate of 98%³.

In a Report titled Arkansas 2020: Changing Demographics and the Related Challenges Facing State Government, several issues facing educational institutions in the state were also identified that remain true for the Augusta School District. One of the most pressing concerns described a trend in which higher education and workforce institutions are beginning to compete with public education for individuals to employ as teachers, while the number of students choosing teaching as a career is decreasing. It was reported that close to 50% of new teachers leave the profession within five years⁴. In Augusta School District the average teacher salary is [REDACTED] compared to [REDACTED] in McCrory School District, the closest comparable school district to Augusta. Salaries in Augusta are also less than the state level average teacher salary of [REDACTED]³. Because of the small size of the district, most teachers working in Augusta public schools are only paid the state minimum teaching salary of [REDACTED] per year.

Due to a combination of low wages, a large proportion of low-income students, and its rural location Augusta School District has more difficulty recruiting and retaining high quality teachers than surrounding districts. Even if recruitment efforts are successful, new teachers often make stepping stone career choices in which they leave lower paying Augusta after only a few years of employment for other nearby districts offering more competitive compensation. For the 2009 school year, the district teacher turnover rate was 20% with eleven of 53 teaching positions

³ Arkansas Department of Education (2009). Arkansas School Performance Reports. Summary Information For Augusta School District; NORMES 2009. Accessed at http://normessasweb.uark.edu/schoolperformance/District_Supmmmary.php.

⁴ Arkansas Health and Human Services Subcommittee (2007). Arkansas 2020: A Report on the Changing Demographics and Related Challenges Facing Arkansas State Government in 2020.

vacant at some point during the year. A report from the American Association of School Administrators cites several reasons rural school districts have difficulty placing highly qualified teachers in classrooms that pose particular relevancy to Augusta School District. The group reports that the top three factors cited by teachers in their decision to leave a school district were low salaries, social isolation, and geographic isolation⁵. Augusta public schools must overcome each of these obstacles when addressing teacher turnover rates. It is estimated that teacher turnover costs Augusta School District approximately [REDACTED] each time a teacher leaves⁵. According to institutional data teacher turnover costs the district [REDACTED] each year.

Augusta School District has particular difficulty attracting teachers to work in hard-to fill subjects and to teach in high-need schools. The open positions in the district mirror the subject areas designated as hard-to-fill by the state. The Arkansas Department of Education List of Critical Academic Shortage Areas for the 2009- 2010 school year includes both secondary and middle childhood mathematics (grades 4-12), middle childhood English/language arts/social studies (grades 4-8), Special Education, and secondary life/earth and physical sciences. For the 2010 – 2011 school year Augusta School District has 2 teacher vacancies in secondary math, 1 special education vacancy, 1 vacancy in secondary science, and 1 elementary science teacher vacancy. Augusta schools represent the most challenging demographic of rural schools as they are not only isolated, but are located in remote areas with vacancies in hard to fill subject areas. Both demographic factors related to family income and an over-representation of minority students also impact our recruitment efforts. In order to address recruitment and retention issues the Augusta Public Schools must offer salaries comparable to those in more urban areas of the state. Other strategies for addressing the earning disparity among teachers include providing

⁵ Schwartzbeck, Terri D. (2003). Recruiting and Retaining High-Quality Teachers in Rural Areas. American Association of School Administrators .

recruitment and retention bonuses and additional financial incentives tied to student achievement that improve teacher quality while promoting children's academic success.

Student Achievement

Students in the district also face economic and social hardships related to familial income, generational limitations in educational attainment, poor health, lack of access to technology and abuse of drugs and alcohol. In order to participate in today's highly competitive and global economy a high quality education that prepares students for their future is vital. For children living in families with a low-income, a college education offers an opportunity for them break generational cycles of poverty. According to the Arkansas Department of Education, the school dropout rate for Augusta School District for 2009-2010 is 5% as opposed to 2% in nearby McCrory School District³. This is replicated in more general trends regarding educational attainment in Augusta in which only 6.4% of the population holds a Bachelor's degree compared to 24% nationwide and 16% at the State level¹. Of the population aged 25 and over only 62% in Augusta have graduated high school compared to a national high school graduation rate of 80% and a statewide rate of 75%¹. Limited educational attainment in the area has perpetuated familial poverty cycles and economic depression placing students at a disadvantage as they enter adulthood.

Poor health also impacts the ability of students to learn. Recent studies suggest Arkansas children are not as healthy as their more advantaged peers. According to the Woodruff County Health Profile published by the Arkansas Center for Health Statistics, The infant mortality rate of 10 deaths per 1000 live births is higher than the national rate of 7 per 1000⁶. Infant mortality can be used as an indicator of community health as it reflects lack of access to health care, racial

⁶ Arkansas Center for Health Statistics (2005). Woodruff County Health Profile. University of Arkansas Division of Agriculture.

differences in quality of life, education levels, poverty rates, nutritional deficiencies, and overall health disparities among mothers and children.

School Improvement Plans for Augusta Public School District also illustrate Body Mass Index (BMI) levels among students that impede academic achievement. In rural Arkansas nearly 40% of children are overweight or at risk of being overweight⁶. Additionally, nearly 19% of families lack health insurance. Data for 2009 shows a larger than average number of overweight children with increasing BMI scores living in families with lifestyles that lead to obesity. According to the Arkansas Health Department, 62.5% of the adult population in Woodruff County is overweight⁷. In response to these concerns Augusta Public School District set a wellness goal within their 2009-2010 School Improvement Plan in which they committed to aiding students in making healthy lifestyle choices and reducing BMI scores by at least 1% per year. A portion of the achievement gap present in schools in the district can be attributed to poor health as children who are not healthy are not adequately prepared to learn.

According to the National Survey on Drug Use and Health (NSDUH) rural youth are more likely to use alcohol at an earlier age⁸. This presents even more concern in rural areas where there is lack of access to services for treatment of dependency and mental health issues. According to County estimates from the Arkansas Department of Health, 15.8% of the population reported they often felt that poor physical and mental health kept them from engaging in daily activities⁷. In Woodruff County 19.7% of the population reported limitations in regard to this indicator of mental health. Children in particular are negatively impacted by caregiver mental health disparities as they are completely dependent on the adults who care for them. Lack

⁷ Arkansas Department of Health (2008). County-level Behavioral Risk Factor Surveillance System Estimates. The Arkansas Center for Health Statistics.

⁸ 2007 and 2008 SAMHSA National Surveys on Drug Use and Health (NSDUHs). Washington D.C.

of emotional wellness among parents also reduces their ability to support their child's physical, social, emotional, and cognitive development. The effect of the high levels of caregiver stress and illness among adults in Woodruff County is manifested in children's diminished academic achievement.

In a survey conducted among Augusta youth by the Arkansas Prevention Needs Assessment it was indicated that 7.7% of sixth graders, 10% of eighth graders, and 9.1% of tenth graders reported the use of a drug during a month long period⁹. Among students in grade 12, 30% of students reported using a drug within a month long period which exceeds the rate of 28.1% reported at the state level. Of all students surveyed, 50.4% of students attending Augusta Public Schools said they had used drugs before the age of 15 years as compared to a statewide rate of 33%⁷. According to a report by the Substance Abuse and Mental Health Services Association, onset of drug use before the age of 15 is widely recognized as a predictor of future drug abuse which indicates a need for intervention in Augusta public schools⁸.

School violence in Augusta schools is also an indicator of student risk that plays a role in children's educational success and teacher recruitment and retention efforts. During a state survey in which students were asked if they felt safe at school 41.3% of students in the district reported they did not feel safe. At the state level 18.6% students who also took the survey said they did not feel safe at their school. When asked about their interaction with antisocial peers, 64.4% of students in Augusta public schools reported interaction with peers compared to 46.9% at the state level⁹. To reduce the number of students who use drugs and eliminate violence, fear, intimidation, and harassment increased resources must be dedicated to improving children's ability to succeed academically. As children develop confidence in their academic skills problem behaviors and dropout rates will be reduced and graduation rates among students will improve.

⁹ Arkansas Prevention Needs Assessment Survey (2009). Office of Drug Abuse Prevention: Little Rock, AR.

This change will result in increased human, social, and economic capital for students throughout life.

Student progress at each of the schools in Augusta Public School District reflects the challenges and risk factors faced by students. The schools in the district are small rural schools with enrollments that range from 30 students to 319 students as detailed in Table 1. Racial and ethnic diversity at the school is limited with only three races represented among the student body. According to enrollment reports from the Arkansas Department of Education the enrollment in Augusta Public School District is comprised of 64% Black, 34% White and 2% Hispanic students³.

Racial and ethnic demographic patterns at the District level are similar to those at the school level. In all three schools targeted by the grant the student body is comprised of over 50% Black students, between 20%-49% White students, and a limited number of Hispanic students (Between 2%-10%)³. In regard to home languages, all students at Augusta Elementary speak English as a home language except 4 students who speak Spanish. At Augusta High School only 3 students speak Spanish while the majority of students speak English as a first language. At Cotton Plant Elementary all students speak English as a first language³.

Table 1: School Enrollment		
School	Grade Range	Total Enrollment
Augusta Elementary School	K-8	319
Cotton Plant Elementary School	K-3	30
Augusta High School	9-12	152

Despite overall gains in school achievement across the state, student academic competency in Augusta public schools remains low. Combined population data from test scores across grade levels demonstrates a significant portion of students scored below proficiency in literacy, math and science at all three district schools on the Arkansas State Augmented

Benchmark Examinations (SAT-10 Norm Referenced test and combined state–mandated criterion-referenced tests). In addition, the Arkansas Department of Education has identified Augusta Elementary as not making adequate yearly progress for two years and classified it as in School Improvement Year 1³.

Table 2: Augusta Elementary School

Combined Population % of Students Scoring Below Proficiency on School Performance Tests						
Grade	3	4	5	6	7	8
Below Proficient Literacy	51.6%	43%	51.6%	75%	71%	64.7%
Below Proficient Math	41.2%	26.5%	32.3%	41.7%	74.4%	79.4%
Below Proficient Science			80.6%		95.3	

The National Office For Research on Measurement and Evaluation Systems, Arkansas School Performance Reports, 2009.

McCrary Elementary, is a comparable school to Augusta Elementary in regard to its size, location, poverty levels and grade configuration. It is located nine miles away from Augusta Elementary and has an enrollment of 337 students enrolled in grades K-6. Although it has slightly lower rates of poverty among the student body than Augusta Elementary, racial and ethnic composition of the students remain comparable. As detailed in Table 3 rates of proficiency at McCrary Elementary greatly exceed those demonstrated among students attending Augusta Elementary which points to an exacerbated need for academic support among students. Additionally, the percentage of students scoring below proficiency at Augusta Elementary School exceeds the percentage of students scoring below proficiency at the state in the areas of literacy, math, and science.

Grade	3	4	5	6	7	8
Below Proficient Literacy	31%	26.7%	17.4%	30.1		
Below Proficient Math	26.1%	26.7%	15.2%	16.3%		
Below Proficient Science			37%			

The National Office For Research on Measurement and Evaluation Systems, Arkansas School Performance Reports, 2009.

Student achievement levels at Cotton Plant Elementary are also of concern. While combined test data from the NORMES system is not available due to testing population of less than 10 students, academic achievement can be examined using Norm-Referenced SAT-10 test results. The SAT-10 is a norm referenced test that compares Arkansas student performance with the performance of their counterparts across the country. The results are reported by using a percentile ranging from a low of 1 to a high of 99. The 50th percentile represents the point at which half of the sample population of students scored and indicates average performance. At Cotton Plant Elementary, students were ranked as follows in regard to reading and math.

Grade	Area	National Percentile Rank
Grade 1	Reading	27
Grade 1	Math	32
Grade 2	Reading	07
Grade 2	Math	08
Grade 3	Reading	05
Grade 3	Math	02
Grade 4	Reading	26
Grade 4	Math	22

The National Office For Research on Measurement and Evaluation Systems, Arkansas School Performance Reports, 2009.

Augusta High School has also been identified as not achieving state standards and has been classified by the Arkansas Department of Education as being in Year Two of Whole School Improvement³. Graduation rates at the school continue to decline from 84.3% in 2006-2007 to

78.2% in 2008-2009 which presents concerns and highlights the reduction in life chances experienced by students. The dropout rate at Augusta High School is also among the highest in the state at 7% compared to an average of 3% statewide³. In regard to literacy scores of students in Grade 11 who took the mandated state norm referenced Grade 11 Literacy Exam, only 16% of students scored proficient and 82% of students scored below proficiency in this area. In the area of Algebra, 73.2% of students scored below proficiency compared to 29% of students at the state level. In the area of Geometry, 42% of students scored below proficiency compared to 33.5% of students statewide³.

Many of the components required to implement the project have already been implemented in Augusta Public Schools. An existing faculty driven performance based compensation system in which teachers receive a \$5000 incentive bonus when they are able to raise student testing scores from below basic to basic or from proficient to advanced will be phased out as a new PBCS that considers value-added student achievement scores is implemented. Additionally, the teacher and principal performance evaluation process in place includes frequent observations of teachers, a pre/post follow-up conference and individual professional development planning. Governance of this system is also shared with the Personnel Committee made up of teaching staff at each school. While this system has full buy-in from teachers and a strong foundation from which we can build a new PBCS, there are several key elements that the District must develop in order to bring the system in alignment with research regarding effective ways of improving teacher quality and student achievement. Components that must be developed include:

- Alignment between teacher and principal performance evaluation indicators and behaviors identified as characteristic of effective instruction.

- Modify performance review process to utilize a rubric aligned with professional teaching and leadership standards that ensures inter-rater reliability.
- Utilization of raw student test scores and valued- added analysis of student achievement to determine teacher and principal effectiveness.
- Modify existing compensation systems which currently exclude secondary teachers and principals from compensation incentive eligibility to be inclusive of all teachers and principals.
- Implement data management system that can link student achievement to principal and teacher payroll and human resource systems.

Increasing student achievement through a Performance Based Compensation System (PBCS) implemented at all schools in Augusta School District will reduce the future human costs of limited educational success. It will also buffer student consequences associated with exposure to risk such as involvement in the criminal justice system, receipt of social welfare aid, lost earnings, and the costs of drug treatment and poor physical and mental health.

Project Design (Selection Criteria 2)

Proposed Strategy for Improving Teacher Incentive and Reward Processes

Comprehensive Approaches to Performance Based Compensation

Augusta Public School District is dedicated to improving student success by aligning our compensation policies, human resources procedures and educational improvement efforts to student achievement levels through the implementation of a Performance Based Compensation System (PCBS) for teachers and principals. The proposed project will target teachers, principals and other personnel in Cotton Plant Elementary, Augusta Elementary and Augusta High School. The Augusta District PBCS model will be based on the System for Teacher and Student Advancement (TAP) and contain four components that include:

- Multiple career paths
- Ongoing professional growth for teachers, principals and other personnel
- Instructionally focused accountability in which teachers are evaluated using a standards-based rubric
- A performance based compensation system that provides additional compensation to teachers based on measures of academic growth, school improvements and teaching competencies

The comprehensive system proposed will require modification of existing pay structures and phase out current systems for awarding financial incentives to teachers. It will also necessitate the alignment of the ideas of a diverse group of stakeholders that includes teachers, principals, and parents to those of organizational leaders. Within the grant project, a dedicated Leadership Team will facilitate the project by orchestrating the implementation of new recruitment and retention strategies in high-need schools and in hard-to-fill subjects. They will also align performance evaluation and professional growth strategies to valid and reliable measures of student achievement, construct integrated and ongoing professional development plans, build the capacity of the district to fully utilize student and teacher performance data toward achievement of student outcomes, and implement fair, rigorous, reliable, and valid principal and teacher evaluations. At the base of the system will be open channels of communication between the district and stakeholders, ongoing feedback and continuous evaluation of the processes leading to improved systems for identifying and rewarding teachers and principals based on their effectiveness.

Project Goals and Objectives

The overarching goal of the Augusta PBCS implementation project is to increase student achievement levels by maximizing the effectiveness of teachers and principals and recruiting and retaining high-quality teachers. Objectives of the project include:

1. Reform existing human resources and performance evaluation systems to motivate faculty to take on new leadership roles and become highly effective teachers and principals.
2. Provide ongoing professional development opportunities that are job – embedded, collaborative and lead to enhanced instruction and improved student achievement.
3. Recruit and retain teachers to work in high need schools and teach hard to staff subjects through recruitment and retention incentives.
4. Implement a Performance Based Compensation System that considers students academic achievement using a value-added measure of student and school-wide growth as well as classroom evaluations in determining the effectiveness of teachers and principals.
5. Support and sustain a differentiated compensation system that rewards teachers and principals for gains in student achievement.

The project will be implemented over the course of five years with a planning and implementation year occurring from October 1, 2010- August 1, 2011. Throughout the duration of the project the system will impact 550 students and 53 teachers annually in all three schools in Augusta School District. It is expected that as the new system is implemented student achievement levels on the Arkansas State Benchmark and End-Of-Course Exams will improve significantly to 80% of students attaining proficiency or advanced levels of competency.

As a small District, Augusta Public Schools already commits a considerable amount of its limited resources toward performance incentives. The five year PBCS initiative will allow us to

revise and modify our existing systems so that the academic return for each dollar spent provides the greatest return in accountability. To this end, we have committed to funding an increasing share of the project each year through realignment of our existing funds and using the project period to develop an attainable and realistic sustainability plan that will ensure the PBCS system remains viable even after the grant funds are exhausted.

Differential Levels of Compensation for Effectiveness (Competitive Priority 1)

Core Elements of PBCS: Multiple Career Paths and Leadership Roles

Effective teachers must have excellent instructional abilities, strong skills in working collaboratively with their peers and professionals, parent communication skills and a desire to help students attain their optimal potential. The provision of multiple career paths and opportunities to advance in their field can help attract and retain effective educational staff and administrators. Opportunities for career advancement will also build the instructional leadership capacity of the District. The model proposed allows teachers to pursue different positions according to their own unique interests and abilities by offering instructional staff opportunities to become a Career Teacher, Master and Mentor Teacher. Faculty with increased responsibilities will be compensated an additional [REDACTED] annually as they progress up the career ladder and become Mentor and Master Teachers. The increased responsibilities and roles of each position and corresponding opportunities to receive compensation incentives are detailed in the table below:

Table 5 Teacher Leadership Opportunities		
Position	Roles/Responsibilities	Compensation Incentives
Career Teacher	<ul style="list-style-type: none"> • Full-time classroom teaching assignment • Must complete professional development goals. • Must maintain at least satisfactory performance ratings • Must be deemed an effective teacher as defined by District student achievement and professional growth targets. • Must implement curriculum and academic instruction and support that improves student achievement. 	<ul style="list-style-type: none"> • Base salary • \$2000 recruitment bonus for teaching in high-need school or hard-to-fill subject. • \$5000 retention bonus for teaching at high-need school or hard-to-fill subject. • Performance based incentive eligibility based on student performance and teacher effectiveness of up to [REDACTED] annually.
Mentor Teacher	<ul style="list-style-type: none"> • Part-time teaching assignment • Provide instructional coaching and support to groups of teachers. • Participate as a leader in implementing the PBCS initiative • Work with the Professional Development Coordinator in order to provide integrated training and development activities to teachers • Complete both formal and informal observations of Career Teachers • Provide feedback, model instructional strategies, team teaching and lesson planning support and instruction 	<ul style="list-style-type: none"> • Base salary • [REDACTED] annually for increased days of service and additional responsibilities. • [REDACTED] recruitment bonus for teaching in high-need school or hard-to-fill subject. • \$5000 annual retention bonus for teaching at high-need school or hard to fill position. • Performance based incentive eligibility based on student performance and teacher effectiveness of up to [REDACTED] annually.
Master Teacher	<ul style="list-style-type: none"> • Part-time teaching assignment • Oversee the work of Mentor Teachers. • All duties assigned to Mentor Teachers • Work with principal at each school and share responsibility of student achievement goals and school improvement processes. • Analyze student achievement results • Establish learning goals • Develop school improvement plans • Assist in the development of teachers Individual Professional Development Plans • Lead collaborations and training activities • Manage teacher evaluation process 	<ul style="list-style-type: none"> • Base salary • [REDACTED] annually for increased days of service and additional responsibilities. • [REDACTED] recruitment bonus for teaching in high-need school or hard-to-fill subject. • [REDACTED] retention bonus for teaching at high-need school or hard-to-fill subject. • Performance based incentive eligibility based on student performance and teacher effectiveness of up to \$ [REDACTED] annually.

Career Teachers are full-time classroom teachers. Mentor Teachers teach students part-time and provide instructional coaching and support to groups of Career Teachers. The Mentor role includes completing both informal and formal classroom observations, and providing feedback, modeling instructional strategies, team teaching, collaborative lesson planning, and

working with teachers to develop their Individual Professional Growth Plans. Master Teachers teach one or two classes but also oversee the work of Mentor Teachers.

Mentor Teachers will work closely with the principal at each school and share the responsibility of attaining school improvement and meeting instructional goals. Duties of the Master Teacher include analyzing student achievement results to establish learning goals, developing the school improvement plan, and overseeing the implementation of new instructional strategies. Master Teachers will also lead teacher planning collaborations, monitor both student and teacher growth and manage the teacher evaluation process to ensure it is reliable and valid and tied back to teaching standards and professional development.

Mentor and Master Teacher candidates will be selected for leadership positions using a rigorous and competitive performance based hiring process. Each Master and Mentor teacher must have expert knowledge of student learning and curriculum, exemplary instructional skills, leadership skills and an enhanced ability to work collaboratively with teachers and principals. These teachers will be hired from within the school district or from other areas that face the same challenges as schools in Augusta School District. Mentor and Master Teacher's will participate as members of the project Leadership Team comprised of Mentor and Master Teachers, each site principal, stakeholders and district administrative staff.

Augusta School District will maintain alignment with recommendations from the National Institute for Excellence in Teaching that suggests 15 Career Teachers per Master Teacher and 8 Career Teacher per Mentor. Project funds will support Augusta Schools in compensating 4 Master Teachers and 7 Mentor Teachers.

Core Elements of PBCS: Differentiated Compensation

Differentiated compensation will be offered to eligible teachers and principals through multiple pathways that offer an annual performance based supplement that ranges from 5%-10% of their annual salary. The assumption of additional leadership roles and extra duties for teachers will also be rewarded with financial incentives. To support academic achievement, teachers who take on duties outside of school hours such as tutoring students or attending approved professional activities toward increasing student achievement levels will be compensated at an additional [REDACTED] per day. Master Teachers and Mentor Teachers will receive annual salary augmentations of [REDACTED] and also be eligible for incentives based on their classification as Core or Non-Core Teachers. Teachers and principals will be compensated with performance bonuses based on annual evaluations, achievement growth of students in their individual classrooms and school-wide achievement growth levels depending on their classification status. Figures 1 and 2 describe the portion of annual bonuses that are dependent on measures of classroom academic growth, school-wide improvements and classroom evaluations.

For the purposes of differentiated compensation teachers will be organized into two cohorts. Core Teachers are those faculty members that teach in reading, math, language arts, science or social studies at the elementary and secondary levels. At Cotton Plant Elementary and Augusta Elementary, Core Teachers include all teachers of record identified by the Principal. These teachers are evaluated according to value-added data for individual classrooms. Non-Core teachers are those that are eligible for awards based on school-wide growth. This group includes teachers that do not teach at least one core course and other instructional staff including school administrators, counselors, and principals. Hourly employees are not included in this project.

Using TIF funds Augusta Public School District will dedicate [REDACTED] per teacher and [REDACTED] per principal into the bonus pool. Based on the measures of effectiveness defined annually by the project Leadership Team salary supplements will range from \$0 to [REDACTED] for teachers and \$0 to [REDACTED] for principals. With an average teacher salary of [REDACTED] it is expected that bonus eligibility will be at least 5% of teacher salary which research has determined is significant in motivating staff to participate in a PBCS. Principal bonuses will also be equal to at least 10% of their annual salary.

Figure 1: Performance Based Compensation For Teachers with Classroom Value-Added Data

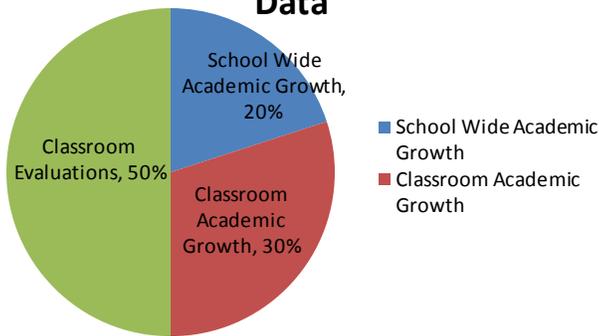
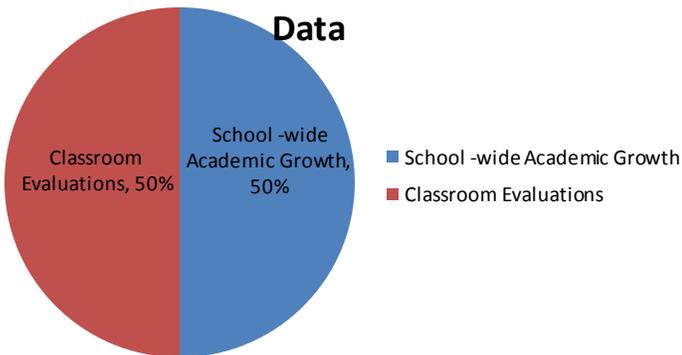


Figure 2: Performance Based Compensation for Teachers Without Classroom Value-Added Data



Bonuses will be calculated according to a base formula in which all staff are paid based on student improvement. This is determined by the calculation of a value-added campus

composite gain score for each campus across grade levels and academic subjects. For Core Teachers, individuals are also paid based on a composite score that demonstrates student progress by academic subject. Table 6 indicates the initial performance targets set by the district and incentives linked to student achievement and teacher effectiveness.

Recruitment and Retention (Competitive Priority 5)

The PBCS proposed will also be designed to utilize market incentives to attract and retain teachers who teach in subjects that are hard-to-fill or in schools that are considered to be high-need/hard-to-staff. Schools that are designed as high-need/ hard to staff will be determined by consideration of the following criteria: free and reduced price lunch rates of at least 30%, student achievement levels of at least 50% below grade level, turnover rates of at least 15%, and less than 80% of teachers with valid teacher licenses. Hard-to-staff subjects are determined annually in the Arkansas Department of Education List of Critical Academic Licensure Shortage Areas.

The District currently offers a [REDACTED] retention bonus to teachers who stay working in the District for at least three years. Under the PBCS grant proposal this policy would phase out and additional funds will support expansion of retention bonuses for teachers who teach in subjects identified annually as hard-to-staff. Teachers who accept roles in these eligibility categories will be offered an annual retention bonus of approximately [REDACTED]. Additionally, staff who work in high-need schools will receive the annual [REDACTED] retention incentive. Recruitment bonuses of [REDACTED] will also be offered to math, science, and special education teachers willing to work in high-need schools. The addition of the retention and recruitment bonuses will compensate teachers for gaining the specialized skills required to meet the greater needs of students in these schools and subject areas. The project aims to reduce turnover by 50% within the first year of

operations and improve student achievement by at least 20% in hard-to-staff subjects and high-need schools.

In hard-to-staff subjects such as math, science, and special education. In order to fill vacancies in these areas, the district will implement comprehensive recruitment and retention strategies to supplement the incentives provided under the PBCS. Recruitment strategies will be defined in a recruitment plan created by the Leadership Team Human Resources Subcommittee. The plan will encompass strategies such as developing local teachers through mentoring and professional development initiatives focused on skill development in hard-to-staff subjects, collecting and reporting data regarding increases in teacher retention rates and successful recruitment efforts, examination of hiring processes and the barriers they impose on recruitment efforts, the provision of scholarships to out-of-field teachers and assistance for teachers working towards licensure, team-teaching, improvement of working condition, and creating linkages between staffing policies and school improvement efforts.

Determination of whether filling a teacher vacancy is effective will be demonstrated by a variety of factors. A combination of increases of at least 20% in student achievement scores and subsequent increases for years in which teachers continue to teach in hard-to fill subjects, at least a 50% reduction in turnover rates, and year over year increases in retention and teacher quality as determined by teachers and principals annual evaluation scores and turnover rate analysis will assist the district in concluding if filling vacancies using the PBCS and comprehensive recruitment and retention strategies is effective.

Annually in April, the Leadership Team Human Resources Subcommittee will publish and distribute a list to all teachers and principals that describes which schools in the district are defined as high-need and which subjects are considered hard-to-staff. It will also include the

criteria upon which these classifications are based. At the last faculty meeting of the year, teachers will be provided additional information related to the resources available to staff who undertake commitments to fill positions in high-need schools or hard-to-staff subjects. This meeting will also address the additional skills that are required for success in these schools, criteria used by the district to determine if filling the vacancy is effective, criteria for determining the effectiveness of teachers in these positions, available vacancies, and opportunities for staff filling these roles to earn incentives.

Table 6: Incentives Linked to Student Achievement and Teacher Performance	
Participants	Requirements to Earn a 10% or 5% Compensation Incentive
Principals	<ul style="list-style-type: none"> • Earn rating of at least a 4 on the TAP Appraisal Instrument • <i>High School</i> – End-Of-Course composite score of at least 60% of students scoring at proficient level or higher. • <i>Elementary School</i> – Obtain and End-Of-Grade reading/math/ science scores demonstrating 80% of student test scores at proficient or higher rating
Core -Teachers	<p><i>All Certified Teachers:</i> Earn effective ratings of at least a 4 on the TAP Appraisal Instrument</p> <p><i>High School</i></p> <ul style="list-style-type: none"> • Achieve high growth levels defined as 20% or greater from last testing period on state exams. • Achieve at least 60% of students scoring at proficient or higher on composite of school End-Of-Course Exams <p><i>Elementary School</i></p> <ul style="list-style-type: none"> • Achieve high growth levels defined as 20% or greater from last testing period on state exams. • Achieve at least 60% of students scoring at proficient or higher on composite of Arkansas Augmented Benchmark Exams. • Achieve high growth on 9 weeks tests for specific high-need students
Participants	Requirements to Earn a 10% or 5% Compensation Incentive
Non-Core Teachers	<p><i>All Teachers:</i> Earn a rating of at least a 4 on TAP Appraisal Instrument</p> <p><i>High School</i></p> <ul style="list-style-type: none"> • Achieve school End-Of Course Composite Score of 60% of students or more scoring at Proficiency level or higher. <p><i>Elementary School</i></p> <ul style="list-style-type: none"> • Achieve 80% or more of students scoring at proficiency level on school composite Arkansas Augmented Benchmark Exams.
Teachers in Hard-to-Staff Subjects	<ul style="list-style-type: none"> • ██████████
Teachers in high-need schools	<ul style="list-style-type: none"> • ██████ upon hire & ██████ annually
Leadership & Extra Duties Incentive	<ul style="list-style-type: none"> • ██████ per day in which a teacher engages in activities directly related to increasing student achievement such as tutoring students or attending approved professional development activities.

Augusta Public Schools is aware that systemic changes require ongoing collaboration and communication among those who are impacted by modifications to existing practices. The PBCS project will be guided by a Leadership Team comprised of representatives from each position in the district. Both formal surveys and informal meetings will provide multiple opportunities for stakeholder involvement and feedback through venues such as professional development meetings, teacher communication meetings, community school board meetings, and during local parent nights. Additionally, a full communication plan that announces the activities and outcomes of the project will inform the community and staff of new policies and procedures that occur as a result of the PBCS initiative. Each year an annual evaluation and progress report will identify areas in which the program is performing in an exemplary manner and actions that can improve the system reform.

Key district staff will be integral in engaging the support of teachers and stakeholders in the involvement of the PBCS. The Superintendent of Augusta Public Schools, the Federal Programs Coordinator and school principals will lead the change management process throughout the five year project period. Before the stakeholder based Leadership Team and additional content specific committees are formed, key district staff will create a plan that identifies strategies that can be used to generate buy-in and ensure the project work flow. Deliverables associated with this step in the implementation process include: communicating the initiatives phases, goals, and resources, and accountability plans to stakeholders, securing required resources to facilitate productivity among project leaders and staff, establishing research based definitions and informational materials that support and define the links between student achievement and teacher effectiveness, and providing an overview of the changes in responsibility and procedures that are expected as a result of the PBCS. Once the stakeholder

based Leadership Committees are formed the foundation of project leadership will transition and input from the stakeholders will guide the direction of the change process.

Core Elements of PBCS: Performance Management and Observation-Based Assessments

(Competitive Priority 3)

Annual evaluation of teachers conducted by leadership staff is part of a performance management process that includes rigorous, transparent and fair evaluation systems for teachers and principals in determining effectiveness. Annual performance evaluations and compensation incentives will be based on a variety of measures that include classroom evaluations, student achievement and growth using a value-added model, school– wide achievement and growth, and the educator’s effectiveness as determined by an evaluation rubric containing multiple categories, and teaching portfolios that include lesson plans and examples of student work. Teacher evaluations are used to inform retention and tenure decisions by comparison of areas in which teachers score high/low to student achievement goals and school-wide policies, procedures and goals. Teachers who consistently demonstrate high ratings are targeted for leadership roles such as Master and Mentor Teachers positions and those that have opportunities for development are tracked into more comprehensive professional development activities.

To implement the classroom evaluation performance management component, each teacher will be observed four to six times annually during both unannounced and announced visits to the classroom by trained evaluators. Certified evaluators will be Principals, Master Teachers, and Mentor Teachers who have completed training on how to use and administer the TAP Instructional Rubric. This tool is a scaled rubric based on the TAP Teaching Skills, Knowledge and Responsibilities Performance Standards. Within this rubric teacher competency is rated using a 1-5 point scale. A rating of 1 on the rubric indicates unsatisfactory performance,

a 3 on the TAP Instructional Rubric indicates teaching proficiency, while a 5 indicates exemplary skills. In order to ensure reliability and validity evaluators must be recertified annually and inter-rater reliability is tested upon completion of training. Frequent use of the TAP Instructional Rubric by evaluators also ensures that skills remain consistent and reliable.

TAP Performance Standards that form the foundation of the TAP Instructional Rubric have been supported by a variety of research from experimental design studies and findings in educational psychology focused on learning and instruction. A major key study that informs the standards is Charlotte Danielson's Framework for Teaching. In addition, information from numerous national and state teacher standards organizations such as the Interstate New Teacher Assessment and Support Consortium, The National Board for Professional Teacher Standards, Massachusetts Principals for Effective Teaching, California's Standards for the Teaching Profession, Connecticut's Beginning Educator Support Program and the New Teacher Center's Developmental Continuum of Teacher Abilities were incorporated into the TAP Performance Standards.

The TAP Instructional Rubric gathers performance data related to 26 indicators within 4 categories that have been demonstrated by research to be related to effective practices. These categories include Instruction, Designing and Planning Instruction, the Learning Environment and Responsibilities. Before their evaluation and observations all teachers complete training on the details of the rubric so that performance standards to which teachers will be held accountable are established. Data from the performance evaluations is entered into a comprehensive online data system that enables the Leadership Team to monitor the reliability of the evaluators in scoring teachers performance. This data is then scaled according to student achievement increments and differentiated bonuses are awarded.

The evaluation process occurs in four stages that are fully integrated and linked to accountability that include a pre-conference, observations, post conference, individual professional development planning, and follow-up. During a pre-conference that occurs prior to the classroom observation the evaluator meets with the teacher and discusses expectations, growth targets and prior professional development goals. After observations occur, a post-conference is conducted in which the teacher receives feedback from the evaluator related to performance indicators on the rubric and opportunities for reinforcement and refinement of practices. The results from the observation are then used to establish an Individual Growth Plan for each teacher and evaluation scores are utilized as part of the measure to determine teacher effectiveness. Follow-up regarding professional development goals is provided through cluster meetings, professional development training, continuing observations, and activities specifically designed to improve skills.

Core Elements of PBCS: Professional Development and Improving Student Achievement

(Competitive Priority 3)

Professional development operates on a feedback loop in which improved efforts are linked to individual and institutional student achievement goals, teacher strengths and opportunities for development. In addition, engagement in high-quality professional development activities can improve teacher morale, build learning communities, and improve rates of recruitment and retention. The system of professional development implemented through this initiative will encompass our existing professional development strategies and also further develop our capacity to maintain, develop, and extend the skills of teachers and principals. As part of the PBCS staff will be required to complete a minimum of 60 hours of annual professional development activities with ½ of their professional development training acquired

through activities focused on specific disciplinary content and ½ of training activities occurring through the use of practical training strategies that utilize active on-the job learning techniques.

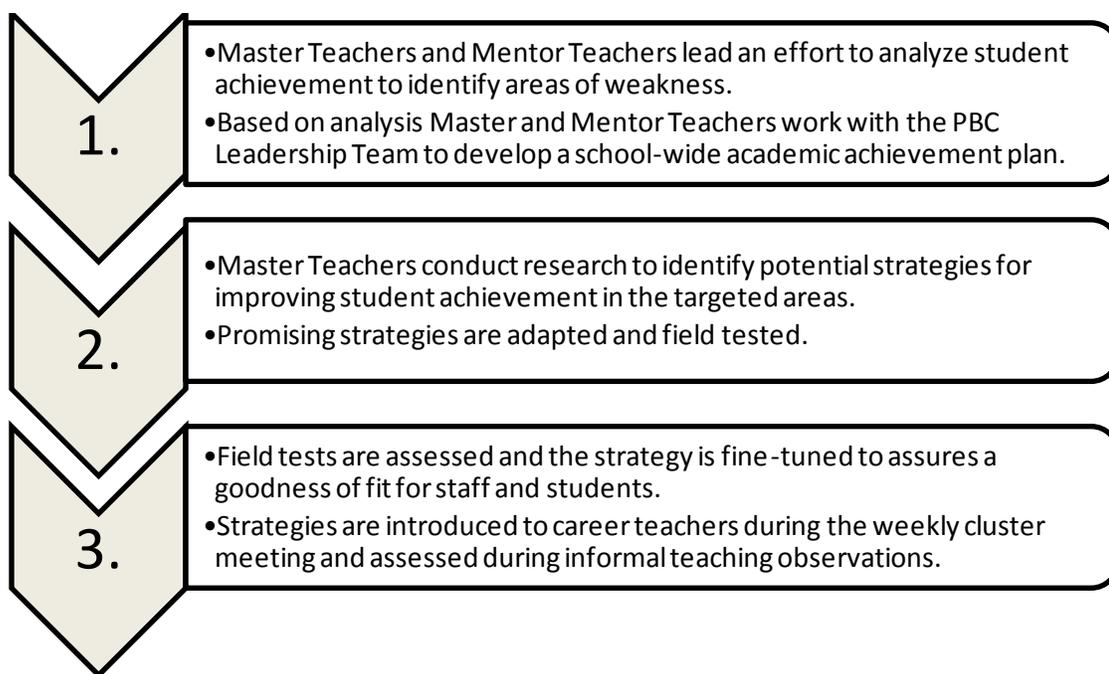
The goals of our professional development program are to promote better learning for students through meaningful instruction, strengthen our educator workforce, and promote continuous self-renewal and leadership skills among staff. To attain these goals the project will hire a Professional Development Coordinator who will assist the district in developing, implementing and evaluating the staff development plan. They will also supervise the teacher career development program and work with each school to link professional development strategies to student achievement, school-wide improvement plans and teacher's individual growth plans. Strategies that make up our professional growth program include: staff meetings, workshops, conferences and meetings, seminars, credit and non-credit college courses, independent study, on-the job training, observation and mentoring, leaves approved for specialized training, visitations to other classrooms, districts, and programs, institutes, and weekly cluster meetings.

Research demonstrates that one of the most effective ways of increasing student achievement is by providing opportunities for teachers to improve their instructional skills through collaboration with others in their discipline. During weekly cluster meetings teachers who work in the same grade levels and/or subject areas will be led by Master and Mentor teachers through demonstration lessons that introduce new strategies or model skills identified as in need of refinement through the formal observation processes. This will also be a time for collaborative lesson planning.

These strategies and lessons will relate directly back to the school improvement plans and support an intensive, sustained and job-embedded system of professional development. In order

to fully provide teachers with the knowledge base and tools needed to effectively improve practice and student achievement the comprehensive professional development system includes: ongoing analysis of student achievement data, professional development and mentoring opportunities embedded into teachers actual day rather than added-on to it, follow up in regard to performance issues, coaching, and support through the Mentor and Master Teacher roles. Frequent formal and informal observations also ensure practices are implemented appropriately and tied to Individual Teacher Growth Plans. The process for improvement utilized by Mentor and Master Teachers to determine cluster meeting content is identified in the diagram below:

Figure 3: Process for School-Wide Improvement



In order to receive a rating of a 4 on the TAP Performance Evaluation Rubric teachers must complete a significant amount of professional development activities as detailed below in the Augusta School District PBCS Professional Development Strategies Plan. Annually as data from student test scores becomes available and teacher evaluation outcomes are summarized the

Professional Development Coordinator, Principal and Mentor and Master Teachers create customized professional development plans for each school site that addresses areas of need on a school-wide basis.

Table 7: Augusta School District PBCS Professional Development Strategies Plan			
Training/Audience	Training Content	Training Length	Rationale
Arkansas Leadership Academy Principal Institute (Principals)	Provides professional development based on needs of principals.	2 day institute	This training will provide in-depth knowledge to help principals use organizational leadership and management strategies to promote student achievement.
Standards Based Teaching (Teaching Staff and Principals)	Provides information related to how to align curriculum to Arkansas state frameworks and assessments.	3 contact hours per semester	This training will facilitate improved targeted instruction in accordance with state guidelines.
Reading Instruction Training (Teachers and Principals)	Provides information to teachers and administrators in providing effective reading instruction aligned with District adopted reading program.	3 contact hours per semester	This training will enable staff to improve reading instruction at all Grade levels.
Augusta School District PBCS Training (all staff)	Review of the performance based compensation system and provides background information related to factors important in compensation plans, teachers effectiveness and promoting student achievement.	2 hours and annually	This training will allow program stakeholders to provide input into the development, implementation and evaluation of the PBCS and organizational changes.
Augusta Teacher and Principal Evaluation Training (all staff)	Review of the indicators and factors defined as evidence of effectiveness for teachers and principals. Also provides information on the performance evaluation and observation process.	2 hours and annually	This training will provide information to teachers and principals to ensure they have the knowledge required to attain high ratings on performance evaluation scales and understand the purpose and processes for performance evaluations.
Technology Training (Teachers/Principals/Selected Staff)	Teachers will receive training in technology and use of data systems and student achievement data to modify instruction and promote student achievement.	16 hours annually	This training will enable teachers to fully incorporate student data into classroom practices

Table 7: Augusta School District PBCS Professional Development Strategies Plan			
Training/Audience	Training Content	Training Length	Rationale
Value –added Analysis (Principals and Leadership Team Members)	External trainers present their research regarding teacher effectiveness and student academic achievement.	2 days	Training will provide Principals and leadership team members’ knowledge for effective decision making.
Content specific training	Professional development activities targeted toward specific content areas based on need that incorporates areas in which student achievement is lower than proficient.	Ongoing based on needs of specific schools	Training will effectively link instructional strategies to student achievement.
Differentiated Learning Strategies (Teacher/Principals)	Provides training to teachers to build curriculum and instruction targeted towards students unique needs.	60 hours annually (Based on school needs)	Provides teachers skills and knowledge to provide instruction and activities that support a range of learning across disciplines.

To evaluate the professional development system that will be implemented with the PBCS, a Leadership Team Professional Development Subcommittee will conduct an annual review and analysis of student and teacher progress in the context of the resources and systems that support professional development activities. Input from teachers and principals in planning professional development activities also occurs during monthly meetings, weekly cluster meetings, and through annual staff development surveys that provide insight into areas in which teachers and principals feel they would benefit from additional professional development opportunities. Modifications to the professional development plans are made in conjunction with quarterly progress reviews of professional development efforts conducted by the Professional Development Coordinator.

Valid & Reliable Measures of Student Growth & Teacher Effectiveness (Competitive Priority 4)

Value added measures of student growth and classroom observations utilize a statistical method to measure the contributions of teachers, the school environment and practices to student achievement during the school year. Using this method, evaluators will match student progress to

their prior test scores in order to measure their unique academic progress. Annually, student composite scores are determined based on a value-added measure calculated from the longitudinal performance of students on Arkansas Benchmark Exams. The exams are written and designed by a testing contractor in partnership with teachers and the Arkansas Department of Education for Arkansas schools. Exams are administered to students in Grades 3-8 in the areas of reading/literacy and math. In Grades 5 and 7, science is also included as a core exam subject.

At the secondary level, End-Of-Course Exams are administered to students to determine the extent to which they have acquired the knowledge and skill levels needed for mastery of a subject. These exams are given to students in algebra 1, geometry, and biology. Lastly, the Grade 11 Literacy Exam is given to students completing Grade 11 in March of each year. Within the exams, norm-referenced questions are incorporated into the state's Benchmark Exam, resulting in a single testing instrument. Students are then rated according to state defined categories as detailed below:

- *Advanced:* Students demonstrate superior performance well beyond proficient grade-level performance.
- *Proficient:* Students demonstrate solid academic performance for the grade tested and are prepared for the next level of schooling.
- *Basic:* Students show substantial skills in reading, writing, and math, however they only partially demonstrate the ability to apply skills.
- *Below Basic:* students fail to show sufficient mastery of skills in reading, writing, and math to attain the basic level.

These scores are also used to determine school-improvement status for schools under the federal No Child Left Behind laws. Through analysis of value-added factors, school

administrators will annually determine the bonus amount awarded to each teacher and principal effectively linking student outcomes to teacher and school accountability measures. To analyze value-added scores the District will contract with an external evaluation service.

To ensure the validity of the teacher performance evaluation system and student achievement the Leadership Team will compare the evaluation ratings of teachers to the value-added scores of students. If the rubric is applied as intended, a correlation between the student scores and evaluation scores should occur. Research regarding the TAP system indicates that higher classroom observation scores for teachers during the school year are associated with higher valued-added assessment scores for students upon completion of the year. Data is also utilized to track and establish goals to support school-wide improvements. Using a computerized student achievement tracking system, staff members can analyze areas of the rubric in which teachers demonstrate the lowest scores, compare student achievement scores on a school-wide basis and address weaknesses during cluster meetings and school-wide professional development processes. Teachers who do not receive incentives based on student-achievement data receive two additional observations by Mentor/Master Teachers for a total of 6 per year and establish additional professional development goals in their Individual Professional Development Plan that are related to areas in which they scored low on teacher performance evaluations or in areas which students demonstrate low-achievement levels.

Data Management Systems

The Augusta Public School District received a prior grant in 2004 to purchase computers for use in schools throughout the district. However, in order to transition from the existing compensation process to a performance based system, upgrades to our data management system will be required. The District currently contracts with an existing technical support consultant. In

order to expand our technology capacity the contract will be opened to eligible technology consulting companies through our institutional bidding process. This will allow for the acquisition of additional technical operations that will be necessary within the scope of the PBSC. While current systems such as qualified staff, existing equipment and a small technology network will assist in the implementation of the PBCS project, it will also be necessary to purchase hardware that assists the district in maximizing data management and efficiency in regard to project operations.

Additional activities that will support data management include the development of external contracts with service providers that enable student achievement data to be linked to teacher and principal payroll and human resources systems. The district plans to partner with an external service provider who offers value-added analysis of student achievement using the SAS Value-Added Assessment System (EVVAS). This tool is offered as a web-based application and will require only modest costs in hardware, technology and training for its implementation in Augusta School District. In addition, the district will utilize the TAP online data system for monitoring faculty evaluations and tracking the effects of effective and ineffective teaching practices.

The SAS system provides accommodations for incomplete testing history, missing data, and adjusts for major biases and student demographic factors. It utilizes multi-variant longitudinal data strategies to provide valid and reliable measures that allow districts to utilize data to determine the effectiveness of teachers, districts, and schools. In addition, training will be provided by the SAS EVAAS to ensure that teachers and principals understand the process utilized to determine bonuses. Training will also assist teachers and principals in becoming competent in using the information garnered from the system to improve classroom practices.

Upon integration of the system the district can send electronic data directly to SAS, where the data is cleaned and analyzed. The results are then reported via a secure Web application and forwarded to human resources for transfer into the payroll system for teachers and principals.

The district will also coordinate payroll systems for teachers and principals using a TAP online computerized database. This web-based application is operated by the National Institute for Excellence in Teaching and provides teachers and principals with the information needed to modify classroom instruction. Teachers will be trained on the TAP system so that they can fully utilize the multiple data sources it offers in their classrooms. On a regular basis reports from data will be followed with outreach efforts to staff, opportunities for training related to use of results and additional informational materials to support staff in understanding data processes. Through the use of the system, teachers and principals will develop the ability to analyze student growth over the school year using value-added measures and interpret and use the information to improve their instructional practices.

Changes to data management and collection processes will be led by a data systems committee comprised of members of the Leadership Team Data Systems Subcommittee. They will be responsible for: annually assessing the utility of the data collection systems for student achievement and teacher effectiveness, developing annual improvement action plans, administering and implementing data collection systems at each participating project site, and collaborating in order to improve curriculum and teaching strategies and data linkages throughout the project components.

Core Elements of PBCS: Communication Plans

The PBCS program implemented by Augusta School District will be based on open communication with stakeholders such as teachers, principals and other personnel as defined in

our project communication plan. In the absence of a union, the District Personnel Committee will participate in the development, implementation and governance of the PBCS. The Personnel Committee is comprised of 3 elementary teachers, 3 high school teachers and one preschool staff member. They are elected each year during the District general faculty meeting by secret ballots collected from the entire faculty. This committee meets quarterly throughout the year to review and comment on District personnel policies.

The communication plan will maintain ongoing and clear contact with teachers and administrators with the goal of helping them develop full understanding and support for the PBCS. Communication strategies will include regular outreach to teachers and principals through weekly cluster meetings and quarterly school and district-wide staff development meetings. Informal communication will also occur through direct contact and online resources. It is the intention of the District to provide as much information as possible throughout the duration of the project to teachers, administrators, parents, and community members so that buy-in and support for the PBCS can be established. At each meeting stakeholders will be provided opportunities to ask the Leadership Team questions in order to maintain transparency of the project. Quarterly, the project Leadership Team will present key elements of the project to all staff at each school site during the planning, preparation and implementation stages of the project. This process will provide a formal opportunity for teachers, principals, community members, and other stakeholders to ask question and express their concerns.

At regular intervals, collection of feedback from teachers, principals and community members regarding the elements of the system will be gathered through both informal discussion and annual surveys regarding the PBCS. In addition, a variety of materials such as pamphlets, fact sheets, and project brochures that describe the project objectives and progress will be

developed that are targeted toward specific stakeholders. These materials will be distributed at key times during the project. Survey response data will play a large role in the development of communication strategies and provide guidance regarding outreach efforts and media strategies to be utilized by the Leadership Team.

Principals at each site have already expressed their support for the PBCS as evidenced by commitment letters included in the Appendix and will serve an instrumental role in the communication and outreach plan. During each stage of the project, school principals will distribute both internal and external communication about the activities of the project. Principals will highlight the PCBS during professional development activities so all staff are aware of its benefits for students and teachers. Additionally, training on the system by TAP technical assistance providers will build capacity and support staff in implementing the project. This support will ensure understanding of the key elements of the system and help inspire collegiality among stakeholders while addressing fears associated with the changes in accountability that will occur during the project. In the implementation year of the project, the shift in the culture of the performance management process to a performance-based compensation system will be mediated by Mentor Teachers and Master Teachers through the weekly cluster group meetings.

The Communication Subcommittee of the project Leadership Team will lead the communication processes and provide input into the development of the overarching communication plan. Tasks and responsibilities of the committee include: preparing a communications plan, providing materials that promote understanding of the PBCS, providing vehicles for stakeholder input, responding to communication issues that arise due to changes in policies and procedures, and annually distributing institutional and community progress reports. Through additional TIF funds to support our communication efforts, Augusta School District is

certain we will be successful in to reforming our existing practices and leveraging our assets to build the capacity of the schools in our district and support student achievement.

Support for the Proposed PBCS (Selection Criteria 3)
Management Plan

The management structure for the PBCS initiative will be multi-faceted to ensure the accountability and flexibility of the project in meeting its goals and objectives. The management of the project will be facilitated by a Leadership Team. This team will be comprised of the Augusta School District Federal Programs Coordinator, the Superintendent of the Augusta School District, the PBCS Project Coordinator, the Professional Development Coordinator, the Fiscal Specialist, Principals of all three schools, a Mentor Teacher, and Master Teacher, and district faculty members that are elected to the Personnel Committee during the annual District faculty meeting.

The project Leadership Team will meet monthly to make collaborative decisions regarding the local needs of the project and lead the change management process in regard to the modification of human resources, compensation, and student testing systems. The Leadership Team will address communication issues, challenges, and operational tasks associated with the implementation of the project. Over the course of the project, members of the team will be responsible for overseeing technical assistance efforts, hiring staff associated with the grant project, demonstrating outcomes of the project, ensuring compliance with grant requirements and representing the project on the school, district, and community levels.

They will be responsible for oversight of program activities and form committees targeted toward specific functions that include: data systems, communication, institutional capacity building, professional development, student achievement and accountability, and human resources. Within year one of the project, each committee will construct time specific work plans

that detail their roles, tasks to be completed and responsibilities. The committee members will meet bi-monthly during the first and second years of the grant project and then monthly for the duration of the program in years three-five.

As required in the grant guidelines the District will demonstrate its annual progress in planning and implementing the project in annual reports and other interim reports required by funding sources. No TIF funds will be utilized to provide incentive payments until all required components of the PBCS are implemented.

Project Implementation Plan

The PBCS will be implemented in a timely and efficient manner. As detailed in Table 8, the first year of the project is devoted to establishing readiness for the projects implementation and includes planning and capacity building activities designed to create alignment between teacher effectiveness and student achievement. Table 8 is arranged to provide a description of the strategies for attaining project tasks, activities to be completed by project staff, a timeframe for each task and milestones indicating the team has been successful in achieving planning activities. Relevant objectives listed in the table also detail the manner in which planning activities are designed to support attainment of the project objectives.

Table 8: Year One Project Implementation Timetable October 1, 2010- August 1, 2011

Activities/Strategies	Person Responsible	Timeframe	Milestones	Project Objectives
Discuss grant project and implementation, review management and 12 month implementation plan. Key stakeholders meet.	Federal Programs Coordinator and Superintendent	October-November 2010	Project work plan in place and bi-weekly meetings occur between the Leadership Team	Objective 1-5
Develop PBCS communication plan and announce initiative to stakeholders, hire project staff	Federal Programs Coordinator and Superintendent & Principals	October 2010	Communication plan in place and regular communication occurs.	Objectives 1-5
Meet with Leadership Team, support project budgeting process and allocate resources, establish Leadership Team Subcommittees.	Federal Programs Coordinator, Principals, Leadership Team	October 2010 and monthly through August 2011.	Leadership team and subcommittees establish work plans.	Objectives 1-5
Review and access external training and resources. Create project plan, establish baseline assessment data and goals, review current test scores and curriculum in place. Align with achievement goals.	Leadership Team	October 2010 through August 2011. Quarterly thereafter	Training occurs according to established time frame, training plan supports project objectives. Student scores demonstrate improvement.	Objectives 1-5
New staff development and professional development strategies begin. TAP and SAS Training occurs	Leadership Team and Human Resources Subcommittee External Trainer Professional Development Subcommittee	October 2010-December 2010	Revised job descriptions, salary scales and teacher engage in new leadership opportunities.	Objective 1 & 2
Implement retention and recruitment efforts according to retention and recruitment incentive plan.	Leadership Team and Human Resources Committee, Fiscal Specialist	November 2010-December 2010	Recruitment and Retention plan, increase in retention rates and reduction in turnover by end of project year 2.	Objective 1

Table 8: Year One Project Implementation Timetable October 1, 2010- August 1, 2011

Activities/Strategies	Person Responsible	Timeframe	Milestones	Project Objectives
Gather data regarding additional fiscal, achievement and HR technology database needs and purchase equipment.	Leadership Team, Data Subcommittee and Technology Consultant	October 2010- November 2010	Long-term technology plan established and technology needs identified and purchased.	Objectives 1-5
Complete training on technology systems, develop data capacity in support of new compensation model.	External Trainers, evaluators, professional development workgroup	December 2010 and annually thereafter	Data is utilized to demonstrate student achievement and teacher effectiveness.	Objectives 1, 2, 4
Administer and analyze stakeholder surveys.	Leadership Team	December and annually	Feedback supports program improvement	Objectives 1 & 4
Implement new teacher and principal performance evaluation procedures. Ensure they are aligned to state laws.	Leadership Team and HR and Professional Development Subcommittees	December 2010- February 2011	Evaluation process in place and outcomes provide information for project implementation.	Objectives 1-5
Meet with stakeholders for interviews; begin to develop sustainability plan and costing analysis and fiscal forecasting mechanisms.	Leadership Team	December 2010 and quarterly	Stakeholder feedback incorporated into PBCS and project design. District supports share of PBCS.	Objective 5 Objective 1,2,4
Analyze student achievement assessment data	Leadership Team with support of evaluation provider and external SAS provider.	December and Quarterly	Teacher recruitment and retention rates increase year over year.	Objective 3
Review project plan benchmarks and adjust plans as needed	Leadership Team	January 2011	Plan documents efficient and effective project implementation	Objectives 1-5
Launch website portal to ensure communication processes	Technology Consultant, Communication Subcommittee	January 2011	Website provides formal strategy for stakeholders to ask questions.	Objectives 1-5

Table 8: Year One Project Implementation Timetable October 1, 2010- August 1, 2011

Activities/Strategies	Person Responsible	Timeframe	Milestones	Project Objectives
Analyze all data and assessments provided by SAS. Present data for analysis and begin formal evaluation processes.	External trainers Leadership Team and Master and Mentor Teachers.	March – April 2011, and annually thereafter	Outcomes from program evaluation demonstrate correlation between student achievement and teacher performance.	Objectives 1-4
Prepare and distribute progress reports and program improvement plans to stakeholders.	Leadership Team, External Evaluation Contractor	April- June 2011	Evaluation data is supports ongoing quality improvement.	Objectives 1,2,4
Provide orientation and training to staff who are participating for the first year in the PBCS.	Leadership Team Committee Members, Mentor and Master Teachers, External trainers.	May 2011 and thereafter	Professional development activities are integrated into school-wide improvement and daily activities of teachers.	Objectives 1 & 2
Complete all required reports and forms to continue operations.	Principals and Leadership Team	Quarterly 2010-2011; and as required	Program in compliance with reporting requirements.	Objectives 1-4
Award compensation incentives	District Administrators, Payroll, HR Departments	August 2011 and ongoing	Differentiated salary scale and documents in place to support implementation of PBCS.	Objectives 1-5
Repeat work plan activities to review and implement PBCS.	Leadership Team & Stakeholders	2010-2015	Annual evaluations demonstrate project progress	Objectives 105
Sustain the compensation system	Leadership Team	2015 - ongoing	Incentives awarded annually.	Objectives 1-5

Key Personnel

Augusta Public School District maintains a management team with expertise across a variety of fields including education administration, instructional leadership, human resources, organizational development, and management of federal grant projects. Each member of the administrative team is committed to dedicating a significant amount of time towards the project to achieve the project objectives and effective implementation of the PCBS. In addition the district will also hire a Program Coordinator, Fiscal Specialist and Professional Development Coordinator to conduct daily operations associated with the project. Key staff listed below will support the development and implementation of the PBCS as detailed below and in resumes that are included in the Appendix.

Arvis Richard Blevins – Mr. Blevins has worked in Arkansas public schools for over 30 years. He has gained extensive experience in the fields of educational leadership and administration of public schools through more than 26 years of employment as a Superintendent of schools. He has also been a member of the Arkansas Rural Education Association and served on professional legislative committees exploring issues related to educational leadership and administration. Mr. Blevins has a Bachelor of Science degree in biology and a Master of Arts degree in education. He will act as a key source of support for the PBCS project. In his role he will secure resources, act as a project liaison to the community and stakeholders, and provide administrative direction to the Federal Programs Coordinator.

Scott Jones – As the Federal Programs Coordinator for Augusta School District Mr. Jones will act as a lead administrator of the PBCS project. Both his education and occupational experience make him uniquely qualified to carry out the objectives in a timely and effective manner. He has attained a Bachelor of Arts degree in education and a Master of Arts degree in education

administration. He also holds additional certification as an Educational Specialist and is currently completing his Doctorate degree in education at Harding University. Over the past eight years he has garnered a wide range of experience within Augusta School District as a district administrator and Federal Programs Administrator. Mr. Jones also possesses hands-on classroom teaching experience that will assist him in facilitating the implementation of the PBCS grant project in a manner that incorporates the needs and concerns of district administrators and teachers.

Linder H. Anderson – Linder Anderson has extensive experience as an elementary and middle school teacher. For over 10 years Mr. Anderson has been an administrator of Cotton Plant Elementary School and facilitated the implementation of various projects to improve instruction and student achievement. He holds a Bachelor of Science degree in special education and a Master's of Science in education. He holds two certifications, a certification for Mildly Handicapped K-12 Education and an Elementary Principal Certification for Grades K-9.

Lori L. Lombardi – Mrs. Lombardi is a National Board Certified Teacher and has completed the Arkansas Leadership Academy Master Principal Institute Phase II. She possesses strong skills in leadership, student assessment, integrated curriculum, self-contained and multi-level classrooms, technology, data analysis and grant administration. She is the current Principal at Augusta Elementary School. Under this project she will utilize her skills and knowledge related to training, staff development, school improvement processes, and coordination of grant programs to ensure a smooth and efficient implementation of the project. She has completed a Bachelor Degree in elementary education, and a Master's Degree in education with certifications for Principalship and additional graduate education.

Roy M. Daniels – Mr. Daniels has an extensive education that has prepared him to participate as a leader in implementing the PBCS. He holds a Bachelor of Arts degree in social science and a Master of Science in educational leadership. In 1997 he became certified as a Superintendent and has served as Augusta District High School Principal since 2007. Over the course of his career, he has developed expertise in building teams and ensuring adequate resources for supplementary school programs.

Vacant Positions

Project Coordinator (1 FTE): One project coordinator will be responsible for the coordination of executive tasks associated with the project implementation. Qualifications for this position include a bachelor degree in education, business, or related field and a state teaching credential. Additional certification or graduate work related to educational leadership and administration is highly desirable. In addition, the candidate must possess five years experience coordinating state and/federal grant projects. This position will manage data collection efforts and coordinate communication of project activities with stakeholders, provide training and technical assistance to teachers and administrators related to the PBCS, analyze data associated with school and district wide progress, implement self-assessment and project work plans in alignment with the budget and available costs, and ensure the completion of interim and annual reports regarding the project.

Fiscal Specialist (1 (80%) FTE): The fiscal specialist will be responsible for processing incentive payments, monitoring compliance with grant requirements, and working with the Leadership Team in order to implement project objectives in an accurate and fiscally responsible manner that is in alignment with the program budget. As a member of the Leadership Team the Fiscal Specialist will also collect audit and financial records related to the project, lead

sustainability planning, complete cost projections associated with project activities, process consultant contracts and work with school and District staff to create cost projections related to the PBCS and grant activities. The qualifications required of the individual hired for this position include a bachelor degree in business, accounting, or a related field. In addition the person will have 4 years of fiscal management experience in an educational or non-profit institution.

Professional Development Coordinator (1 (80%) FTE): The Professional Development Coordinator will work with the Leadership team to ensure professional development plans are implemented in alignment with the individual growth plans of teaching staff and school-wide improvement processes. They will be responsible for analyzing statistical reports in order to provide teachers with classroom level data that can be utilized to inform instruction, supervision of Mentor/Master teachers, participation in processes for assigning students to teachers that will maximize their learning potential, work with teaching staff to create multi-layered curriculum that challenges students, and scheduling and facilitating meetings to plan student interventions, professional development activities, and training related to the PBCS. The Professional Development Coordinator will have a minimum of a bachelor degree in education, human resources, or a related field. They will also have an active teaching credential issued from the State of Arkansas and at least 5 years experience in curriculum development, mentoring, educational administration, and teaching or other related field work and experience.

Additional Funds to Support the PBCS & Fiscal Sustainability (Competitive Priority 2)

In order to develop and administer the PBCS the District must designate funds toward the project and forecast future costs that will be required to sustain the program. Upon receipt of funds, the District will work with the Fiscal Specialist, the Leadership Committee, existing

accounting staff, and the technology provider to develop a plan that analyzes future costs of the program and identifies technology systems that will need to be modified in order to track and award financial incentives. The plan will delineate the annual budgeting process for the PBCS and project cost categories that will occur in association with the PBCS. It will also analyze the expected impacts of the PCBS on faculty salary costs and support services associated with the PBCS over time. This plan will result in a fiscal program model that can be used in the development of the PBCS sustainability plan.

As detailed in the attached budget narrative TIF funds are vital in enabling the District to undertake the revision of existing compensation systems for teachers and principals. This comprehensive reform will not only strengthen student achievement, but will promote the ability of Augusta School District to become a leader in making school reforms that promote accountability and student success. An overview of the major allocations of TIF funds within the scope of the Augusta School District PBCS grant project are described in the table below.

Table 9: Major Cost Categories of PBCS Grant and Use of TIF Funds
Personnel: TIF grant funds will allow the District to fund three positions that are dedicated to building the capacity of the institution to implement compensation reform.
Technology: The budget provides for the improvements in technological systems that will be needed to track student data using testing results. It will also allows for linkages between student achievement and human resources databases effectively linking student outcomes to teacher effectiveness.
Professional Development: New strategies for professional development included in the proposal tie together content based knowledge, hands-on activities and ongoing support for staff. The additional resources provided will support the district in redesigning outdated models of professional development toward innovative research based practices that maximize training dollar investments.
Compensation Incentives: The financial incentives received by teachers and principals will result in critical improvements to the education system present in Augusta School District.
Evaluation: Evaluation services that are ongoing will build our capacity to implement the project in an outcome based and targeted manner that addresses issues that may occur throughout the duration of the project.

During the grant period, additional resources for support of the project that will supplement the TIF funds include District allocations received from State and local revenue sources. State professional development categorical funding will be utilized to fund professional development activities that are aligned with the goals of the project. Additionally, a portion of the National School Lunch Act funding received by the District will be used to develop and implement the PBCS component targeted toward recruiting and retaining certified teachers in hard to fill subjects and high-need schools. English Language Learner Funds will also be utilized to support release time for staff while they are engaged in professional development activities. The school has already accepted responsibility to provide performance based compensation to personnel who earn it under our existing non TIF system and will continue to honor this commitment. This support is also detailed in letters from the Principals of schools that will be participating in the project included in Appendix A.

In order to facilitate sustainability of the PBCS after grant funds have been exhausted, a plan for the reallocation and braiding of state, local and federal funding sources will be created during the first project year. This plan will guide the District in assuming a larger portion of the costs associated with the PBCS each year and set the tone for long-term sustainability. The strategies that will be included in the sustainability plan over the course of the project period include: redeployment of current school funding sources to the fullest extent allowable within funding source restrictions, reallocation of existing teacher incentive funds to the TIF project, reallocation of school revenues, seeking additional public funding through local tax initiatives, and seeking foundation and corporate support for the PBCS.

It is anticipated that a majority of funds the District will use to sustain the project and support an increasing share of the costs of the PBCS over the grant project period will come

from a modification of our current pay system to a pay for performance system. According to estimates of Augusta Public School District salary costs, each year an average 2% increase in teacher salaries occurs due to added years of experience and increases in college credits. This amounts to [REDACTED] annually based on the total amount spent on instruction for FY 2007-2008. As the PBCS project is developed, these funds can be converted into sustaining the pay for performance system. In addition, a reduction in turn-over of 50% that occurs due to increased retention/recruitment incentives will generate an additional [REDACTED] each year.

The district will assume a 10% share of cost in year 1, 15% share of costs in the second year of the grant period, a 25% share in the third year, 35% of the project costs in the fourth year, and a 75% cost during the last year of the grant project. This incremental increase will allow the project staff to demonstrate positive outcomes and empirical support for the PBCS as costs for the District increase. Concurrent implementation of these two processes will help justify to program stakeholders the allocation of already scarce fiscal resources to performance based compensation and recruitment and retention incentives. As increases in student achievement are attained efforts to generate funds for performance based compensation will become more targeted towards the state legislature, local businesses, and philanthropic funding sources.

Local Evaluation (Selection Criteria 4)

The PBCS project will be strengthened by its use of empirical data and in-depth analysis to guide ongoing decision making. Through a comprehensive evaluation process the extent to which the PBCS, recruitment, and retention activities result in increases in student achievement levels will be demonstrated. Research questions addressed by the evaluation in Table 10 address a variety of measures related to student achievement and effective performance based compensation systems.

Table 10: Research Questions
Project Goal: The goal of the Augusta PBCS implementation project is to increase student achievement levels by maximizing the effectiveness of teachers and principals and recruiting and retaining high-quality teachers.
Research Questions
1. What teacher characteristics are associated with student achievement?
2. Is the PBCS for teachers and principals associated with student achievement?
3. What are stakeholder attitudes toward the PBCS?
4. What is the impact of changing HR and Assessment systems on student achievement and faculty performance?
5. What community based variables influenced the development and implementation of the PBCS?

Evaluation activities will occur on an ongoing basis and data will be collected mid-year as it becomes available for analysis. The evaluation will culminate in a final summary of the project in year 5. Each year an annual report will detail project activities and significant findings that can be used to modify project work plans and activities.

The evaluation will utilize several data sources to answer research questions associated with demonstrating project outcomes. The most significant data will be annual and bi-annual reports of student achievement gained through analysis of student performance on state tests. Data will also be controlled for teacher characteristics and student demographics in order to isolate the effects of significant factors on student achievement levels and teacher effectiveness. Additional measures used to assess the project include individual student gains at a classroom level, results of classroom observations throughout the year, and qualitative data that describes teacher participation in additional leadership roles. District –wide surveys that measure attitudes toward the project will also be analyzed. A brief summary of the critical evaluation questions is included below:

Question 1: What teacher characteristics are associated with student achievement?

The most significant goal of the project is to identify the relationship between instructional practices, teacher quality, and student achievement. Using a mixed-method design in which data is analyzed using value-added analysis of student achievement and weighted analysis of survey responses administered to staff, trends in student achievement and characteristics of effective teachers will be identified. Data from this research question will also be used to measure changes in the number of teacher and principals district-wide who have a record of effectiveness.

Data elements will be examined at a variety of levels to ensure a comprehensive picture of the program is gleaned. These levels include, school-level data related to institutional performance and workforce composition, teacher-level data such as years of experience, highest degree attainment, degree subject, performance evaluation scores and performance based incentive awards received. Student-level enrollment data such as attendance, teacher assignments and achievement scores, student demographic indicators such as ethnicity, IEP status, free and reduced price lunch eligibility status, and student-level achievement from scaled scores on the Arkansas Augmented Benchmark Exams administered to students in Grades 3-8 in the areas of reading/literacy and mathematics with the addition of science as a core course in Grades 5 and 7 will also be utilized to determine project effectiveness. End of Course Exams at the secondary level in Algebra 1, Geometry and Biology as well as the Grade 11 Literacy Exam will also be included in value-added analysis procedures. Schools and school district designations of Adequate Yearly Progress will annually serve as an indicator of the projects success.

Question 2: Is the PBCS associated with student achievement?

Through analysis of descriptive statistics evaluators will compare math and reading scores and state End-of-Course test scores to establish effect estimates of value-added student achievement. This information will be utilized to identify correlations between differentiated compensation and student achievement. Comparisons of variables in regard to this question that will be examined include teacher characteristics such as years of experience, education, professional development activities, attitudes toward the PBCS, and professional evaluation scores. In years two-five of the project, the evaluation will consider more heavily the degree to which compensation incentives received in the prior year by teachers and principals brought about actual changes in student achievement.

Question 3: What are institutional stakeholder attitudes toward the PBCS?

Because positive stakeholder attitudes toward changes are often crucial to the success of reforms the evaluation is interested in examining changes in stakeholder attitudes related to the reform of the current compensation system into a PBCS. This portion of the evaluation will examine the effects of Mentor and Master Teacher leadership incentives, recruitment bonuses, and retention incentives on the decisions of teachers to take on additional responsibilities, teach in hard to staff positions, and teach in high-need schools.

To determine attitudes of stakeholders the evaluation team will distribute a district-wide faculty survey in the spring of each project year and conduct two focus groups comprised of project participants and members of the Leadership Team. The survey design will encompass the four parts of the PBCS and include: teacher knowledge and skills, professional evaluation practices, performance based compensation incentives, and student achievement and growth. This mixed-method methodology will allow for the collection of both quantitative and qualitative

data that describes the degree to which teacher employment status has been affected by a retention or recruitment incentive.

Integration of data from value-added teacher performance and student achievement databases will also enable findings to be presented that detail teacher quality elements and characteristics of teachers who work in high-need schools and hard to staff positions. The effects of Mentor and Master Teachers will be demonstrated through district-wide performance evaluations that include anecdotal data related to the classroom observations and the extent to which teachers completed additional professional development and leadership activities.

Question 4: What is the impact of modifying existing human resources, professional development systems, and student achievement record keeping practices on faculty performance?

Changes in existing systems must be tracked to identify opportunities to adjust practices so that they can be more effective or targeted in an alternative manner more appropriate to the population. Systems also must be analyzed to determine if expected results occurred. Answers to this research question also necessitates monitoring the actions of key staff and project personnel in order to provide information that will eliminate operational barriers to success. The evaluation will reveal the extent to which data quality changes, improved access to data and testing results, professional development supports, integrated teacher development activities, and additional curriculum and instructional support systems affect changes in student achievement at each participating school. Using this data, larger inferences regarding the extent to which the PBCS affects changes at the district level can also be made.

Question 5: What community based variables influenced the development and implementation of the PBCS?

Community stakeholders such as school board members, elected officials, parent-teacher associations, and other leadership groups can exert a profound impact on the ability of schools to implement changes in their systems and practices. The evaluation will inquire how policy and operational actions support or negatively impact the projects attainment of its objectives. This evaluation component will also identify how the perceptions of stakeholders at the community level influence decision making. Key findings associated with this research question will highlight institutional practices that were essential in attaining the desired results of the project. Data for this research question will be gathered using a stakeholder survey and interviews with key stakeholders as well as archival program records.

Methodology

Outcomes demonstrated as a result of data collection and analysis will be compared to the outcomes of students attending comparable schools using a quasi-experimental design. The comparison group will be matched based on student academic achievement, income status, race/ethnicity and home language in addition to other demographic variables. Community level variables used to determine a comparison school include those associated with community demographic indicators such as family income levels, education levels of the population, race/ethnicity, family mobility, health indicators, and other demographic data related to the communities economic and social conditions. At the school-level the evaluation will also consider the extent to which comparison schools are engaged in school-wide improvement processes, student enrollment composition, size and the composition of schools, and achievement levels of students enrolled. Differences between communities, schools, and student

demographics will also be determined to rule out variables that are collinear. The program evaluation will use a time-series model in which assessment results gathered from testing periods that occur every 9 weeks will be compared over time to determine the impact that the PBCS had on program participants over time.

Quantitative and Qualitative Data Analysis

The evaluation process will utilize value-added statistical methods from three different data series to illustrate the effects of providing incentives to principals and teachers that are based on student achievement. These processes include: Value –Added Assessment of student achievement, Hierarchical Linear Modeling, and Individual Growth Modeling Analysis. Each of these processes will highlight and assess differences in student achievement in the context of the school, individual classrooms and teacher performance. Variables that will be analyzed to describe the impact of the project include current year student achievement scores on state mandated tests. Baseline variables will be students test scores from the prior year.

The Value-Added analysis and assessment data will be provided annually by an external contract using the EVAAS system developed by William Sanders. This system has been used statewide in Tennessee, North Carolina, Ohio and Pennsylvania and in schools implementing the TAP Model throughout the country. Using statistical mixed-model techniques, the system has demonstrated accelerators and barriers to student academic growth that occur over time can be measured in an objective and unbiased manner. The EVAAS system provides multivariate and longitudinal analysis of achievement data for each student, even those with incomplete testing histories, to estimate the effects of teachers, schools and school systems.

Teacher and principal effectiveness will be assessed by examining the performance of students and through qualitative observation strategies and an evaluator review of the degree to

which they participate in leadership and professional development activities. A detailed analysis of the fiscal impacts of the initiative will also be included in the evaluation process. This evaluation component will measure the increase in the district's personnel budget that is used for performance based compensation incentives and provide further insight into its effectiveness. Data will also aid in sustainability planning and determine the full cost of the initiative. Fiscal information can be used further to streamline and modify inefficient policies and procedures associated with the PBCS.

Qualitative Analysis

Qualitative evaluation strategies employed in the project evaluation process such as district-wide surveys, teacher surveys, classroom observations, stakeholder feedback and communication opportunities, interviews and focus groups will provide a deeper and more detailed insight to the impact of the program. Qualitative data will also be used on a regular basis to make continuous improvements to the program. Surveys will be completed by all teachers, parents, and external stakeholders. The results will be analyzed using chi-square and ANOVA statistical methods as well as qualitatively through a comments section included on the survey. Interviews will also be analyzed using a thematic evaluation method and non-parametric statistical methodologies as required by data collection efforts.

Continuous Feedback and Program Improvement

Evaluation data will be used to secure ongoing feedback from program stakeholders as well as continuous program improvement. After each annual evaluation and quarterly reports are completed results will be provided to stakeholder groups, district administrative staff and the Leadership Team. The Project Coordinator will work with these groups to interpret and analyze findings. Annually, the PBCS staff will prepare a continuous improvement action plan and

timeline. This plan will be shared at district personnel meetings, school board meetings, and with other local stakeholder groups in order to solicit from them feedback regarding the program and ensure their engagement in the leadership and direction of the initiative.

As research regarding effective techniques for improving student achievement and building the capacity of schools is revealed, a growing focus on accountability for results has emerged among taxpayers, constituents, legislators, parents, and educators. The proposed PBCS project will help support Augusta School District reform outdated systems and raise the bar in regard to acceptable standards of teacher effectiveness. The positive results for students impacted by the project will reach far into adulthood with additional benefits realized for society as students become competent and productive members of our national workforce.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **Augusta High Need Schools** Pages: 1 Uploaded File: **High Need Schools Documentation Augusta 83.pdf**

High Need Schools Documentation

Augusta Public Schools

The following schools have been designated as having an enrollment of 100% free and reduced price lunch according to the Arkansas Department of Education.

School Name	Address	% Students Eligible for Free and Reduced Price Lunch
Cotton Plant Elementary School	457 W Martin L King Cotton Plant, AR 72036	100%
Augusta Elementary School	206 N Smith Drive Augusta, AR 72006	100%
Augusta High School	1011 Main St. Augusta, AR 72006	100%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Commitment Letters Augusta** Pages: **3** Uploaded File: **Commitment Letters 80-82.pdf**

Augusta Public Schools

320 Sycamore Street
Augusta, Arkansas 72006

June 13, 2010

Selection Committee
550 12th St., SW
Room 7041, Potomac Center Plaza
Washington, D.C. 20202-4260

RE: Grant Proposal Teacher Incentive Fund, CDFA Number: 84.385

Dear Selection Committee,

As one of two elementary schools in Augusta we would like to express our support of the Teacher Incentive Fund grant proposal submitted by Augusta Public Schools. Many of the families and children enrolled in our school suffer reduced life chances due to issues associated with poverty, lack of school success, and familial circumstances that place them at risk. Cotton Plant Elementary School testing results also demonstrate a need for enhanced attention toward programs that provide innovative strategies for enhancing student achievement and instructional quality.

Due to the constrained amount of resources in our county we are strongly committed to a collaborative approach of improving schools in a manner that promotes children's learning and achievement. The administration, teachers, personnel and other staff recognize the importance of providing adequate compensation and understand how this can lead to enhanced student success. On behalf of Cotton Plant Elementary this letter expresses our full commitment to the project and acceptance of our responsibility to provide performance based compensation to teachers, principals, and personnel in the implementation of the grant.

Thank you for your consideration of the proposal being submitted by Augusta School District.

Sincerely,


Linder Anderson, Principal
Cotton Plant Elementary School

Augusta Public Schools

320 Sycamore Street
Augusta, Arkansas 72006

June 13, 2010

Selection Committee
550 12th St., SW
Room 7041, Potomac Center Plaza
Washington, D.C. 20202-4260

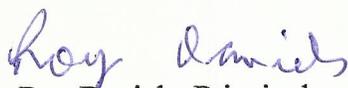
RE: Grant Proposal Teacher Incentive Fund, CDFA Number: 84.385

To Whom It May Concern:

This letter is in support of the grant application to develop and implement a Performance Based Compensation System in Augusta public schools. The proposed project is closely aligned with our philosophy that education is a cooperative enterprise reaching far beyond the boundaries of the school. An effective educational program is dependent on the support of parents, community, and state agencies, as well as national agencies. The aims of this philosophy can be better supported through the proposed grant project and its training and compensation components that will reward teachers and support accountability and student success.

We look forward to utilizing the resources proposed under this grant and working with Augusta School District to strengthen our compensation system for teachers in a manner that will improve student achievement. Should this grant be approved, this letter documents our full commitment to the project and acceptance of our responsibility to provide performance based compensation to teachers, principals, and personnel encompassed within this grant project. As a high need school with high rates of poverty, low levels of teacher compensation, and barriers to student achievement Augusta High School would benefit greatly from the additional resources and support offered through this grant.

Sincerely,



Roy Daniels, Principal
Augusta High School

Augusta Public Schools

320 Sycamore Street
Augusta, Arkansas 72006

June 13, 2010

Selection Committee
550 12th St., SW
Room 7041, Potomac Center Plaza
Washington, D.C. 20202-4260

RE: Grant Proposal Teacher Incentive Fund, CDFA Number: 84.385

Dear Selection Committee,

As the Principal of Augusta Elementary School, I enthusiastically support the proposed enhancement to our compensation system and the PBCS grant project. Students attending our school struggle to attain their academic goals as evidenced by test scores that are below proficiency in regard to state benchmarks and learning expectations. The proposed project will enable our teachers and staff to access compensation incentives, professional development and support that will translate into higher academic achievement among students attending our school.

In anticipation of approval of this project we express our full commitment to the project and acceptance of our responsibility to provide performance based compensation to teachers, principals, and personnel throughout the duration of the grant project and beyond. On behalf of Augusta Elementary School I am pleased to express support for this project and look forward to partnering with Augusta School District to enhance life-long success for families and children in Augusta.

Sincerely,



Lori Lombardi, Principal
Augusta Elementary School

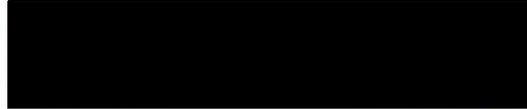
Project Narrative

Other Attachments

Attachment 1:

Title: **Augusta Key Staff Resumes** Pages: **5** Uploaded File: **Resumes Augusta 75-79.pdf**

Arvis Richard Blevins



Employment Experience:

- 1998 – Present Superintendent, Augusta School District
320 Sycamore
Augusta, AR 72006
870-347-2241
- 1985 – 1998 Superintendent, Midland School District
PO Box 630
Pleasant Plains, AR 72568
501-345-8844
- 1984 – 1985 Superintendent, Oil Trough School District
- 1982 – 1985 K-12 Principal, Oil Trough School District
- 1973 -1985 Science and Biology Teacher, Batesville School District
330 East College
Batesville, AR 72501
870-793-6831

Education:

- 1982 Arkansas State University, Jonesboro, AR
Master in Education
- 1973 Arkansas College, Batesville AR
Bachelor in Biology
- 1971 Southern Baptist College, Walnut Ridge, AR
Associates Degree
- 1969 Oxford High School, Oxford AR

Community Involvement:

I have served on AAEA Legislative committees and as a member of Arkansas Rural Education Association.

I served for nine year on the Arkansas Activities Association Board of Directors.

References:

Available upon request

Resume'

Scott Jones
P. O. Box 123, Augusta, AR 72006
870-347-6290
sajones3@centurytel.net

EDUCATION

<i>Harding University</i> Educational Doctorate <i>Educational Leadership</i>	Currently Enrolled
<i>Harding University</i> Educational Specialist Educational Leadership	2005
<i>Harding University</i> Masters of Education in Administration School Administration	1999
<i>Harding University</i> Bachelor of Arts in Education Areas of Concentration: Elementary Education Honors: Cum Laude	1997

EDUCATIONAL EXPERIENCE

<i>Augusta School District</i> District Administrator/ Federal Programs Administrator Elementary Principal	2007-Present 2004-2007
<i>DeValls Bluff School District</i> Elementary Principal K-6 / Federal Programs Coordinator	2002-2004
<i>Augusta School District</i> Teacher Taught 1 st and 4 th grades.	1999-2002
<i>Elaine School District</i> Teacher 1 st grade	1998-1999

MEMBERSHIPS

- Arkansas Education Administrators Association. (AAEA)
 - Serve on Wilbur Mills CoOp Board of Directors
 - Association for Supervision and Curriculum Development. (ADCDC)
 - Arkansas Association of Federal Coordinators.
 - National Association of Federal Education Program Administrators. (NAFEPA)
 - North Central Arkansas Red Cross Board of Directors.
 - White River Rural Health Education Advisor council.
-

Roy M. Daniels, Sr.



Objective:

To secure a position as high school principal

Education:

Arkansas Baptist College, Little Rock, Arkansas
August 1975 – May 1979 Bachelor of Arts in Social Science

University of Central Arkansas, Conway, Arkansas
January 1991 – August 1993, Master of Science in Educational Leadership

Arkansas State University, Jonesboro, Arkansas
September 1996 – May 1997, Superintendent Certification – 12 hours

Experience:

2007 – Present, Augusta School District High School Principal, 9-12 Boys Basketball Coach/Athletic Director

2005 – 2007, Augusta School District Middle School Principal, Assistant Boys Basketball Coach

1995 – 2005, Cotton Plant School District Elementary Principal, Principal K -12 , Head Boys Basketball Coach, Athletic Director

1989 – 1995, Humnoke School District, 4th grade teacher, Social Studies teacher, Principal K-12, Athletic Director, Head Jr./Sr. Boys Basketball Coach

1979 – 1989, Arkansas Baptist College, Head Women's Basketball Coach, Assistant Men's Basketball Coach, Health/P.E. Instructor, Assistant Athletic Director

References:

Bobby Carey
Former Basketball Coach
7115 Redwood Lane
Little Rock, AR 72205
(501)-224-2151

Hershal Hooks
Retired Superintendent
Augusta/Cotton Plant School District
Augusta, AR 72006
(870)-347-2241

Paula Henderson
Superintendent
England School District
England, AR
(501)-842-2996

Richard Blevins
Superintendent
Augusta School District
Augusta, AR 72006
(870)-347-2241

Lori L. Lombardi, NBCT

Qualifications

A National Board Certified Teacher. Arkansas Leadership Academy Master Principal Institute Phase II. Strong skills in leadership, discipline techniques, assessments, integrated curriculums, self-contained classrooms, multi-level classrooms, technology, analyzing data, parental and community involvement, inclusion, reading renaissance techniques, and grant administration.

Professional Experience

Augusta Elementary School-Augusta, Arkansas

Principal K-8

Principal K-5

Principal K-7

Phase II Master Principal Institute

Wrote and received State Improvement Grant (Math)

Middle School North-Cabot, Arkansas

Strategic Instruction Model (SIM) Team Trainer

Arkansas Department of Education NBCT Orientation Trainer
Leadership Team

Westside Elementary-Cabot, Arkansas

Administrator/Coordinator of Summer Learning Academy

Extended Learning Opportunity Lead Teacher

Reading Renaissance Master Classroom Award-4years

Member of School Crisis Team

Organized Read-a-Thon for animal shelter

Magness Creek Elementary-Cabot, Arkansas

Chairperson of ACSIP committee

Organized a Read-a-Thon for animal shelter

Ward Elementary-Ward, Arkansas

Taught second/third grade split classes

Other

National Board Certified Teacher

Phase II Master Principal Institute

Education

Cabot High School-Cabot, Arkansas-1984

Harding University-Searcy, Arkansas

BSE Elementary Education-1989

MSE (K-9) Principalship-1994

+15 for principal certification-2001

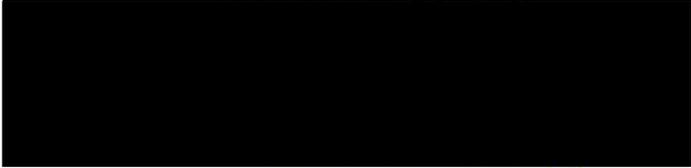
+15 additional graduate hours-2001-2005

References

Scott Jones-Augusta Public School-Federal Programs-(870)347-6290

Renee Calhoon-SIM trainer and former principal-(501)941-2002

Linder H Anderson



Educational Background

University of Arkansas at Pine Bluff
1200 North University Drive
Pine Bluff, AR 71601

Bachelors of Science Degree
Major Emphasis: Special Education
Certification: Mildly Handicapped K-12

Arkansas State University
Jonesboro, AR

Masters of Science Education
Major Emphasis: Education Administration
Certification: Elementary Principal K-9

Primary Goals: To ensure the smooth operation of an elementary school where students are learning and growing positively. Communicating with teachers and inspire professional growth. Keep vision current. Establish a school climate that is conducive to all students learning, parental involvement, and professional development to enhance and keep teachers aware of best practices. Continue the implementation of Professional Learning Communities and the use of best practices for our students.

Employment Experience

Augusta/Cotton Plant Annex
457 MLK Ave.
Cotton Plant, AR 72036

Positions: Resource teacher K-6 - Seven years 1991-1998
Elementary Principal K-6 - Ten years 1998-2008
Middle School Principal Six-Eighth grades One year 2008-2009
Elementary Principal K-3
Cotton Plant Elementary - Currently

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Augusta TIF Budget Narrative Pages: 17** Uploaded File: **Budget Narrative Augusta TIF 57-74.pdf**

Budget Narrative
Year 1: Planning Year

1. *Personnel:* In order to implement and conduct project operations three additional staff will need to be hired by the Augusta Public School District.

Personnel:	% FTE	Base Salary	Total
Project Coordinator: One project coordinator will be hired to be responsible for the coordination and execution of tasks associated with the project implementation. This position will manage data collection efforts and coordinate activities between project stakeholders. Roles are described in the grant management plan on pg 44 of the project proposal.	100%	██████	██████
Fiscal Specialist: One fiscal specialist will be responsible for processing incentive payments, monitoring compliance with grant requirements, and working with the Leadership Team in order to implement project objectives in an accurate and fiscally responsible manner that is in alignment with the program budget. Roles are described in the grant management plan on pg 44 of the project proposal.	80%	██████	██████
Professional Development Coordinator: The professional development coordinator will work with the Leadership Team to ensure professional development plans are implemented in alignment with teacher individual growth plans and school-wide improvement processes as described in the project narrative on pg. 45.	80%	\$ ██████	██████
Total Personnel			\$ ██████

2. *Fringe Benefits:* Fringe benefits for personnel hired to conduct grant activities are calculated as follows:

Fringe Benefits:	Total
7.65% X [REDACTED] (SUI calculated at 6.2% on first [REDACTED] of employee wages + Medicare @1.45%)	[REDACTED]
Health Benefits for three additional employees based on rate of [REDACTED] per yr family [REDACTED] an individual.	[REDACTED]
Retirement @ 4% of salary	[REDACTED]
Additional Workman's Compensation Insurance Expense	[REDACTED]
Total Fringe Benefits	[REDACTED]

3. *Travel:* Travel expenses for year one of the project period are required in order for staff to implement the proposed PBCS as stated in project objectives 1-5. The expenses below reflect the costs necessary for three staff to attend a Teacher Incentive Fund Grantee Meeting in which they will be provided with key information required to manage and implement the discretionary funds received from the Teacher Incentive Fund Grant Proposal. Two staff members will also attend the Teacher Incentive Fund Topical Meeting in order to receive in-depth information on a topic related to implementation of the PBCS. Anticipated expenses for these meetings include:

Travel Purpose	# of Trips	\$ Per Trip	Total
TIF Annual Grantee Meeting: This meeting will provide technical assistance for the grant project and allow for collaboration among TIF grantees. The total trip will last 4 full days. Expenses include the average airfare of \$ [REDACTED], in addition to a hotel room at [REDACTED] per night and local transportation of \$ [REDACTED] a daily per-diem of [REDACTED].	3(1 Federal Grant Program Coordinator, & 2 key personnel)	[REDACTED]	[REDACTED]

Travel Purpose	# of Trips	\$ Per Trip	Total
TIF Incentive Fund Topical Meeting: This meeting will provide technical assistance for the grant project and the implementation of a PBCS. The total trip will last 4 full days. Expenses include the average airfare of \$ [REDACTED] each, in addition to a hotel room at \$ [REDACTED] per night and local transportation of \$ [REDACTED] and a daily per-diem of \$ [REDACTED]	2 (1 Federal Grant Program Coordinator and 1 key personnel)	[REDACTED]	[REDACTED]
TAP Conference: Annual training conference will provide training and technical assistance and instruction to staff who are implementing the value added student achievement and teacher incentive model. The total trip will last 4 full days. Expenses include the average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night and local transportation of \$ [REDACTED] and a daily per-diem of \$ [REDACTED].	2 (Federal Grant Program Coordinator and 1 key personnel)	[REDACTED]	[REDACTED]
Local Travel: Staff mileage reimbursement for travel to airports, meetings, and professional development activities.	500 mi annually X 4 sites @ .505 mi		[REDACTED]
Total Travel			[REDACTED]

4. *Equipment:* In order to meet objectives of the project additional computer software and equipment will need to be purchased. A significant portion of equipment costs will occur in the first year of the project implementation. Consistent with the policy of Augusta Public Schools, equipment is non-tangible, non-expendable institutional property having a useful life of more than one year and an acquisition cost of less than \$5000 per unit.

Equipment	Cost of Item	Description	Total
Technology Components: Technology components are required to upgrade existing network and link school sites to student achievement and personnel services databases as described in the project narrative.	4 sites @ [REDACTED] per site	Networking, Cabling, Server Components	[REDACTED]

Equipment	Cost of Item	Description	Total
Software and Technology: In order to implement the database management system that will link student achievement and personnel data to payroll and HR systems additional software licenses and upgrades of computer systems is required.	██████████ for site licensing requirements for a total of ██████████ ██████████ per computer for memory and hardware X ██████████	4 licenses for additional software, computer memory and hardware	██████████
Total Equipment			██████████

5. *Supplies:* Supplies include tangible, expendable property purchased at a relatively low cost per unit. Supply costs are estimated based on the activities that will occur at the three schools in which the PBCS is implemented and at the Administrative location.

Supplies	Cost of Item	Description	Total
Consumables: Stationary supplies are required in order to complete the objectives outlined in the grant narrative and project work plan. These supplies will enable staff to conduct project operations. Supplies include paper, pencils, pens, printer ink, and assorted office supplies.	4 sites @ ██████████ per month for 12 months	Office supplies and consumables	██████████
Total Supplies			██████████

6. *Contractual:* Contractual costs are estimated and will be incurred in alignment with the District’s established internal procurement system. These costs include consultant fees associated with the program evaluation, technology consultant, training consultant fees, fees associated with the design and development associated with new student achievement and performance evaluation systems and travel costs associated with each of these tasks as described below.

Contractual	Timing of Costs	Basis for Estimate	Total
<p>Evaluation: Augusta Public School District plans to contract with an external evaluator in order to conduct a local evaluation of the program. The evaluation will be aligned with the research questions of the national evaluation as described in the project narrative on page 46 and include both qualitative and quantitative measures to determine project outcomes and the extent to which the project attains its objectives.</p> <p>The evaluator will also conduct annual self-assessment activities that will enable the program to modify practices to ensure participants benefit to the fullest extent. Additionally, the evaluation contractor will analyze data to determine value-added student achievement outcomes. Augusta Public School District expects to receive an annual report and bi-annual surveys from the evaluation contractor.</p>	Bi-annually	Bids for research and evaluation services.	[REDACTED]
<p>Value –Added Analysis: Augusta Public School District plans to contract with a national vendor in order to manage student data and determine outcomes in a statistically robust manner that uses a value added metric to assess the effectiveness of districts, school, and teachers.</p>	Annually	[REDACTED] per student X 501 students = [REDACTED] and [REDACTED] per teacher X 53 teachers and 3 administrators = [REDACTED] annually	[REDACTED]
<p>HR Data System: Augusta Public School District plans to contract with a national vendor in order implement a database that links the evaluation structure to differentiated compensation and student achievement.</p>	One-time development costs	Price quote from vendors	[REDACTED]

Contractual	Timing of Costs	Basis for Estimate	Total
<p>Training: Augusta Public School District plans to contract with an external provider of training and technical assistance in order to train staff to utilize objective evidenced-based tools to perform teaching evaluations. Training contractor will also provide training to teachers and principals to facilitate understanding of the specific measures of effectiveness included in the new performance evaluation process and on the use of data systems to improve practices.</p>	Annual	<p>██████ per day for 4 days per year</p>	<p>██████</p>
<p>Training: Augusta Public School District plans to contract with an external provider of training and technical assistance in order to train staff in innovative teaching practices.</p>	Quarterly Professional Development Days	<p>██████ per workshop @ 4 per year.</p>	<p>\$██████</p>
<p>Evaluator Travel: Augusta Public School intends to contract with an external evaluation contractor who will travel to project sites to complete activities associated with the program evaluation and analysis of outcomes. Each trip will last 4 full days. Expenses include the average airfare of ██████ each and \$200 per day in per-diem and occupancy costs for each evaluator.</p>	4 (two evaluators/2 trips per year)	<p>██████</p>	<p>██████</p>
<p>Total Contractual</p>			<p>██████</p>

7. *Construction:* N/A

8. *Other:* All differentiated compensation, retention incentives, recruitment bonuses and salary augmentations included in budget are classified as expenses in the category of *Other*. This classification was determined because these components of the Performance Based Compensation System will be offered as a salary augmentation and a fringe benefit rate will not be applied to costs generated by the differentiated classification system.

Other:	# of Salaries	Amount of Salary	Total
<p>Evaluation Incentive: Annual Evaluation incentives will be provided to Mentor and Master Teachers providing mentoring, curriculum support, performance evaluation services, support for school-wide academic growth, and additional services as specified in the project narrative on page 18.</p>	12	<p>Master Teacher Salary = 4 X \$ [REDACTED]</p> <p>Mentor Teacher = 7 X [REDACTED]</p>	[REDACTED]
<p>Salary Differentials: Awards to teachers based on school-wide growth in key subjects based on the incentive model described in the project proposal on pages 19 and 20.</p>	53	[REDACTED]	[REDACTED]
<p>Salary Differential: Awards to principals based on school-wide growth in key subjects based on the incentive model described in the project proposal on page 20.</p>	3	[REDACTED]	[REDACTED]
<p>Retention Incentives: Awards to teachers working in high-need schools or hard to fill positions as described in the program model in the project proposal on page</p>	50	[REDACTED]	[REDACTED]
<p>Recruitment Market Rate Incentives: Awards to teachers who fill instructional positions in high-need schools or hard to teaching positions in hard to fill subjects as described in the project narrative (pg 20).</p>	10	[REDACTED]	[REDACTED]
<p>Release time for staff: Substitute teachers need during release time for teachers to take on additional professional development activities that occur during the day. Please see program narrative pg. 29 for additional information on the professional development plan.</p>	1000 hrs	[REDACTED]	[REDACTED]
<p>Extra Duties Incentive: Funds for staff who complete activities outside of normal work hours that are targeted toward increasing student achievement.</p>	25	25 teachers @ 20 days per year X [REDACTED]	[REDACTED]

Other	Cost of Item	Description	Total
Postage: costs will be incurred by the project as staff complete reports and distributes communication and information required by program operations.	4 sites @ [REDACTED] per year per site.	Postage	[REDACTED]
Printing: costs will be incurred by the project in order to meet the program objectives associated with training activities, internal/external communication, and implementation of project activities.	[REDACTED]	Printing project reports, documents and training material reproduction	[REDACTED]
Meeting Expenses: will incur through professional development cluster meetings held weekly, committee meetings, stakeholder meetings, and in-house staff trainings.	[REDACTED] monthly X 4 sites	Meeting expenses	[REDACTED]
Survey Administration: Costs for survey administration include the design and development of a variety of annual stakeholder surveys.	[REDACTED]	Survey for teachers, administrator, parents, and students.	[REDACTED]
Survey Dissemination	[REDACTED]	Costs to mail surveys to stakeholders	[REDACTED]
District Share			[REDACTED]
TIF			[REDACTED]
Total Other			[REDACTED]

- 9. Total Direct Costs (Categories 1-8) [REDACTED]
- 10. Indirect Costs according to IDR of 8% [REDACTED]
- 11. Training Stipends: N/A
- 12. Total Costs Year 1 [REDACTED]
- 13. District Contribution (10%) [REDACTED]
- 14. Total TIF Funds Requested [REDACTED]

Budget Narrative Year 2

1. *Personnel:* In order to implement and conduct project operations three additional staff will need to be hired by the Augusta Public School District.

Personnel:	% FTE	Base Salary	Total
<p>Project Coordinator: One project coordinator will be hired to be responsible for the coordination and execution of tasks associated with the project implementation. This position will manage data collection efforts and coordinate activities between project stakeholders. Roles are described in the grant management plan on pg 44 of the project proposal.</p>	100%	████████	████████
<p>Fiscal Specialist: One fiscal specialist will be responsible for processing incentive payments, monitoring compliance with grant requirements, and working with the PBC leadership team in order to implement project objectives in an accurate and fiscally responsible manner that is in alignment with the program budget. Roles are described in the grant management plan on pg 44 of the project proposal.</p>	80%	\$ ██████	████████
<p>Professional Development Coordinator: The professional development coordinator will work with the PBC Leadership team to ensure professional development plans are implemented in alignment with teachers individual growth plans and school-wide improvement processes as described in the project narrative on pg. 45.</p>	80%	████████	████████
Total Personnel			████████

2. *Fringe Benefits:* Fringe benefits for personnel hired to conduct grant activities are calculated as follows:

Fringe Benefits:	Total
7.65% X [REDACTED] = [REDACTED] SUI calculated at 6.2% on first \$7000 of employee wages + Medicare @1.45%)	[REDACTED]
Health Benefits for three additional employees based on rate of [REDACTED] per family/500 for an individual.	[REDACTED]
Retirement @ 4% of salary	[REDACTED]
Additional Workman's Compensation Insurance Expense	[REDACTED]
Total Fringe Benefits	[REDACTED]

3. *Travel:* Travel expenses for year one of the project period are required in order for staff to implement the proposed PBCS as stated in project objectives 1-5. The expenses below reflect the costs necessary for three staff to attend a Teacher Incentive Fund Grantee Meeting in which they will be provided with key information required to manage and implement the discretionary funds received from the Teacher Incentive Fund Grant Proposal. Two staff members will also attend the Teacher Incentive Fund Topical Meeting in order to receive in-depth information on a topic related to implementation of the PBCS. Anticipated expenses for these meetings include:

Travel Purpose	# of Trips	\$ Per Trip	Total
TIF Annual Grantee Meeting: This meeting will provide technical assistance for the grant project and allow for collaboration among TIF grantees. The total trip will last 4 full days. Expenses include the average airfare of [REDACTED] each, in addition to a hotel room at [REDACTED] per night and local transportation of [REDACTED] and a daily per-diem of [REDACTED]	3(1 Federal Grant Program Coordinator, & 2 key personnel)	[REDACTED]	[REDACTED]

Travel Purpose	# of Trips	\$ Per Trip	Total
TIF Incentive Fund Topical Meeting: This meeting will provide technical assistance for the grant project and the implementation of a PBCS. The total trip will last 4 full days. Expenses include the average airfare [REDACTED] each, in addition to a hotel room at [REDACTED] per night and local transportation of \$ [REDACTED] and a daily per-diem of [REDACTED]	2 (1 Federal Grant Program Coordinator and 1 key personnel)	[REDACTED]	[REDACTED]
TAP Conference: Annual training conference will provide training and technical assistance and instruction to staff who are implementing the value added student achievement and teacher incentive model. The total trip will last 4 full days. Expenses include the average airfare [REDACTED] each, in addition to a hotel room at \$ [REDACTED] per night and local transportation of [REDACTED] and a daily per-diem of [REDACTED]	2 (Federal Grant Program Coordinator and 1 key personnel)	[REDACTED]	[REDACTED]
Local Travel: Staff mileage reimbursement for travel to airports, meetings, and professional development activities.	500 mi annually X 4 sites @ .505 mi		[REDACTED]
Total Travel			[REDACTED]

4. *Equipment:* N/A

5. *Supplies:* Supplies include tangible, expendable property purchased at a relatively low cost per unit. Supply costs are estimated based on the activities that will occur at the three schools in which the PBCS is implemented and at the Administrative location.

Supplies	Cost of Item	Description	Total
Consumables: Stationary supplies are required in order to complete the objectives outlined in the grant narrative and project work plan. These supplies will enable staff to conduct project operations. Supplies include paper, pencils, pens, printer ink, and assorted office supplies.	4 sites @ [REDACTED] per month for 12 months	Office supplies and consumables	[REDACTED]
Total Supplies			[REDACTED]

6. *Contractual*: Contractual costs are estimated and will be incurred in alignment with the District’s established internal procurement system. These costs include consultant fees associated with the program evaluation, technology consultant, training consultant fees, fees associated with the design and development associated with new student achievement and performance evaluation systems and travel costs associated with each of these tasks as described below.

Contractual	Timing of Costs	Basis for Estimate	Total
<p>Evaluation: Augusta Public School District plans to contract with an external evaluator in order to conduct a local evaluation of the program. The evaluation will be aligned with the research questions of the national evaluation as described in the project narrative (pg. 46) and include both qualitative and quantitative measures to determine project outcomes and the extent to which the project attains its objectives.</p> <p>The evaluator will also conduct annual self-assessment activities that will enable the program to modify practices to ensure participants benefit to the fullest extent. Additionally, the evaluation contractor will analyze data to determine value-added student achievement outcomes. Augusta Public School District expects to receive an annual report and bi-annual surveys from the evaluation contractor.</p>	Bi-annually	Bids for research and evaluation services.	[REDACTED]
<p>Value –Added Analysis: Augusta Public School District plans to contract with a national vendor in order to manage student data and determine outcomes in a statistically robust manner that uses a value added metric to assess the effectiveness of districts, school, and teachers.</p>	Annually	[REDACTED] per student X 501 students = [REDACTED] and [REDACTED] per teacher X 53 teachers and 3 administrators [REDACTED] annually	[REDACTED]

Contractual	Timing of Costs	Basis for Estimate	Total
Training: Augusta Public School District plans to contract with an external provider of training and technical assistance in order to train new staff to utilize objective evidenced-based tools to perform teaching evaluations. Training contractor will also provide training to teachers and principals to facilitate understanding of the specific measures of effectiveness included in the performance evaluation process and on the use of data systems to improve practices.	Annual	██████ per day for 4 days per year	██████
Training: Augusta Public School District plans to contract with an external provider of training and technical assistance in order to train staff in innovative teaching practices.	Quarterly Professional Development Days	██████ per workshop @ 4 per year.	██████
Evaluator Travel: Augusta Public School intends to contract with an external evaluation contractor who will travel to project sites to complete activities associated with the program evaluation and analysis of outcomes. Each trip will last 4 full days. Expenses include the average airfare ██████ each and ██████ per day in per-diem and occupancy costs for each evaluator.	4 (two evaluators/2 trips per year)	██████	██████
Total Contractual			██████

7. *Construction:* N/A

8. *Other:* All differentiated compensation, retention incentives, recruitment bonuses and salary augmentations included in budget are classified as expenses in the category of *Other*. This classification was determined because these components of the Performance Based Compensation System will be offered as a salary augmentation and a fringe benefit rate will not be applied to costs generated by the differentiated classification system.

Other:	# of Salaries	Amount of Salary	Total
<p>Evaluation Incentive: Annual Evaluation incentives will be provided to Mentor and Master Teachers providing mentoring, curriculum support, performance evaluation services, support for school-wide academic growth, and additional services as specified in the project narrative on page 18.</p>	12	Master Teacher Salary = 4 [REDACTED] Mentor Teacher = 7 X [REDACTED]	[REDACTED]
<p>Salary Differentials: Awards to teachers based on school-wide growth in key subjects based on the incentive model described in the project proposal on pages 19 and 20.</p>	53	[REDACTED]	[REDACTED]
<p>Salary Differential: Awards to principals based on school-wide growth in key subjects based on the incentive model described in the project proposal on page 20.</p>	3	[REDACTED]	[REDACTED]
<p>Retention Incentives: Awards to teachers working in high-need schools or hard to fill positions as described in the program model in the project proposal on page</p>	50	[REDACTED]	[REDACTED]
<p>Recruitment Market Rate Incentives: Awards to teachers who fill instructional positions in high-need schools or hard to teaching positions in hard to fill subjects as described in the project narrative (pg 20).</p>	10	[REDACTED]	[REDACTED]
<p>Release time for staff: Substitute teachers need during release time for teachers to take on additional professional development activities that occur during the day. Please see program narrative pg. 29 for additional information on the professional development plan.</p>	1000 hrs	[REDACTED] Per hour	[REDACTED]

Other	Cost of Item	Description	Total
Extra Duties Incentive: Funds for staff who complete activities outside of normal work hours that are targeted toward increasing student achievement.	25	25 teachers @ 20 days per year X [REDACTED]	[REDACTED]
Postage: costs will be incurred by the project as staff complete reports and distributes communication and information required by program operations.	4 sites @ [REDACTED] per year per site.	Postage	[REDACTED]
Printing: costs will be incurred by the project in order to meet the program objectives associated with training activities, internal/external communication, and implementation of project activities.	[REDACTED] annually	Printing project reports, documents and training material reproduction	[REDACTED]
Meeting Expenses: will incur through professional development cluster meetings held weekly, committee meetings, stakeholder meetings, and in-house staff trainings.	[REDACTED] monthly X 4 sites	Meeting expenses	[REDACTED]
Survey Administration: Costs for survey administration include the design and development of a variety of annual stakeholder surveys.	[REDACTED]	Survey for teachers, administrator, parents, and students.	[REDACTED]
Survey Dissemination	[REDACTED]	Costs to mail surveys to stakeholders	[REDACTED]
District Share			[REDACTED]
TIF Funds			[REDACTED]
Total Other			[REDACTED]

- 9. Total Direct Costs (Categories 1-8) [REDACTED]
- 10. Indirect Costs according to IDR of 8% [REDACTED]
- 11. Training Stipends: N/A
- 12. Total Costs Year 2 [REDACTED]
- 13. District Share (15%) [REDACTED]
- 14. Total Project Costs TIF Funds [REDACTED]

Budget Narrative Year 3

1. *Personnel*: Same as year 2 plus 3% increase in salaries = \$ [REDACTED]

Total Personnel: [REDACTED]

2. *Fringe Benefits*: Fringe benefits for personnel hired to conduct grant activities are calculated at the same rate as in Yr. 1 & 2.

Total Fringe Benefits: [REDACTED]

3. *Travel*: Travel expenses are calculated at the same rate as in yr. 2

Total Travel: [REDACTED]

4. *Equipment*: N/A

5. *Supplies*: Supplies are calculated at the same rate as in year 2.

Total Supplies: [REDACTED]

6. *Contractual*: Contractual is calculated at the same rates as in year 2

Total Contractual: [REDACTED]

7. *Construction*: N/A

8. *Other*: Incentive amounts remain the same from year 2 and other costs are calculated at the same rate as in year 2.

District Share: [REDACTED]

TIF Funds: \$ [REDACTED]

Total Other Costs: [REDACTED]

9. Total Direct Costs (Categories 1-8) [REDACTED]

10. Indirect Costs according to IDR of 8% [REDACTED]

11. Training Stipends: N/A

12. Total Costs [REDACTED]

13. District Share (25%) [REDACTED]

14. Total Project Costs TIF Funds [REDACTED]

Budget Narrative Year 4

1. *Personnel*: Same as year 3 plus 3% increase in salaries = [REDACTED]

Total Personnel: \$ [REDACTED]

2. *Fringe Benefits*: Fringe benefits for personnel hired to conduct grant activities are calculated at the same rate as in prior year.

Total Fringe Benefits: [REDACTED]

3. *Travel*: Travel expenses are calculated at the same rate as in prior year.

Total Travel: [REDACTED]

4. *Equipment*: N/A

5. *Supplies*: Supplies are calculated at the same rate as in prior year.

Total Supplies: [REDACTED]

6. *Contractual*: Contractual supplies are calculated at the same rates as in prior year.

Total Contractual: \$ [REDACTED]

7. *Construction*: N/A

8. *Other*: Incentive amounts remain the same from prior year and other costs are calculated at the same rate as in prior year.

District Share: [REDACTED]

TIF Funds: [REDACTED]

Total Other Costs: [REDACTED]

9. Total Direct Costs (Categories 1-8) [REDACTED]

10. Indirect Costs according to IDR of 8% [REDACTED]

11. Training Stipends: N/A

12. Total Costs [REDACTED]

13. District Share (35%) [REDACTED]

14. Total Project Costs TIF Funds [REDACTED]

Budget Narrative Year 5

1. *Personnel*: Same as year 3 plus 3% increase in salaries = [REDACTED]
District Share: [REDACTED]
TIF Funds: [REDACTED]
Total Personnel: [REDACTED]
2. *Fringe Benefits*: Fringe benefits for personnel hired to conduct grant activities are calculated at the same rate as in prior year.
District Share: [REDACTED]
TIF Funds: [REDACTED]
Total Fringe Benefits: [REDACTED]
3. *Travel*: Travel expenses are calculated at the same rate as in prior year.
Total Travel: [REDACTED]
4. *Equipment*: N/A
5. *Supplies*: Supplies are calculated at the same rate as in prior year.
Total Supplies: [REDACTED]
6. *Contractual*: Contractual supplies are calculated at the same rates as in prior year.
Total Contractual: [REDACTED]
7. *Construction*: N/A
8. *Other*: Incentive amounts remain the same from prior year and other costs are calculated at the same rate as in prior year.
District Share: [REDACTED]
Total Other Costs: \$ [REDACTED]
9. Total Direct Costs (Categories 1-8) [REDACTED]
10. Indirect Costs according to IDR of 8% [REDACTED]
11. Training Stipends: N/A
12. Total Costs [REDACTED]
13. District Share (75%) [REDACTED]
14. Total Project Costs TIF Funds [REDACTED]
15. Total Project Costs Year 1-5 [REDACTED]
16. Total District Contribution [REDACTED]
17. Total TIF Funds [REDACTED]