

# **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 # S385A100094**

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:
7/5/2010	

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Community Training and Assistance Center, Incorporated

* 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:

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

Prefix:	Mr.	* First Name:	William
Middle Name:	J		

\* Last Name: Slotnik

Suffix:

Title: Executive Director

Organizational Affiliation:

\* Telephone  
Number:

Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

Version 02

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

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

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

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

84.385

**13. Competition Identification Number:**

Title:

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

Boston, Massachusetts  
Manassas, Virginia

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

Teacher Incentive Performance Award (TIPA)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: MA 8

\* b. Program/Project: VA 10,11

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2010

\* b. End Date: 9/30/2015

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

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

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

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

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

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Mr. \* First Name: William  
Middle Name: J  
\* Last Name: Slotnik  
Suffix:

Title: Executive Director

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

\* Email: [REDACTED]

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

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



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Community Training and Assistanc...

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

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

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

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 11.78%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Community Training and Assistanc...

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	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
2. Fringe Benefits	\$ 0	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ ██████████	█ ██████████	█ ██████████	█ ██████████	█ ██████████

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** William J. Slotnik

**Title:** Executive Director

**Date Submitted:** 07/02/2010

### Disclosure of Lobbying Activities

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

<b>1. Type of Federal Action:</b> <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	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Community Training and Assistance Center Address: 30 Winter Street, 7th Floor City: Boston State: MA Zip Code + 4: 02108-	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b> Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> Department of Education	<b>7. Federal Program Name/Description:</b> Teacher Incentive Fund  CFDA Number, if applicable: 84.385	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Community Training and Assistance Center Address: 30 Winter Street, 7th Floor City: Boston State: MA Zip Code + 4: 02108-	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
<b>11.</b> 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: William J. Slotnik Title: Executive Director Applicant: Community Training and Assistance Center, Incorporated Date: 07/02/2010	
<b>Federal Use Only:</b>	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

Community Training and Assistance Center,  
Incorporated

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr.      First Name: William      Middle Name: J  
Last Name: Slotnik      Suffix:  
Title: Executive Director

Signature: \_\_\_\_\_ Date: 07/02/2010

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 : Application Form Section 427 GEPA

File : C:\fakepath\Application Form Section 427 - GEPA.pdf



**Teacher Incentive Fund  
Prince William County Public Schools  
Teacher Incentive Performance Award (TIPA)**

Section 427 of GEPA

June 30, 2010

The following is a description of steps the Community Training and Assistance Center (CTAC) proposes to take to ensure equitable access to, and participation in, this Federally-assisted program for students, teachers and other program beneficiaries with special needs. Some of the barriers that are specific to the TIPA initiative are similar to those encountered by schools and districts on a daily basis. As is reasonably possible, we will work to eliminate those barriers in the following ways:

- Surveys will be translated into the dominant languages spoken by the parents/guardians of the students in the schools and districts.
- Surveys will be offered in an electronic format and in a paper format for those without access to a computer.
- Interviews will be conducted in the dominant languages spoken by the parents/guardians of the students in the schools and districts.
- Physical limitations of school personnel, students, parents/guardians and other stakeholders will be accommodated in the same manner the school or district offers accommodations for individuals with those special needs.

The TIPA initiative is designed to increase student achievement for high-need students in high-need schools. Involvement of many stakeholders (students, teachers, principals, central administrators, superintendents, parents and other community members) is necessary for the success of the initiative. We look forward to the opportunity to overcome barriers that might prevent someone from being included.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mr. William J Slotnik

Address:

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

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

Email Address:

[REDACTED]

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #: 1,2

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title : Supplemental Information 427 GEPA  
File : C:\fakepath\Application form - Supplemental Information 427 GEPA.pdf





## **Teacher's Incentive Fund**

### **Partners:**

**Community Training and Assistance Center  
Prince William County Public Schools**

### Supplemental Information for SF-424

June 30, 2010

We will be conducting research in established educational settings, involving normal education practices such as teacher and administrator professional development, reading instruction, and student assessment. The research will be guided by reviewed human subjects protocols. Our data collection will include students, teachers, and school administrators. Security policies include both technical and social procedures to ensure restricted access to sensitive student and school records. All data transfers will employ password-protected files. Further all data will be stripped of personally identifiable information prior to analysis.

We anticipate that the research will pose little or no risk beyond what is normally experienced in school settings and therefore will seek passive parental consent and active consent from teachers and administrators. CTAC will work with LEAs and schools to establish secure and confidential procedures.

# Project Narrative

## Project Abstract

Attachment 1:

Title: **TIPA Abstract.Final.7.02.10** Pages: 1 Uploaded File: **TIPA Abstract.Final.7.2.10.pdf**

## **Abstract: Teacher Incentive Performance Award**

The Prince William County Schools (PWCS), in partnership with Community Training and Assistance Center (CTAC), is seeking the support of the Teacher Incentive Fund through the Main TIF Competition for the Teacher Incentive Performance Award (TIPA) initiative.

TIPA provides a significant monetary award to teachers and principals in eligible schools that qualify to receive the performance-based compensation; integrates the performance-based compensation system with the new standards-based evaluation system, Professional Performance Process; provides professional development that focuses on individualized school and educator improvement; and builds on growth targets set in the division's recently adopted strategic plan for 2010-11 through 2014-15. It is truly a systemic reform.

The TIPA-award eligible schools are the 30 highest needs school in the division. The percentage of students eligible for free or reduced-price lunch subsidies ranges from 84.41% to 50.24%.

TIPA rewards performance and improves performance. Student achievement and growth are key cornerstones for the financial awards as well as the professional development support that is customized to meet individual teacher and principal needs as identified through the collaborative analysis of school, teacher, and student-specific achievement data. The year long process of development of TIPA is a national exemplar of broad-based partnership, engaging every constituency from the classroom to the board room.

TIPA has a rigorous evaluation component that will validate the initiative's impact, inform mid-course corrections, and provide a value added framework that can be used by other school divisions in Virginia seeking to examine student growth using the state's SOL tests and improve workforce capacity through systemic reform.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **PWCS.TIF Narrative.Final 07.02.10** Pages: **66** Uploaded File: **PWCS.TIF Narrative.Final.7.2.10.pdf**

**Community Training and Assistance Center, Incorporated  
Prince William County Public Schools  
Teacher Incentive Performance Award (TIPA)**

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## **Need for the Project (10 points)**

### **(1) High need schools will be part of the PBCS**

Virginia's Prince William County Public Schools (PWCS), is located in the Washington D.C. metropolitan area and serves 76,656 students through 88 separate school facilities, making it the second largest school division in the Commonwealth of Virginia, with nearly 5,300 teachers and administrators.

The culture of Prince William County Schools is defined by its diversity. The culturally and ethnically diverse student population is 40% White, 24% Hispanic, 23% African American, and 8% Asian. Approximately 32.7% of students are eligible for free/reduced-price lunch and nearly 20% of the students live in homes where a language other than English is spoken. The division currently serves 13,951 (18.2%) ESOL students, a 42% increase in the past five years.

PWCS' approach to a performance-based compensation system, the Teacher Incentive Performance Award (TIPA) initiative, is unique. TIPA focuses on improving performance and rewarding an entire certificated staff at high need schools based on the school's performance on a set of locally-developed characteristics of school effectiveness. These characteristics are built upon student achievement and growth, and also extend to factors identified in educational research as being critical to student achievement. TIPA recognizes the importance of the entire school staff in student achievement and treats the school as a community. The Prince William County School Board's interest in performance-based compensation as a vehicle for school and district improvement was the impetus for TIPA's development.

During the course of the past year, the school division has worked collaboratively with educators at all levels to develop the TIPA model. PWCS' two major teacher associations, the

Prince William Education Association and the Virginia Professional Educators, have participated at every step along the way in TIPA's development.

Based on the numbers of economically disadvantaged students, there are thirty schools eligible for the TIPA initiative. The percentage of students eligible for free or reduced-price lunch subsidies ranges from 84.41% to 50.24%. These same schools in PWCS have high minority populations and high collective percentages of Limited English Proficient (LEP) and special education students. In a majority of the schools, at least 20% of these same students are also failing reading, mathematics, or both. These are the high need students most at risk of educational failure or in need of special assistance and support.

Table 1 provides documentation that the 30 schools to be served by the performance-based compensation system meet the definition of high needs as defined in the Teacher Incentive Fund (TIF) application. The table also includes additional school-level information about student performance, student demographics, and staff longevity for FY 2010-11.

**(i) Recruiting highly qualified teachers and**

**(ii) Retaining highly qualified teachers and principals**

An analysis of the teaching force at the 30 schools reveals higher numbers of beginning teachers than in the rest of the division. In TIPA elementary schools, 12.33% of the faculty is new to teaching, compared to 8.8% in the remaining elementary schools in the division. Middle school data reflect a similar pattern. The percent of new teachers at TIPA-eligible middle schools is 9.41%, while at non-TIPA middle schools new teachers comprise 5.37% of the faculty. TIPA high schools are fewer in number, but their faculties also lack experience. The rate of novice teachers at the two high schools eligible for the teacher incentive award is 7.76% compared to 5.95% in the other eight high schools in PWCS.

Compounding the challenges faced by a less experienced teaching force is the relative recent assignment of principals at the 30 schools. While the majority of principals in PWCS are seasoned leaders, more than a third of the TIPA schools are served by principals who have been assigned to the school for 5 years or less. In addition, approximately one-third of the schools had teacher turnover rates of 10% or higher in 2009-10. Teacher turnover can result in low teacher commitment. Further, low-income and minority students are much more likely than their more affluent and white peers to have teachers with less experience and fewer skills (Lankford H., Loeb, S., and Wyckoff, J., 2002). These factors are at work in PWCS.

## **(2) Lower student achievement than in comparable schools**

### **(3) Definition of what constitutes comparable schools**

To establish that student achievement in the TIPA-eligible schools is lower than in comparable schools in the division, student performance data from the TIPA schools were compared to a similar group of 21 non-TIPA schools whose economically disadvantaged student populations range from about 30% to 49%. Comparisons were made between the number of schools that have 20% or more of their economically disadvantaged student population failing the Virginia Standards of Learning (SOL) tests in one or more NCLB reading and mathematics courses. Of the 30 TIPA schools, 20 (67%) had economically disadvantaged student populations with failure rates between 20% and 62% in one or more NCLB course areas. Of the 21 non-TIPA schools, 14 (67%) had economically disadvantaged student populations with failure rates between 20% and 56% in one or more NCLB courses. The TIPA schools' failure rates were slightly higher, as were their density rates of economically disadvantaged student populations. Simply put, TIPA eligible schools are high needs schools.

**Table 1  
TIPA Initiative School and Staff Information FY 2009-10**

School Name	% Free Reduced Lunch	% LEP	% Minority	At least 20% of Econ Disadv Failing Reading and/or Mathematics	Made NCLB AYP	Total Teachers	% Novice Teachers	% Teacher Turnover	Principal Start Date
<b>Elementary Schools</b>									
Bel Air	72.48	43	84.2	Y	N	49	8.16	8.16	07/01/06
Belmont	59.80	51	78.4	Y	Y	39	15.38	10.26	07/01/07
Dale City	71.36	48	83.4	N	Y	42	7.14	4.76	07/01/07
Dumfries	72.71	27	89.1	N	Y	37	2.70	10.81	07/01/07
Ellis	56.35	47	81.8	Y	Y	59	10.17	11.86	02/02/04
Featherstone	73.30	55	83.0	N	Y	40	7.5	5.0	07/01/09
Fitzgerald	52.60	27	88.0	Y	Y	64	15.63	7.81	11/01/07
Kerrydale	64.47	43	85.7	N	N	40	15.0	7.50	07/29/04
Kilby	63.68	52	83.1	Y	Y	41	17.07	4.88	07/01/02
King	50.74	32	82.2	Y	N	41	12.20	7.32	07/01/05
Loch Lomond	71.91	55	72.4	N	Y	37	10.81	0.00	07/01/07
Marumsco	75.47	62	89.2	Y	Y	54	9.26	3.70	02/01/02
Minnieville	63.73	43	84.9	N	Y	42	11.90	2.38	01/30/06
Mullen	65.13	54	84.0	Y	Y	70	7.14	7.14	07/01/07
Neabsco	67.18	50	85.9	Y	N	46	15.22	8.70	07/01/09
Occoquan	55.15	40	82.2	Y	Y	48	10.42	16.65	07/07/08
Potomac	84.41	63	91.5	N	Y	59	23.73	1.69	07/01/91
River Oaks	61.75	29	82.5	Y	N	49	4.08	10.20	07/01/04
Sinclair	68.40	49	82.8	Y	N	57	17.54	10.53	07/01/04
Sudley	52.35	43	65.2	Y	Y	39	10.26	5.13	07/01/99
Triangle	63.09	25	80.8	Y	Y	50	10.0	8.00	07/01/04
Vaughan	63.29	38	89.1	N	Y	51	21.57	5.88	07/01/91
West Gate	82.17	67	90.2	Y	Y	55	21.81	9.09	07/01/06
Yorkshire	69.30	51	79.9	Y	N	63	11.11	3.17	08/19/05
<b>Middle Schools</b>									
Beville	50.24	23	81.4	Y	Y	75	5.33	13.33	07/16/08
Godwin	62.38	25	80.3	Y	N	68	13.24	11.76	07/01/07
Lynn	70.38	39	87.2	Y	Y	63	14.29	14.29	07/01/07
Rippon	63.68	21	83.0	Y	N	63	4.76	3.17	07/01/09
<b>High Schools</b>									
Freedom	61.01	21	86.9	N	Y	122	10.66	9.02	07/01/06
Gar-field*	50.24 to 62.38	14	77.5	N	Y	165	4.85	5.45	07/01/09

\*Eligibility based on feeder middle schools: Beville (50.24%) and Godwin (62.38%)

## **Project Design (60 points)**

### **(1) A coherent and integrated approach for improving the process of rewarding teachers and principals in high need schools based upon their effectiveness determined in significant part by student growth**

PWCS' development of a performance-based compensation system is a pivotal part of the division-wide strategy to strengthen both teaching and learning. TIPA and a new personnel supervision and evaluation system, the Professional Performance Process (PPP), are cornerstones of the school division's strategy for strengthening the educator workforce.

TIPA provides a significant monetary award to teachers and principals in eligible schools that qualify to receive the performance-based compensation, integrates the performance-based compensation system with the professional standards-based PPP, implements a professional development delivery system that focuses on individualized school and educator improvement, and builds on growth targets set in the division's recently adopted strategic plan for 2010-2011 through 2014-2015. It is truly a systemic reform.

TIPA will reward teachers and principals for their contributions to higher student achievement, while improving the skills of teachers and principals in high need schools through a professional development component that uses the analysis of school- and teacher-specific data as the basis for delivering knowledge and professional experiences to meet individual teacher and principal needs.

TIPA is a direct manifestation of the goals of the Prince William County Public Schools Strategic Plan FY 2011-15. It is centered around the high performance of students (Goal 1), which is a result of a high performing staff (Goal 4), is aligned with other key systemic efforts to improve learning for students (Goal 2), and engages stakeholders in student learning (Goal 4). TIPA truly embodies the strategic plan: student achievement is the driver and end result of the initiative.

The TIPA initiative will also draw from national lessons learned in performance based compensation systems. PWCS is partnering with Community Training and Assistance Center (CTAC), a national leader in compensation reform that has provided technical assistance to and conducted evaluations of landmark performance-based compensation systems in Denver and Charlotte-Mecklenburg.

CTAC will provide the project evaluation, conduct comprehensive professional development audits, and provide technical counsel to ensure that TIPA is carried out with quality, integrity and fidelity of implementation so the process and results can be effectively evaluated. Given its successful experiences with TIF financial management, CTAC will serve as fiscal agent.

**(i) Methodology to determine effectiveness of teachers and principals includes valid and reliable measures of student achievement and growth**

The effectiveness of teachers and principals is predicated on performance as demonstrated on the state assessments. In Virginia, students participate in the Virginia Standards of Learning (SOL) assessments, which measure student performance. Reading and Mathematics SOL exams are given in Grades 3-8. History tests are given in Grades 3, 4, 6, and 7. Science tests are given in grades 3, 5, and 8. Writing tests are administered in Grades 5 and 8. End-of-course assessments are administered in the following courses: Algebra I, Algebra II, Geometry, Biology, Chemistry, Earth Science, English 11 (Reading and Writing), US History, World History I, World History II, and World Geography.

The Virginia Standards of Learning have been developed according to industry standards for the development of quality standardized assessments (VDOE, 2004). The Virginia SOL tests undergo periodic review by teachers, principals, and content experts to ensure that they continue to be well-designed, fair, and valid assessments of student knowledge (VDOE website:

[http://www.doe.virginia.gov/testing/assessment\\_committees/index.shtml](http://www.doe.virginia.gov/testing/assessment_committees/index.shtml), retrieved 6/28/10). The

tests are designed to provide information about performance at the end of a given course of study.

In addition to examining proficiency, PWCS intends through TIPA to use the data generated by the SOL tests and convert the scores to normalized scores so that relative growth from one test to another in the same content area can be calculated. This will allow for a value added examination of student achievement growth and a truer measure of teacher effectiveness with a specific group of students.

During 2010-11, the PWCS Office of Accountability, in collaboration with TIPA partners from CTAC and the Curry School of Education at the University of Virginia, will develop the specific conversions and analyses that will be used as the basis for awarding TIPA once it launches in 2011-12. The Virginia Department of Education has indicated that it will support the use of this framework by other school divisions in Virginia that are seeking to examine growth using the SOL tests. Concurrently, the Virginia Department of Education is working on vertically equating the SOL tests. Once the tests are vertically equated, measuring growth becomes simpler.

The gateway to receive the performance incentive requires schools to achieve both AYP and full accreditation. These prerequisites ensure that awarded schools have achieved a high level of student academic performance and growth as determined by NCLB/ESEA, the Virginia Standards of Learning, and the Virginia Standards of Accreditation. Meeting these requirements permits a school to be included into the pool of eligible schools. Given that the requirements for meeting federal standards of progress become more stringent each year, schools must continue to improve the performance of their students to reach these targets.

**(ii) Incentive awards of sufficient size to affect the behaviors of teachers and principals**

The differentiated compensation amounts in TIPA are purposely substantial and, therefore, highly likely to create change in the behavior of current and prospective teachers and principals. The amounts, however, are not so large that they unfairly limit the number of schools that could potentially receive the incentive award. Specifically, TIPA incentive payments are equal to five percent of the average salaries for teachers or principals. They are a meaningful incentive.

Once the participating schools achieve both AYP and full accreditation, they are eligible for TIPA awards. The incentives will reward teachers and principals at high need schools who meet specific criteria for effectiveness. These criteria give the greatest weight to student performance and the instructional environment that support student achievement, while also including a broader set of measures of school climate, leadership development, and student behavior—factors that contribute directly to student achievement.

Schools that meet the AYP/accreditation threshold will be rank-ordered by their performance on the 20 characteristics shown below. Schools attain up to the maximum points for each characteristic they achieve. The sum of the points determines the relative rank of all TIPA-eligible schools. Characteristics under the student performance and instructional environment category account for half of the total points.

TIPA performance incentives are awarded to teachers and principals at the highest performing schools in the order determined by the ranking. The pool of money to award schools is distributed until it is exhausted. Awards will be made following the end of the school year after data have been analyzed. The projected number of schools to receive the incentive payment in any one year is 33% of the eligible schools. This percentage gives each eligible school both a rigorous and realistic expectation of earning a performance award.

**Table 2**  
**Characteristics of School Effectiveness and Weighted Values**

Characteristics of School Effectiveness	Logit Estimate	Total Point Value
<b>Student Performance and Instructional Environment (50 points)</b>		
Overall student achievement and growth on SOL tests	0.33	4
High percentage of students scoring “Pass Advanced” on SOL tests	1.00	3
Achievement and growth of economically disadvantaged students on SOL tests	0.51	4
Achievement and growth of students with Limited English Proficiency on SOL tests	0.87	3
Achievement and growth of students with disabilities on SOL tests	0.84	3
High levels of performance on state wellness measures	0.82	3
Evidence of standards based planning in instruction	-0.12	5
A clear instructional vision for the school	-0.99	7
Staff stability	-1.20	7
Highly qualified staff in the school	-1.44	8
Multiple observations of teacher performance throughout the year	0.74	3
<b>School Climate (20 points)</b>		
Student satisfaction with climate	-0.41	6
Parent satisfaction with school climate	-0.32	5
Parent satisfaction with teacher quality	0.03	5
Parent satisfaction with level of involvement	0.22	4
<b>Leadership Development (16 points)</b>		
Opportunities for teachers to serve in leadership roles within the school or school division	0.30	4
Commitment to ongoing professional development of administrators	-0.47	6
Commitment to ongoing professional development of teachers	-0.52	6
<b>Student Behavior (14 points)</b>		
High student attendance	-0.80	6
Student behavior that creates a positive learning environment	-1.86	8

Two levels of differentiated compensation, or tiers, will be distributed to staff at successful schools. Principals and teachers of SOL-tested subjects or grade levels (at elementary schools) will receive Tier I awards. Special education teachers and teachers of students with Limited English Proficiency will also receive Tier I awards. Tier I staff are the primary individuals who most directly impact the measured performance outcomes of a school in making AYP and

achieving full accreditation status. All other certificated staff in the school will receive Tier II awards. This includes teachers who do not teach an SOL-tested subject, e.g., art, music, AP class instructors, specialist area teachers; other staff who provide specialized services, e.g., resource teachers, counselors, librarians; and other administrators.

The estimated Tier I performance incentive for teachers is \$3,216. Administrator incentives will vary according to the level of their assignment. Elementary principals will receive [REDACTED] middle school principals, [REDACTED] and high school principals, [REDACTED]. Elementary assistant principals will receive [REDACTED]; middle school assistant principals, [REDACTED]; and high school assistant principals, [REDACTED]. All Tier II awards will be [REDACTED] each, an amount that represents a little less than 2% of the 2010-11 average teacher salary without benefits. PWCS believes that this is a sufficient amount to recognize Tier II staff for their contribution to the effort of a school and to encourage continued collaboration and teaming across all subject areas.

**(iii) How teachers and principals are determined to be effective**

The effectiveness of individual teachers and administrators will be defined by their impact on student performance and by meeting or exceeding all six of the performance standards that are part of the PPP. These standards represent high expectations for professional educator performance.

Embedded in each of the standards is an explicit focus on student performance. Teachers are observed multiple times throughout the year, and data from the observations are combined with evidence of the teacher's impact on student learning, which is demonstrated by growth and increased pass rates by his/her students on the SOL tests.

**Table 3**  
**Professional Educator Performance Standards**

<b>Standard</b>	<b>Performance</b>
<b>I. Knowledge of Students</b>	The professional educator understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.
<b>II. Knowledge of Content</b>	The professional educator understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.
<b>III. Planning, Delivery, and Assessment of Instruction</b>	The professional educator plans, delivers, and assesses instruction effectively.
<b>IV. Safe, Effective Learning Environment</b>	The professional educator establishes and maintains a safe and disciplined environment conducive to learning.
<b>V. Communication and Collaboration</b>	The professional educator establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.
<b>VI. Professionalism</b>	The professional educator models professionalism.

**(2) Involvement, support, and input of teachers and principals**

Performance-based compensation must be done with educators, and not to them. At the very outset of this initiative, division leadership felt that any teacher incentive program must include direct input from those most affected by its implementation. Over the past 12 months, numerous discussions, meetings, surveys, presentations and much thought have been invested in the research, planning, development, and formulation of a proposal in support of the Board’s request to investigate performance-based compensation.

Parallel to these tasks was the work needed to alleviate teachers’ concerns, skepticism, and fears relative to performance-based compensation. The guiding principle throughout was the belief that all involved were motivated by doing what is best for the children and youth in PWCS. Stakeholder understanding and involvement have been essential to the development of an incentive performance award plan that will be successful and organizationally sustainable in PWCS.

Central to the development of the initiative has been the core team, comprised of 24 members of the professional staff in PWCS who represent a cross section of all educators, including teachers, principals, parents, the Prince William County Education Association and the Virginia Professional Educators representatives, and central office administrators ranging from associate superintendents to supervisors. The core team has met monthly since the beginning of the project.

In addition to the core team meetings, separate meetings have been held with a variety of stakeholder groups throughout the development of TIPA. Groups that met include:

- **Principals.** More than 75% of the division's 88 principals met with the Project Director at various points to provide input into the development of TIPA. Principals from all 30 TIPA-eligible schools participated. This process involved more than 60 individual and group meetings.
- **Content Area Supervisors.** All supervisors were consulted for their input to the scope of the incentive awards and the faculty who would be eligible for incentive payments.
- **School Faculties.** More than 200 members of the professional staff representing elementary, middle, and high schools met in scheduled meetings for discussion and planning with the Project Director.
- **Educator Survey.** Through a division-wide survey, more than 1,900 school-based certificated staff shaped the development of the TIPA system by assessing the school-level characteristics that should be present in schools whose student performance qualifies them to receive a performance award.

As part of the survey development process, members of the core team were guided through a series of small-group exercises that asked them to think broadly about a PWCS school that

would receive a performance award and identify factors that must be present in the school to give credence to its staff receiving monetary awards. The small-group exercises led to the creation of a comprehensive inventory of characteristics. The characteristics were matched to the PWCS Strategic Plan to identify ways in which each might manifest in terms of student, teacher, administrator, and/or parent behavior.

These school effectiveness characteristics became the basis for a questionnaire designed to gather information about the importance of each. All school-based certificated staff were invited to participate in the survey through an email, which included a secure link to the questionnaire. The questionnaire asked respondents to rate the importance of each characteristic.

A total of 1,912 front-line educators responded to the survey, a significant response rate that represented approximately 28% of the total population of certificated staff in PWCS. Several proportions of demographic sub-groups in the sample closely matched division-level proportions. For instance, respondents working at the elementary school level comprised about 56% of the sample. Respondents working at a middle school comprised about 20% of the sample, and respondents working at a high school comprised about 23% of the sample. Also noteworthy was the relative lack of variability in terms of an average response to an item across levels. This provided generalizability evidence to some degree and supported the division's conclusion that, on average, most respondents appeared to be in agreement as to the importance of respective school effectiveness manifestations.

Responses to the questionnaire were reviewed, coded, and scaled according to the Rasch Rating Scale Model (Andrich, 1978; Rasch, 1960). Parameters for both persons responding and items were estimated using the joint maximum likelihood estimation (JMLE) procedures contained in *Winsteps 3.62* (Linacre, 2006), where estimates for both item importance and person

attitude were calibrated along a common metric delineated by logit units. Following the calibration, a process described by Spray and Huang (2000) for analyzing job task analyses data was used to establish relative weights for the school effectiveness characteristics. A series of linear transformations of importance measures was made to create a scoring model that would equal a total of 100 points, as well as reflect the relative importance of the characteristics as indicated by stakeholders during the survey process.

Reflecting our ongoing commitment to broad-based stakeholder engagement, all baseline data will be provided to and discussed with TIPA-eligible schools so they can see their current level of performance as well as understand how the scoring process will work beginning in the following year. The level of involvement, support and input in the TIPA development process has been broad-based and exemplary; it will continue to be so throughout TIPA's implementation.

**(3) Rigorous, transparent and fair evaluation system that differentiates levels of effectiveness using multiple rating categories that take into account student growth, with classroom observations at least twice each year**

In spring 2007, the Prince William County School Board directed the division superintendent to modernize the supervision and evaluation process, which had been only slightly revised since 1990. The purpose of the revised Professional Performance Process (PPP) would be to ensure that all staff know and use best practices in teaching, learning, and leading in 21<sup>st</sup> century standards-based environments, and to mobilize all schools and departments around the school division's commitment to achievement of high standards by all students. The highly collaborative and comprehensive development and deployment of this game-changing reform set a high standard for the TIPA implementation.

Just as with TIPA, the superintendent’s staff, administrators, directors, supervisors, coordinators, teachers, and representatives from the Prince William Education Association and the Virginia Professional Educators were key participants in the creation of the essential components of the PPP—multiple observation-based assessments of performance and dialogue throughout the year; aligned sets of standards for the professional educator and the educational leader; and evidence-based evaluation rubrics that include multiple rating categories of *exceeds*, *meets*, and *does not meet* for each performance standard.

The PPP requires educational leaders to observe teachers at least twice formally and to have three or more conference dialogues over the course of the year. The observations are intended to promote professional learning for professional educators and improved achievement for students. Observations may be formal or informal visits to the classroom or work environment. They provide opportunities for dialogue, as well as growth-producing written feedback regarding the instructional process and student learning. Multiple observation dates must be recorded on mid-year and summative evaluation reports.

The PPP requires all educational leaders and professional educators to begin the school year with a professional growth conference at which individualized goals and objectives for the year are defined and recorded. Progress toward the goals is monitored at a progress check conference, a mid-year evaluation conference, and a summative evaluation conference. The main focus of all conferences and conversations in the new system is about evidence that the teacher is having a positive impact on student learning

The division’s expectation is for employees to minimally achieve the *meets standards* level of performance, which requires evidence from multiple sources that the educator or educational leader’s practice represents mastery of the professional performance standard. Mastery requires

strong documentation of consistent practice. To *exceed standards*, evidence of a positive impact on student performance and growth must be demonstrated, as well as an impact beyond one's own classroom.

The standards embedded in the PPP reflect major discussions with all stakeholders, national benchmarking of high-performing school divisions, and alignment with the 2008 *Virginia Standards for the Professional Practice of Teachers*, the Virginia Board of Education's 2000 *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents*; and the *Educational Leadership Policy Standards: Interstate School Leader Licensure Consortium (ISLLC) 2008*.

The PPP completed its pilot phase in June 2010. During the 2009-10 school year, 17 schools and one central office department participated in the pilot. Another 28 schools will implement in the 2010-11 school year, with the remaining schools implementing in 2011-12. Data from the actual evaluations are being analyzed to determine reliability patterns. Inter-rater reliability is ensured by the rubrics and training that are integral to PPP.

#### **(4) Data management system that links student achievement data to teacher and principal payroll and human resources systems**

The data management systems within PWCS are already strong. Human resources data systems link student performance to individual teachers, who can analyze the achievement data by individual student.

PWCS is in the process of upgrading to a new student information system, Chancery SMS, a product of NCS Pearson. This system allows for additional integration with other data management systems, including teacher performance data. As part of the upcoming upgrade, Pearson will perform a Process Analysis and Alignment to ensure that the adopted software

meets division requirements. This upgrade is timely. Issues related to data management for TIPA can be addressed as the software is installed and the upgrade is launched. It is possible that additional technology may be required to link and align the payroll system with the student and teacher/principal performance data systems. A Data Management Work Group will be part of TIPA and will focus on the linkage of data systems. This work group will be responsible for developing and monitoring the plans for system alignment.

PWCS understands that successful applicants for Teacher Incentive Fund grant awards must ensure that their PBCS, including the necessary data systems, complies with the Family Educational Rights and Privacy Act (FERPA), including the regulations in 34 CFR Part 99, as well as any applicable State and local requirements regarding privacy. The division makes such assurance and currently complies with all Family Educational Rights and Privacy Act requirements as they relate to protection of student education records.

#### **(5) High-quality professional development linked to measures of teacher and principal effectiveness**

A core component of TIPA is the professional development that will be customized and provided to teachers and principals in the eligible schools. Based on the National Staff Development Council's definition of high-quality professional development (NCDC, 2003), TIPA will take a systems approach to enable intensive, job-embedded learning and growth. The professional development will specifically support the achievement and sustainability of the measures of effectiveness.

The two greatest challenges for TIPA professional development are to continuously improve student achievement and to enhance the capacity of the professional community to provide effective instruction. To be successful in addressing these challenges, instructional leaders must:

- Direct improvement through a careful analysis of both student achievement data and data that reflect the instructional practices that shaped the student outcomes
- Develop and sustain a climate of data-based reflection, analysis, and ongoing professional learning to support the work of professional learning communities

The framework for the TIPA professional development component is designed to build school and educator capacity to engage in collective inquiry, improve instructional practice, and demonstrably increase student achievement and growth. PWCS began offering professional development in 2006-07 for all professional educators and educational leaders that emphasized standards-based educational environments and the most current research on effective instruction, supervision, and evaluation (Weisberg, Sexton, Mulhern, & Keeling, 2009, Wiggins & McTighe, 2007, Danielson, 2007)). Building on this approach, all professional development offerings at the TIPA schools will be designed to support the professional educator performance standards that are part of TIPA.

Throughout the planning year of 2010-11, the Measures of Effective Schools and Teachers work group (described further in Adequacy of Support – Management Plan) will be charged with developing the measurements for the characteristics of effective schools and teachers. With the evaluative oversight of CTAC, the Professional Development work group (described in the Management Plan) will be charged, for the course of the grant and beyond, with creating and building professional development specifically targeted to the needs of the TIPA-eligible schools. Three sets of data will be analyzed—student performance data, teacher evaluation data, and baseline data on the TIPA characteristics of effectiveness. These analyses will be used to identify specific needs at the individual teacher, principal and school levels. Individualized professional development action plans will directly address these needs.

**Six Step Process for Continuous Improvement.** At the TIPA-eligible schools, a six-step process will support inquiry, collaborative problem solving, professional learning, and collective accountability for student achievement and growth. Supported by data analysis, this process will identify core areas of difficulty, the root causes for those difficulties, and action plans to remedy those difficulties and improve student achievement.

As outlined in Table 4, the process involves school reflection and action around six essential questions. At the 30 participating schools, the TIPA school professional development coordinators will facilitate the Six Step Process for Continuous Improvement. Two professional development coordinators will divide the work with the 24 elementary schools. A third coordinator will facilitate professional development at the 6 middle and high schools. In addition, the coordinators will collaborate as a TIPA group to customize professional development school by school and teacher by teacher.

This process shifts the focus from externally identified areas of need to empowering each school and its staff to examine the current status and determine the future path. As a result, professional development can be individualized and targeted to specific areas for growth as identified through the TIPA process. (Killion & Roy, 2010)

**Year One.** During TIPA's first year (school year 2010-2011), professional development will build capacity within three major themes: needs assessment, instructional focus, and collaborative problem solving. In anticipation of the intensive 2011-12 implementation year, training for teachers and administrators at the TIPA-eligible schools will begin during 2011.

Administrative teams will participate in 40 hours of learning and collaboration focused on the measures of effectiveness, data collection and analysis, identification of root causes, establishing S.M.A.R.T. goals, and strategic planning. In addition, administrative teams will

**Table 4**  
**Six Step Process For Continuous Improvement**

<b>Step</b>	<b>School Actions</b>	<b>Support/Training</b>	<b>Resources</b>
1. <b>Instructional Focus:</b> <i>Where do we want to be?</i>	<ul style="list-style-type: none"> <li>Establish instructional vision, mission, and values</li> <li>Develop school improvement plan</li> <li>Align individual growth plans with school improvement plan</li> <li>Analyze Professional Performance Process standards</li> </ul>	Areas of Focus: <ul style="list-style-type: none"> <li>Data Collection, Analysis, and Interpretation</li> <li>SMART Goals</li> <li>Communication and Facilitation Skills</li> <li>Professional Learning Communities</li> <li>PPP Standards</li> <li>Standards Based Planning</li> <li>Curriculum Implementation</li> <li>Collective Inquiry and Problem Solving</li> <li>Student Engagement and Active Learning</li> <li>Differentiated Instruction</li> </ul>	Teachscape Online Resource Library and Data Collection Tool  Recommended Books:  Schlechty. <u>Working on the Work.</u>  Conzemius, O'Neill. <u>Handbook for SMART School Teams</u>  O'Neill, Conzemius. <u>Creating Meaning Through Measurement.</u>
2. <b>Needs Assessment:</b> <i>Where are we now?</i>	<ul style="list-style-type: none"> <li>Analyze school data</li> <li>Determine gaps, patterns, and trends</li> <li>Identify current practices</li> <li>Analyze root cause(s)</li> <li>Establish baseline data</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Implementation</li> <li>Collective Inquiry and Problem Solving</li> <li>Student Engagement and Active Learning</li> <li>Differentiated Instruction</li> </ul>	DuFour, DuFour. <u>Learning by Doing.</u>  Muhammad. <u>Transforming School Culture.</u>
3. <b>Collaborative Problem Solving:</b> <i>How do we get there?</i>	<ul style="list-style-type: none"> <li>Develop SMART goals</li> <li>Identify professional learning needs</li> <li>Individualize support as identified by evaluation process</li> </ul>	Pathways for Professional Learning: <ul style="list-style-type: none"> <li>Workshop</li> <li>Online Learning</li> <li>Lesson Study</li> <li>Action Research</li> <li>Professional Book/Video Study</li> <li>Peer Observation</li> </ul>	Marzano. <u>Classroom Instruction that Works.</u>  Danielson. <u>Enhanced Professional Practice.</u>
4. <b>Professional Learning:</b> <i>What are we going to do?</i>	<ul style="list-style-type: none"> <li>Develop action plan based upon SMART goals</li> <li>Build professional skills and knowledge</li> <li>Implement research based instructional practices</li> </ul>	<ul style="list-style-type: none"> <li>Mentoring</li> <li>Curriculum Development/Study</li> <li>Professional Educator Networks</li> <li>Educational Leader Networks</li> <li>Discussion Boards and Blogging</li> <li>Professional Conferences</li> <li>Professional Journals</li> <li>Membership in Professional Associations</li> </ul>	Danielson. <u>Talk about Teaching: Leading Professional Conversations.</u>  Murphy. <u>Tools and Talk.</u>
5. <b>Reflection:</b> <i>Where are we now?</i>	<ul style="list-style-type: none"> <li>Collect formative data to assess progress toward SMART goals</li> <li>Analyze formative data</li> </ul>		Tomlinson. <u>The Differentiated Classroom.</u>
6. <b>Revision:</b> <i>How can we extend and revise our plan?</i>	<ul style="list-style-type: none"> <li>Revisit and revise SMART goals</li> <li>Identify next steps and additional areas for growth</li> </ul>		

receive support in writing a comprehensive and integrated school improvement plan for 2011-12 and aligning their supervision and evaluation process (PPP) with this plan.

During the summer of 2011, teacher leaders from each school will participate in 20 hours of intensive professional learning focused on team building, collaborative problem solving, communication and facilitation skills, and differentiation of professional learning.

**Year Two.** During the 2011-12 school year, TIPA schools will engage in individualized professional learning to strengthen pedagogy. At the beginning of the school year, administrators and teacher leaders will work with teacher teams to develop action plans based upon the S.M.A.R.T. goals established in the school improvement plan. The TIPA school professional development coordinator coach will then provide site-based support as teams work to build the professional skills and knowledge needed to increase student achievement. This will include targeted professional learning in areas such as literacy and inquiry based instruction, building academic content knowledge, lesson study, action research, peer observation, and instructional coaching.

Each teacher will participate in two hours of regularly scheduled, job-embedded professional learning facilitated by a professional development coordinator. Administrators will participate in a quarterly professional learning cohort focused on sharing and analyzing data. Administrators will be responsible for providing a data-based model of what is working in their schools and classrooms, including best practices in instruction and school climate.

**Years Three through Five.** During the sustaining years (school years 2012-15), teachers and principals will continue to collect and analyze data to measure individual and school progress and yearly growth relative to the measures of effectiveness. This will serve as a continued, sustainable cycle of school and professional improvement.

Based upon this data analysis, leadership teams will revisit and reflect upon their school improvement plans and S.M.A.R.T. goals. These goals will be revised to include growth indicators in each area of the Characteristics of School Effectiveness. Administrators will facilitate the collaboration of teacher teams in the reflection on and refinement of instructional strategies to address data-indicated areas for needed growth.

This refinement will be informed by teacher evaluation data including indicators of student learning and instructional practice. Teachers will continue with job-embedded professional learning targeted to individual areas of need. Administrators will continue their participation in a quarterly cohort focused on building leadership capacity, sharing best practices, and making data-informed decisions.

For schools that earned the TIPA differentiated compensation for the previous year, professional learning opportunities will support the continued development and implementation of effective practices. Professional development coordinators will facilitate advanced study of curriculum and instruction. In addition, teachers and teacher teams will assume additional responsibilities, to include sharing best practices with other schools, modeling lessons for visiting teachers, and presenting at local conferences.

Administrators will be provided with opportunities to advance their professional learning through book studies. Administrators will also be responsible for mentoring colleagues from other schools as they launch a new cycle of the improvement process. Taking advantage of these opportunities and being successful with the mentoring would put administrators on the path toward exceeding the performance standards.

For schools that did not receive the TIPA differentiated compensation during the previous year, an intensive support plan will be implemented. The school professional development

coordinators will facilitate the local reflection and revision of the school improvement plan. The focus of this support will be to provide the tools and skills necessary to improve practices in their school and classrooms as indicated by the measures of effectiveness. This will include support with analyzing student achievement data, planning in a standards-based format, meeting the needs of diverse learners, building a positive school climate, developing leadership capacity, and addressing root causes of student behavior. Administrators will also receive a mentor to help guide them through the steps of the school and classroom improvement process.

**Plan for ensuring teachers and principals understand measures of effectiveness.**

Different approaches will be used to ensure that teachers and principals understand the measures of effectiveness. Staff in TIPA-eligible schools will develop a deep understanding of the measures as each, by necessity, will become the focus of whole-school targeted professional development.

Teachers and principals not directly affected by TIPA implementation are among the intended consumers of both internal and external communications efforts and will acquire information about the initiative through such avenues as articles published in the Communicator and the Division Leader, E-publications disseminated bi-weekly by email to all division staff; the Web site; Board presentations; and other tools described as part of the communications strategy.

More in-depth understanding of TIPA across the division will be accomplished by including the measures of effectiveness as topics at level meetings of all principals four times each year. Principals at each level of schools meet as a group monthly. The level meetings have been an effective mechanism for developing institutional understanding of the PPP. The quarterly discussions will allow for presentations about a range of issues related to TIPA and its implementation. An advantage of having discussions at the principals' meetings is that each

group will include principals from implementation sites, which will provide an opportunity for a rich sharing of information.

**Targeted Professional Development.** An example of what a targeted professional development plan at a TIPA school would include is as follows. As shown in Table 1 (Initiative School and Staff Information) many TIPA-eligible schools are struggling with the performance of their economically disadvantaged students. At the same time, these schools have higher percentages of novice teachers.

Based on needs assessments conducted during 2010-11, it may be determined that a school is having issues with the performance of their teachers on the Planning, Delivery, and Assessment of Instruction performance standard, which is leading to poor student performance. The school professional development coordinators would work with the school to provide interventions with those new teachers, including direct classroom mentoring work around standards-based lesson and unit planning. The coordinators would work with leadership teams at the school to focus the professional growth plans of individual teachers and teams of teachers around SMART goals that are developed based on their analysis of data. Coordinators would meet monthly with grade-level teams to review their progress on the action plans.

If patterns are identified across TIPA schools in terms of difficulties in particular academic areas or particular performance standards for teachers, the Office of Professional Development will provide more centralized sessions targeted at those areas.

As a result of TIPA, those administrators and teachers at high need schools who are achieving at high levels will be rewarded, but they will also be expected to take on new roles and responsibilities in assisting in providing professional development to other TIPA-eligible schools to help improve practice and broaden the base of effective instructional performances at high

need schools. In this context, the data that will be generated from the TIPA schools will further strengthen the division's ability to provide focused instructional support that meets the specific needs of high need schools. This approach to targeted professional development will support a culture of continuous improvement in TIPA classrooms and schools, and throughout PWCS.

**Professional Development Audit.** TIPA professional development is essential to the strategy for improving student achievement and strengthening the workforce. Therefore, CTAC will conduct a comprehensive professional development audit to provide an in-depth evaluation of impact. The audit will take place in Years Two and Four of TIPA and both inform and guide mid-course adjustments to the professional development component.

The Comprehensive Professional Development is a landmark process that CTAC introduced nationally (January 2008). The audit will examine and evaluate the impact of the professional development on student achievement, the impact on changed instructional practices at the classroom level, and the impact on teachers' and principals' perceptions of their pedagogy and instructional leadership.

The comprehensive professional development audit serves several functions, all of which promote and enable a more systematic and tailored agenda for professional development at the TIPA schools. First, it provides a means to ensure that professional development is driven by student achievement data and district standards. Second, it provides both a baseline and a vehicle for differentiating professional development according to the needs of individual schools. Third, it enables participants and providers to evaluate quality, impact and needed new directions. Fourth, it enables professional development to be analyzed in terms of its relationship to student achievement results, human resources needs and financial allocations.

There are several elements to the methodology for the professional development audit. These include interviews (both individual interviews and group focus groups), surveys, classroom observations (at multiple points over the school year), the examination of protocols, artifacts and curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and professional development services. Taking these elements together, the audit ensures that TIPA professional development is increasing educator capacity to improve student achievement, is of high quality, and is building teacher and principal effectiveness.

### **Adequacy of Support for the Proposed Project (25 points)**

**(1) Management plan is likely to achieve objectives on time and within budget and includes clearly defined responsibilities and detailed timelines**

**Overview of Management Plan.** TIPA's success relies on a systematic, well-coordinated management plan. Key elements include:

- Clearly defined goals and objectives reviewed and updated annually
- Effective planning mechanisms based on the ongoing evaluation of quantitative and qualitative data, with annual check-ins
- Realistic timeline and detailed work plans guided by a responsible management team
- Cost-effective fiscal management and financial planning
- Highly qualified and experienced personnel
- Effective communication and engagement plans for teachers, principals, parents, and community leaders through web site, media, newsletters and presentations

The management plan is far reaching and includes leadership from all levels of the district—from the board room to the classrooms. The structure ensures that performance-based compensation is supported institutionally as a systemic reform. Table 4, TIPA Initiative Timeline, delineates the commitment through staffing and the assigned responsibilities to ensure that all milestones are accomplished. The hub of the management plan is the leadership and commitment of the steering committee and work groups. As one of the nation’s leading technical experts in compensation reform, CTAC will ensure that issues of turf and jurisdiction do not become obstacles to the success of the initiative, and that strategies are implemented systematically and with fidelity. The Steering Committee and work groups are described below.

Steering Committee: The Steering Committee will be composed of key leaders and decision makers from across central departments, schools and associations. Led by the Deputy Superintendent and TIPA Project Director, the Steering Committee will include the Associate Superintendent for Student Learning and Accountability, the Associate Superintendent for Human Resources, and the Associate Superintendent for Finance and Support Services. In addition, the Directors of Student Learning and Professional Development, Accountability, Human Resources, Communications, and Finance will participate as members. Leadership from the teacher associations will also serve on the committee. Finally, principal representatives from TIPA-eligible schools at each level (elementary, middle, and high school) will serve on the committee. Drawing from its national track record and expertise in compensation reform, and CTAC’s formative evaluation of TIPA, evidence of results will regularly inform the work of the Steering Committee.

The purpose of the Steering Committee is to oversee and shape the further development and implementation of TIPA. The Steering Committee will continue and expand upon the work of

the TIPA Core Team that has been working since September 2009 and will build on the work of the PPP Core Team that has been overseeing the development and implementation of PPP since June 2007. The Steering Committee will begin meeting monthly in October 2010.

The Steering Committee will cut through issues of turf and jurisdiction so that TIPA's impact is substantive and extensive. It will focus on strategies to:

- Analyze and strengthen the alignment across school and classroom goals, the planning and delivery of instruction, assessments, professional development and compensation
- Build understanding of mid-course corrections and results of the initiative
- Identify institutional supports needed to undergird TIPA implementation
- Guide the full range of development steps , including the timetable for implementation, monitoring and evaluation
- Ensure constituent input throughout the process
- Oversee and support the efforts of the Working Groups
- Develop effective inter-departmental strategies
- Train teachers and principals in the use and interpretation of student achievement data focusing on growth of individual students and student cohorts, school trends, and measures of teacher and principal effectiveness

Superintendent and School Board: On a monthly basis, both the Project Director and CTAC will have direct working access to the Superintendent of Schools to examine all requirements for implementing TIPA effectively and to ascertain progress. Further, the School Board will assign one member to serve as board liaison to the initiative who will meet regularly with these same parties. This support of both elected and executive policy makers will be pivotal to TIPA's implementation.

Work Groups: Table 4 also references the development of necessary work groups. Four specific work groups and their purposes are described below. While each of these work groups is unique and distinct, TIPA is structured to ensure cross-team communication and collaboration, which will require some cross-team membership overlap. The TIPA Project Director will serve as facilitator of each work group. Each group will designate a separate chairperson. CTAC will share evaluative data and technical expertise with each of the work groups.

- Measurement of Effective Schools and Teachers Work Group: This work group will perform the critical work of developing the measurement system for each of the characteristics used in the TIPA scoring scheme (and discussed in the text surrounding Table 2). This group will continue the work started by the TIPA core team to define the characteristics of effective teachers and schools. These characteristics comprise a multi-faceted perspective on school and educator success, as substantiated by educational research and endorsed by PWCS stakeholders. It is critical that the measurements of these characteristics focus on student growth in a variety of areas and that the measurements themselves are easily understood by teachers and stakeholders. As a result, the membership of this work group will include representatives from the teacher associations, additional teacher representatives, principal representatives, staff from the Office of Accountability, the Department of Human Resources, and the Office of Student Learning and Professional Development. This group will be identified in October 2010 and meet monthly until March 2011, when it will provide a report to the Steering Committee with the measurement scheme. This timeframe will allow for baseline data for the 2010-11 school year to be computed for the TIPA-eligible schools to inform plans for professional development at the outset of the TIPA launch year (2011-12). Thereafter, this work group

will focus on supporting the effective use at the school level of the characteristics and measurements and building the understanding among all schools about these characteristics.

- Professional Development Work Group: This work group will perform the essential work of identifying the specific needs of the TIPA-eligible schools in order to create and provide targeted and individualized professional development. Using the six-step process described in Table 3, the work group will focus on creating and piloting intensive, job-embedded professional development for teachers at high need schools. Three TIPA school professional development coordinators will serve as resources specifically for the TIPA-eligible schools. Their roles will be to engage the staff at these schools in reflective inquiry surrounding the school's own data to analyze the root causes of underperformance. Once the causes are identified, then the work can begin to target and remedy those causes. For the planning year, the work group itself will include the Supervisor of Professional Development, teacher representatives, teacher association representatives, principal representatives, and content area supervisors. This group will be identified in November 2010 and will meet monthly throughout the course of the grant and beyond. This group's purpose will evolve over time. Once TIPA is launched, the group's purpose will be to examine the data from the TIPA schools (including the TIPA scoring scheme and other performance and staffing data) and develop targeted professional development for the TIPA schools in response to their changing needs.
- Data Management Work Group: The data management systems within PWCS are already strong. Student performance data are already linked to Human Resources data. However, work needs to be done to ensure the alignment of the data systems linking both of those

with payroll systems. The purpose of this vital work group is to focus on the means to link the data systems. PWCS is already in the process of upgrading to a new Student Information System. As part of the upcoming upgrade, our business partner (NCS Pearson) will perform a Process Analysis and Alignment (PAA). The purpose of the PAA is to make sure the software we are putting in place meets requirements in your areas of responsibility. Additional technology may be required to link the payroll system with the student and teacher/principal performance data systems. This work group will be responsible for developing and monitoring the plans for system alignment. This group will be identified in November 2010 and will meet monthly, beginning in the planning year and continuing as necessary to ensure that the systems are integrated. Membership in this group will include the Director of Information Technology, the Supervisor of Student Information, the Director of Accountability, the Director of Human Resources, the Director of Financial Services, and designated staff from within those offices. In addition, school-based staff responsible for entering and managing student information will also be included as will representatives from the teacher associations.

- Principals Work Group: The TIPA-eligible principals will form a work group focused on project implementation. The initial purpose of this work group is to provide input and feedback on the rollout of TIPA, with a particular focus on the areas of instructional support and communication. The principals will be the linchpins of the communication strategies with internal and external stakeholders since they are on the front lines. Regular participation and collaboration among these principals is essential to building and sustaining the TIPA initiative, as well as integrating TIPA with the PPP as it rolls out to all schools. This work group can be divided into smaller, targeted work groups to address

issues that arise during the planning year as well as once the project launches. Another purpose of this group is to provide evaluative feedback to both internal staff and to CTAC about TIPA implementation and impact. The group will begin meeting in January 2011 (bi-monthly) and then will meet quarterly after spring 2011.

The TIPA Initiative Timeline in Table 5 includes milestones occurring prior to PWCS seeking funding through TIF that demonstrate our commitment to TIPA and systemic reform that will positively impact student achievement through staff development and teacher retention in high needs schools. The timeline also covers the duration of the grant and beyond. Key planning, communications, and implementation milestones are highlighted, along with the critical milestones for collecting evaluative data which will allow PWCS to monitor and adjust where necessary.

The following table shows the timeline for the development and implementation of this initiative. As a performance-based compensation system, TIPA is part of a larger systemic reform that includes our new model of personnel supervision and evaluation, the Professional Performance Process (PPP, described earlier). This table includes both historical milestones in the development of TIPA and PPP, which provide necessary context for the genesis of TIPA and how the different elements of the systemic reform are linked, as well as milestones in the implementation of TIPA over the course of the grant period and beyond.

**Table 5  
TIPA Initiative Timeline**

<b>Milestones</b>	<b>Timeline</b>	<b>Personnel</b>
Development of new personnel evaluation system approved	Apr. 2007	School Board Superintendent Deputy Superintendent
Professional Performance Process (PPP) core team established and began meeting (Membership includes: Associate Superintendent for Student Learning and Accountability, Director of Human Resources, Supervisor of Professional Development, Director of Accountability, Level Associate Superintendents, PWEA)	June 2007 – continues to meet on ongoing basis	Deputy Superintendent identified team members
Development of revised performance standards for Professional Educators (teachers) and Educational Leaders (administrators)	Fall 2007-Fall 2008	PPP Core Team
Professional Development for principals about Professional Performance Process	2008-09 school year	Deputy Superintendent, Office of Professional Development, Human Resources, Level Associate Superintendents
Pilot schools selected for 2009-10 school year	Mar. 2009	Deputy Superintendent
PWCS directed to develop a teacher performance pay system	Apr. 2009 Dec. 2009	School Board Superintendent
Professional Development provided to PPP pilot schools	June 2009 Aug. 2009 Ongoing throughout 2009-10	PPP Core Team
Potential student performance measures and other effectiveness measures defined for TIPA	Ongoing fall 2009 – spring 2010	TIPA Project Director and Accountability Office
Partnership with CTAC established	Fall 2009	Superintendent TIPA Project Director CTAC Executive Director
Meetings occurred with key stakeholders – principals, teachers, students, central office personnel, etc., about TIPA	Ongoing fall 2009 – spring 2010	TIPA Project Director
Plan developed for determining TIPA scoring scheme (including multiple measures)	Jan. 2010	TIPA Project Director TIPA Core Team
Potential characteristics of effective schools developed that identify “characteristics of a school deserving of TIPA”	January – February 2010	TIPA Core Team

<b>Milestones</b>	<b>Timeline</b>	<b>Personnel</b>
Survey of stakeholders Survey included the characteristics identified by the TIPA Core Team as demonstrating school effectiveness. Purpose of survey to determine relative weights of these characteristics.	March 2010	TIPA Core Team developed survey, with help from Office of Accountability. All certificated staff surveyed.
Schools selected to begin implementation of PPP in 2010-11 school year	March 2010	Deputy Superintendent
Characteristics and weights for TIPA scoring system finalized	April 2010	TIPA Core Team
TIPA scoring system and plans to apply for TIF grant approved and announced to public	May 2010	School Board TIPA Project Director Assoc. Supt. For Communications and Technology
Analysis of TIPA-eligible schools' performance data	Spring 2010	TIPA Project Director Office of Accountability
TIF grant application submitted	June 2010	CTAC Evaluation Team TIPA Project Director
Public announcement of grant award	September 2010	Superintendent, CTAC Executive Director
Establishment of overall management plan coordinating PPP and TIPA including development of unified Steering Committee	October 2010, then monthly	TIPA Project Director Superintendent's Staff, supported by CTAC
Preparation to support the division budgeting process for division investment and maintenance of systems critical to success of TIPA	October-November 2010, then annually	CTAC Executive Director and Sr. Staff Team Superintendent Assoc. Supt. for Finance and Support Services
Work group established to refine definitions and measures of quality characteristics used in TIPA scoring scheme	October 2010, then monthly through March 2010	TIPA Project Director Director of Accountability Director of Student Learning and Professional Development
PWCS project positions filled	October-November 2010	TIPA Project Director and Human Resources
Meeting with TIPA-eligible principals regarding project implementation to solicit input and feedback and to promote communication	January 2010 March 2010 May 2010 Quarterly thereafter	TIPA Project Director CTAC Sr. Staff
Work group established to develop initial professional development for TIPA schools based on baseline data	Nov. 2010 Monthly	TIPA Project Director, working with other PWCS administrators
Work group established for data management systems focused on linking HR, finance, and student achievement data	Nov. 2010 Monthly	TIPA Project Director Director of Finance Director of Human Resources Director of Accountability

<b>Milestones</b>	<b>Timeline</b>	<b>Personnel</b>
Acquire necessary technology to support data management	Jan. 2011	Work group on Data Management Director of Information Technology Support from CTAC
Implement communication strategies for internal and external stakeholders	Jan. 2011 Ongoing	TIPA Project Director Director of Communications Support from CTAC
Analysis of TIPA-eligible schools' personnel performance data collected through PPP	May 2011 Annually	Human Resources Accountability Office
Work groups present findings and reports on action plans to Superintendent's Staff	May 2011 Semi-annually	Work groups, TIPA Project Director
Analysis of TIPA-eligible schools' performance on TIPA characteristics for baseline	July 2011	TIPA Project Director Director of Accountability Director of Human Resources
Professional development provided to TIPA schools before launch of initiative – focused on goals and objectives of TIPA	July-Aug. 2011	TIPA Project Director Steering Committee Support from CTAC
Remaining PWCS schools begin professional development on PPP	June - Aug. 2011	Deputy Superintendent PPP Core Team
Professional development provided to TIPA schools based on identified needs	October 2011 Ongoing	Steering Committee
Stakeholder surveys for evaluation and feedback	Fall and spring annually beg. 2011-12	CTAC Evaluation Team, with support of PWCS staff
Stakeholder interviews for in-depth qualitative analysis and feedback	Jan. 2012 Annually	CTAC Evaluation Team, with support of PWCS staff
Implement actions based on recommendations from work groups and Steering Committee and feedback gathered from schools	Feb. 2012 Ongoing	TIPA Project Director PWCS leadership
Analyze TIPA schools' performance to determine awards	July 2012 Annually	TIPA Project Director Director of Accountability Director of Human Resources
Calculate amounts of awards for selected schools based on designated tiers	July 2012 Annually	TIPA Project Director Director of Finance
Present TIPA awards to designated schools	August 2012 Annually	Superintendent
Announce TIPA awards to public	August 2012 Annually	TIPA Project Director Director of Communications
Continue implementation of PPP and TIPA with ongoing evaluation and feedback mechanisms, analysis, and support. Monitor and adjust strategies based on reflective analysis of data.	2011-2015	TIPA Steering Committee Designated PWCS staff
Sustain TIPA beyond the grant period. Use evaluation results and performance data to plan for and implement the supervision, evaluation, and compensation system.	2015-future years	PWCS leadership

**TIPA Communications Strategy.** Extensive two-way communication has been a cornerstone of TIPA from the outset of the initiative's planning. An interactive TIPA Web page was added to the PWCS Web site to provide information to the public and the staff to allow the opportunity for people who might not be able to participate otherwise to provide comment into the development process. A direct email address for TIPA was also established on the county Web site to facilitate input from staff and others. In addition, staff members were and continue to be regularly informed through two electronic newsletters, sent via email.

The success of implementation will in part be determined by the strategy used to effectively communicate TIPA's learnings, progress and overall impact. Research demonstrates that organizational sustainability is a key element of a PBCS (Slotnik, 2009) and can be facilitated by the communications strategy... or killed by the lack thereof. The underlying premise that *the high cost of educating children is far exceeded by the higher cost of not educating children* is why PWCS has undertaken this initiative. It is not an option for any child in PWCS to have less than an excellent teacher in the classroom. TIPA can significantly and positively affect teacher effectiveness. This premise must be incorporated constantly and intentionally as part of the constituency building strategy.

When implementing a new compensation system, the forces of accurate information need to be stronger than the forces of misinformation (Slotnik, 2009); a comprehensive communications strategy is a requisite for success. The TIPA communications strategy therefore targets three audiences: the educators and community at the 30 TIPA eligible schools, the division overall including educators at all other schools and the community at large, and key policy makers in the division and state as well as the media.

A teacher incentive performance award crosses all of the departments of PWCS – Finance and Support Services, Human Resources, Student Learning and Accountability, Student Services, and Communications and Technology Services, and all of the instructional staff deployed to schools...not to mention the School Division community at large.

Under TIPA, the award stipends will only follow the results; in other words, schools who have achieved excellent student performance and multiple other performance characteristics considered exemplary are provided a monetary award. The communications strategy is geared to helping all key constituencies both shape the initiative and learn from the results.

TIPA has a clear plan of deployment to ensure the success of the communications strategy. The focused goal behind the reasoning and rationale for implementing TIPA must be communicated at every step: *At risk students will successfully achieve in PWCS.*

The communications strategy consists of both internal and external components. Following the initial awarding of the grant to PWCS, the following tools will be utilized to inform and engage our internal and external publics:

- Articles on grant award and five-year program components in “Communicator,” the School Division’s weekly E-Newsletter, and “The Division Leader,” the biweekly E-Newsletter to the School Division’s Leadership Team.
- News Release/Web Announcement/E-News (Email subscription base of ~30,000)
- Announcement and link made accessible to the TIPA-eligible school Web pages.
- School Division-produced cable-access channel, PWCS-TV, static announcements and local programming, including quarterly “Inside Education” 30-minute TV talk show.
- Post information to PWCS Facebook and Twitter accounts.

- Customized letter (translated into Spanish) provided to each participating/eligible school principal to inform their communities and stakeholders.
- Autodialer phone messages (in Spanish and English) from the principals of participating/eligible schools directly to parents.

These tools will provide an ongoing avenue of communication for news and information throughout the duration of TIPA. In addition, a key component will be the establishment of a dedicated TIPA Web presence. The Office of Communication Services will contract with a vendor to develop dedicated internal and external Web sites to serve as the clearinghouse for information, news, and continual updates for and communications from employee and public consumers, respectively. Both sites will have common links to background information, history of the program in PWCS, Division implementation guidelines, case studies from other districts, frequently asked questions, and other related research.

The internal Web site will serve as the central repository of all TIPA-related information with dedicated sections (e.g., tabs) for news, professional development (including the delivery of multimedia content), methodology, human resources, an interactive forum for staff to post comments and submit questions, and other sections to be determined by the steering committee.

A hard copy informational brochure and other publications will also be developed for both the internal and external audiences to explain TIPA and importance of this initiative to student achievement and school success.

Building on these efforts, the communications strategy includes school level meetings, ongoing sessions with the teachers associations, community forums, and briefings with policy makers and the media. The communications strategy will also be informed by CTAC's

experience in assisting Denver to gain widespread support of its PBCS from teachers districtwide and from the broader Denver community.

By talking this multi-faceted approach, TIPA's communications strategy will: build division- and community-wide understanding of the initiative; provide avenues for regular constituent input, participation and responses; train constituent groups (board members, teachers, site administrators, association officials, central administrators, parents and other community members) in understanding the design, implementation and evaluative phases of the initiative; and develop and maintain a two-way sharing of information that is both current and accurate.

**Processes for Feedback and Continuous Improvement.** The management plan includes the following methods for ensuring that the voices of PWCS and the community are heard throughout the initiative: (1) opportunities for participation in the management structure described above; (2) annual surveys of all teachers and principals and random selection of surveys of parents and students. CTAC will conduct the surveys and protect confidentiality; (3) annual interviewing of more than 120 people in the schools, district and community. CTAC will conduct the interviews and protect confidentiality; (4) community forums to provide transparency of results and to heighten community awareness and involvement; (5) meetings with the principals and teachers at the TIPA schools to ascertain progress and organizational support needed to ensure increasingly better results; and (6) anonymous feedback from employees/community through the websites.

**(2) Project Director and other key staff are qualified and time commitments are adequate**

TIPA will be supported by a skilled team of leaders that are committed to the goals of the initiative. As indicated above, they will serve on the Steering Committee, catalyze specific working groups, and provide opportunities for leadership for key constituencies in the division.

The initiative's staff positions include the Project Director, three TIPA school professional development coordinators, and additional positions that strengthen the division's human resources, finance and data infrastructure. These positions all fill capacity building functions, thereby establishing a foundation for the long-term sustainability of performance-based compensation within the division.

Kris Pedersen will serve as the Project Director. He has led the school division's development of TIPA throughout this past year. Pedersen is an educator, leader and consensus builder. He has served as teacher, principal, supervisor of multiple content areas, and Associate Superintendent. Most notably, he has served as the point person for the district in addressing key systemic challenges and building supportive constituencies for change. These challenges include:

- Conducting the analysis identifying all budget, housing, staffing, and transportation issues to successfully transition all Prince William County Schools to *Full-day Kindergarten*,
- Providing the in-depth study with recommendations to successfully improve the *Retirement Opportunity Program* for all Prince William County Schools employees,
- Guiding the successful revision and implementation plan to modify the Prince William County Schools *grading scale*, and
- Leading the *Schedule Alteration Review* study to successfully satisfy PWCS' community requests to examine the possibility of revising and/or altering the starting times of elementary, middle and high schools.

Further, Mr. Pedersen's leadership resulted in Prince William County Schools becoming the Lead School Division for the successful development of the Virginia Department of Education's

original draft of *The K-12 Standards of Learning for Science*. He coordinated the collective efforts of 44 other Virginia school divisions and higher education communities to accomplish this. Mr. Pedersen served as Executive Director of the Prince William County Public Schools Education Foundation and has served on the boards of a number of organizations including the Virginia Science Supervisors Association.

Mr. Pedersen's commitment, breadth of educational experience, and leadership in advancing best practices for children make him highly qualified to lead the division in developing a successful performance based compensation system. The exemplary and expansive engagement process which has characterized the development of TIPA demonstrates the excellent match between his skills and the challenge of implanting PBCS with organizational buy-in and impact.

The CTAC team includes nationally recognized experts in compensation reform, many of whom were key members of the technical assistance and evaluation teams in Denver and Charlotte-Mecklenburg. For example, Executive Director William Slotnik will provide overall project assistance, serve as liaison to district policy, association and executive leaders, handle evaluation and fiscal oversight, and maintain relationships with diverse stakeholders on compensation reform at the local, state and national levels. Maribeth Smith and James Wyckoff are two of the nation's leading researchers and evaluators in the area of performance-based compensation. William Eglinton provides guidance and facilitation to the Steering Committee and working groups and is expert in the fiscal and programmatic sustainability of compensation reforms. Biographical for all members of the CTAC team assisting PWCS are attached.

## **Prince William County Public Schools**

**Rae Darlington, Deputy Superintendent**, was named to the position in July 2006, after serving two years as associate superintendent for Area III schools. She started her career in Prince William County as a language arts teacher at Beville Middle School, becoming a member of the Department of Curriculum and Staff Development's instructional support team shortly thereafter. Darlington served as a middle school assistant principal and principal prior to joining the division's central office staff. Ms. Darlington received her bachelor's degree from Hampton University and her master's degree from the University of South Carolina. In 1994, she earned an administrative endorsement from the Leadership Academy at George Mason University.

**Timothy L. Healy, Associate Superintendent for Student Learning and Accountability**, was appointed to the post on July 1, 2010. Healy most recently served as principal at Osborn Park High School, a position he had held since 1999. Healy began his career with PWCS at Woodbridge High School in 1989 as an English teacher and then, in 1995, became teacher on administrative assignment there. He served as assistant principal of Osborn Park High School from 1997–99 before becoming its principal. Healy holds a bachelor's degree in English from James Madison University and a master's degree in educational administration from Virginia Tech. He has completed significant course work toward a doctoral degree in educational leadership, also at Virginia Tech.

**Keith Johnson, Associate Superintendent for Human Resources**, joined PWCS in July of 2005. During his career, Johnson has served as an elementary school teacher, elementary school assistant principal, and an elementary school principal prior to his move into human resources as a personnel officer for the Baltimore County Public Schools in 1993. Johnson most recently served as the assistant superintendent of human resources and staff relations in the Greece (NY) Central School District. Johnson received his bachelor's degree from Coppin State University and his master's degree from Morgan State University,

**Dave Cline, Associate Superintendent for Finance and Support Services**, was appointed to his position in July 2008. He began his career with the school division in 1989 as director of financial services. Under his leadership, the school division's annual budget document has received the Meritorious Budget Award from the Association of School Business Officials International every year since 1998. Cline graduated with honors from the United States Coast Guard Academy and earned a master's degree in business administration, finance, and investments from George Washington University.

**Natally A. Walker, Ed.D., Supervisor of Professional Development**, has been in this role since July 2005. In her 35 years with PWCS, Dr. Walker has been an elementary school teacher, elementary school assistant principal, elementary school principal, and a high school director of instruction. Prior to joining PWCS, she served three years as a middle school teacher and three years as an elementary school assistant principal for Hampton City Schools.

**Jennifer Coyne Cassata, Acting Director of the Office of Accountability**, joined PWCS in September 2005 as the supervisor of program evaluation. Prior to that, she served as a program evaluation specialist in Fairfax County Public Schools from April 2000 through August 2005. Dr. Cassata earned her Ph.D. in educational psychology, with a concentration in measurement and evaluation, from the University of Iowa in 2000. Dr. Cassata also serves as an adjunct professor at George Mason University, where she teaches test design and interpretation as well as qualitative inquiry.

**Ken Blackstone, Director of Communications Services**, joined PWCS in September 2006. He served in a similar capacity for a school district in Columbia, S.C., for the previous 13 years. He also served as a public information specialist at the University of South Carolina, School of Medicine and worked as a television reporter and anchor for TV stations in North Carolina, Kentucky, and South Carolina. Blackstone earned the professional certification, Accredited in Public Relations, in 2005. He earned a bachelor's degree in journalism from The Ohio State University.

**John Wallingford, Director of Financial Services**, has 15 years of experience in local government finance, including stints in both schools and city government in Virginia. Prior to joining PWCS, Wallingford worked at the Bureau of Business Research at The College of William and Mary, where his duties included econometric forecasting and teaching. He received his bachelor's degree in business administration from James Madison University and an MBA from The College of William and Mary.

**Amy White, Director of Human Resources** since November 2005, has served the division for 20 years as an elementary school teacher, instructional support team coordinator, assistant principal, and principal. She was the Assistant Project Director for the Virginia Science Standards of Learning and is currently on the PWCS Professional Performance Process Core Committee responsible for developing updated performance and evaluation standards for professional educators, educational leaders, teaching assistants and classified personnel. She received her bachelor's degree in social studies/elementary education from Ladycliff College, Highland Falls, NY, and her master's degree in curriculum and instruction from George Mason University.

**Dr. Karen Giacometti, Principal, Beville Middle School** joined PWCS in 2008 when she was appointed Beville Middle School principal. She began her teaching career in Portsmouth, VA, where she served as a middle school principal and assistant principal, as well as a principal at the high school level. Dr. Giacometti received her bachelor's degree in business education from Shippensburg (PA) University, a master's in educational administration from Old Dominion University, and her doctorate in educational leadership and policy studies from Virginia Tech.

**Mr. Clint Mitchell, Principal, Bel Air Elementary School** began his principalship at Bel Air Elementary School in May 2006. Prior to that appointment, he served as Bel Air's administrative assistant and then assistant principal, beginning in 2004. He began his career as a civics and economics teacher at Godwin Middle School in 2001.

**Tracey Bailey, Virginia Professional Educator**, state director for the Virginia Professional Educators, began his career as a science educator in Florida, teaching AP Physics, AP Biology, chemistry, and research. Bailey was the National Teacher of the Year, USA, in 1993, inducted into the Florida Education Hall of Fame in 1998. Prior to joining the Virginia Professional Educators, Bailey served as state coordinator for education reform in the Florida Department of Education. He earned his bachelor's degree in science education and his master's degree in instructional technology, both from the Florida Institute of Technology in Melbourne.

**William Bixby, High School Principal**, principal at Gar-field High School, started his career in PWCS as a social studies teacher at Stonewall Jackson High School in 1988. He served as the school's International Baccalaureate Programme coordinator from 1988 to 1998, when he became assistant principal. In 2001, he opened the new Bull Run Middle School as principal, a position he held until 2009, when he was appointed to serve at Gar-field. Bixby received a bachelor's degree in history education from the University of Delaware, a master's degree in American history from the University of Maryland, and an administrative endorsement from the University of Virginia.

**Bonnie Klakowicz, Prince William Education Association**, president of the Prince William Education Association, served as an art teacher in PWCS elementary schools from 1990 to 2008, when she was elected president of the teachers association. Klakowicz received her bachelor's degree in art Virginia Tech and a master's degree in art from Radford.

## **Community Training and Assistance Center (CTAC)**

CTAC's Evaluation and Professional Development Audit Team includes:

**William Slotnik, Executive Director**, is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). For the past thirty-one years, he has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, research and evaluation services, and policy support in education. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to superintendents, boards of education, unions and leadership teams throughout the United States. Slotnik has led technical assistance and evaluation initiatives nationally which address such issues as systemic reform, performance-based compensation, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools. He has been the lead or co-lead author of numerous evaluations, including *Pathway to Results*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles on systemic reform, and provides briefings to members of the U.S. Congress, state legislatures and departments of education, and the media.

**Maribeth Smith, Senior Project Director, Professional Development, Curriculum and Instruction**, serves as lead evaluator and technical assistance provider. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance to school districts at the school, district, union and board levels. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*; *Focus on Literacy: Professional Development Audit*; *Catalyst for Change* (the summative Denver report on Pay for Performance); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She has extensive experience in professional development, curriculum and instruction, and turning around underperforming schools and districts. She is one of the nation's leading experts on high school reform and redesign, pedagogy, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

**James Wyckoff, Ph.D., Senior Evaluation Scientist, CTAC** is a Professor in the Curry School of Education, and Director of the Center for Education Policy and Workforce Competitiveness at the University of Virginia. He has published on a variety of topics in education policy including issues of teacher labor markets and school resource allocation. His current research focuses on the attributes of New York City teachers and their preparation that are effective in increasing the performance of their students. He currently serves on the National Academy of Sciences Committee on Children Eligible for School Nutrition Programs, the Scientific Review Panel of the US Department of Education, and the editorial board of Education Finance and Policy.

**Donald B. Gratz, Ph.D., Senior Associate and Director, National School Reform**, is Director of Graduate Programs in Education at Curry College. He previously served as Director of National School Reform at CTAC and as Executive Director of the Alliance for Education. He is one of the nation's leading experts on performance-based compensation. He coordinated the first phase of CTAC's evaluation of Denver's pay for performance initiative and guided the implementation of systemic reform initiatives in large districts throughout the United States. He is widely published in the area of performance-based compensation, including the recently issued *The Peril and Promise of Performance Pay: Making Education Compensation Work*.

**Lynn Stinnette-Barbour, District-Site Coordinator**, has led numerous initiatives at CTAC including the implementation of the Standard Bearer Schools process in multiple districts throughout the nation. She also served as the Director of Urban Education and Director for School and Community Development for the North Central Regional Educational Laboratory, and Senior Associate for the National Center on Education and the Economy. Previously, she served as an award-winning school principal in the Chicago Public Schools. She is a leading expert in urban education, curriculum alignment, standards-based instruction, and data-informed decision-making.

**Drew Gitomer, Senior Evaluation Scientist**, is an ETS Distinguished Researcher and Senior Director of Understanding Teaching Quality Center. His research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for teacher licensure assessments (*Praxis*<sup>TM</sup>) and advanced certification of teacher assessments (National Board for Professional Teaching Standards). Gitomer was Senior Vice President for Research and Development at ETS from 1999 to 2004. He co-edited *Educational Evaluation and Policy Analysis* from 2006-2009 and is editor of the volume *Measurement Issues and Assessment for Teacher Quality*. He is currently the principal investigator for research efforts sponsored by the Bill and Melinda Gates Foundation and the WT Grant and Spencer Foundations targeted at developing potential measures for understanding teaching quality.

**William Eglinton**, Director, Management, Finance and Policy, CTAC, previously served as Chief Operating Officer of Public Service Company of New Mexico (PNM: a Fortune 200 company), and Chairman of the Board for all corporate subsidiaries. Under his leadership, PNM introduced performance-based compensation. In addition to being a key-team member for many of CTAC's partnerships, Bill has served as CTAC's co-project director for the TIF-supported Leadership for Educators' Advanced Performance Initiative (LEAP) with the Charlotte-Mecklenburg Schools, directed CTAC's National Urban Reform Network, led site research and evaluations teams in Christina, DE (systemic reform), Denver (Collaborative Decision-Making) and Newark, New Jersey (state interventions) and trained district leadership teams, community collaboratives, corporate leadership groups and policy making bodies at local, state and national levels. His areas of expertise include school/corporate collaboration, performance-based compensation, executive assistance to superintendents and boards of education, and education policy.

**Martin Orland, Ph.D. Senior Evaluation Scientist, CTAC** is Director of Evaluation and Policy Research at WestEd. He is a national leader in developing evidence-based knowledge for educators and directs a nationwide staff of methodologists, research scientists, content experts, and evaluators whose goal is to help address critical needs in the fields of education and human development. The Evaluation Research program houses studies of projects at the elementary, secondary, collegiate, and graduate levels covering a breadth of topic areas including school reform; administrative, teaching, and curricular interventions; and children at risk of academic failure.

**Richard Larrabee**, Senior Associate, CTAC, National School Reform, has facilitated the implementation of the Standard Bearer Schools process at school and district levels in Duval County, Florida and led CTAC's field services team that conducted the groundbreaking professional development audit of the Schultz Center for Teaching and Leadership and the Duval County Public Schools. He previously served as Supervising Superintendent (overseeing all district regional superintendents), principal of a distinguished school (one of the nation's first CTAC-assisted Standard Bearer Schools), and as Director of Information Services during 30 years of service to the Cleveland Public Schools (Ohio). His areas of expertise include using data to drive instructional improvements, school and district improvement, and data-driven accountability.

**Peggie Brown**, Senior Associate, National School Reform, CTAC previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in reading theory and practice, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. She is the Center's expert on parent and community involvement. She is also an adjunct faculty member at Kent State and Ashland University.

**Judith Clary, Ph.D., Senior Associate, National School Reform**, CTAC, previously served as the Assistant Superintendent for Human Resources and as Assistant Superintendent for Research, Development and Accountability in Albuquerque Public Schools (NM). She has extensively developed policies and procedures to meet education regulations, and state and federal regulations and laws. In addition to cultivating relationships with community organizations, business communities and universities, she has been responsible for research, technical assistance, accountability, and restructuring frameworks for schools. She also serves as a mediator for Alternative Dispute Resolution, and as an Educational Diagnostician.

**Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability**, has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in performance-based compensation reform.

**(3) Support the proposed project with funds provided under other Federal or State programs and local financial or in-kind resources**

PWCS will support the TIF project with resources available from Federal, state, and local sources. TIPA schools will receive assistance under the NCLB/ESEA Title I, Title II, and Title III programs, as determined by their eligibility for services. Students who qualify for special education support will receive services provided under IDEA. By virtue of their being public schools within the division, all TIPA schools will receive the full range of services provided through state and local funding. In addition, TIPA schools will be among the first to be designated to receive special resources that may be available through state-supported training or initiatives that would address school-specific needs.

PWCS senior and school level staff participation in the Steering Committee and working groups will be supported as an in-kind contribution by the division.

**(4) Requested amount and project costs are sufficient to attain project goals and reasonable in relation to objectives and design of the project**

The proposed budget has been carefully designed to ensure adequate leadership, oversight and coordination, as well as provide the required staffing, a significant professional development component, collaboration, equipment, and supplies to meet the project. All expenditures strictly align to the project design and are necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant.

The project is designed for the school division to provide an increasing share of the projected cost associated with the differentiated compensation. The incentive payments will not be awarded in the first year of the grant, which is proposed as a planning year. When TIPA payouts

begin in Year 2, the division will pick up 20% of the cost of the differentiated compensation. The school division share will grow in 20% increments annually so that by Year 5 the ratio will reach 20% TIF, 80% PWCS.

### **Planning Year Rationale**

PWCS is proposing to implement a planning period for the first year of the grant program. The Management Plan outlines the efforts that work groups will undertake during 2010-11 to ensure that PWCS has all five core elements fully developed and in place by 2011-12.

1. The plan for effectively communicating the components of TIPA to both internal and external audiences will be enhanced and launched in Year One.
2. The development of TIPA has included a high level of stakeholder participation and involvement. This will continue as we further refine the specific operational definitions of 20 quality school characteristics identified in the development process. The measure of each characteristic must be a fair, attainable, realistic, and rigorous. It is important that this task be done with and by those most affected by TIPA's implementation to ensure that teachers and principals understand and buy-in to the specific measures by which their effectiveness will be determined.
3. PWCS is in the midst of a reform of its personnel supervision and evaluation system. The resulting PPP is a rigorous, transparent, and fair system that incorporates all components for evaluation defined in the core elements. PWCS is moving its 88 schools to the new process in phases. The TIPA schools would operate under two different systems of evaluation in 2010-11. By 2011-12, the entire school division will have transitioned to the new process, ensuring consistency in evaluation across schools.

4. PWCS has solid data management systems in place that are capable of linking student data to teacher and principal data, but these linkages will be strengthened through a new student information system to be planned in 2010-11 and implemented in fall 2011.
5. Finally, while teachers and principals will intimately understand TIPA as they work to refine the measures contained in the performance award system, the planning period will allow for full development of a comprehensive plan for helping all education professionals to understand the complexity and the benefits of the systemic initiative.

During this planning period, TIF funds will be used to develop and implement these components of the core elements and will not be used for incentive payments. Further, we will report progress on and completion of all aspects of the core elements through annual and other interim progress reports as determined by the U.S. Department of Education Teacher Incentive Fund program.

### **Quality of Local Evaluation (5 points)**

#### **Project Evaluation**

**Overview.** Serious efforts to improve student achievement and compensation systems must be guided by evidence and analysis of what is working and what changes need to be made to continually improve the division. The evaluation, managed by CTAC, will primarily focus on providing formative assessments to allow for mid-year changes, will be ongoing during the initiative—mid-year as information and data are available and annually—and will include a final evaluation at the end of the 5-year grant period to measure progress on the stated goals and objectives of the initiative.

The effects of TIPA will be evaluated employing a combination of quantitative and qualitative methods. The primary goal of these efforts is to provide division and school leaders

with formative assessments in the early years of the initiative's implementation to guide policy and implementation adjustments and a final summative evaluation.

TIPA seeks to improve student achievement in targeted schools through the improvement of teacher and principal effectiveness. For purposes of the evaluation, teacher effectiveness will be measured by improvements in teacher value-added at the school level and principal effectiveness will be measured by the improvements in teacher value-added for all teachers in the building and the retention of effective teachers. For both teachers and principals the quantitative analysis will be complemented with qualitative survey and interview data to better understand performance differences. TIPA has three distinct components:

- An assessment of teachers' strengths and weaknesses as defined in the District's Professional Performance Process (PPP),
- A reward system that is based on an organic determination of teacher effectiveness that resulted in an array of performance dimensions, weighted predominately towards measures related to student outcomes, and
- School-wide bonuses for the certified staff in the highest ranked schools.

Since schools are the basis for the financial rewards in TIPA, we employ schools as the unit of analysis for most of the evaluation, although we also explore improvements in individual teacher effectiveness as formative assessment intended to improve TIPA design and implementation.

**Quantitative Analyses.** The quantitative evaluation of the TIPA initiative will employ two methods of assessing changes the effects results from the initiative. First, we will employ a regression discontinuity design (RDD). However, because there may be some issues associated

with an RDD in this situation, we also explore analyses based on a difference-in-difference approach, also called a comparative interrupted time series analysis.

**Regression Discontinuity Design.** TIPA eligible schools determined by a strict formula based on school-level FRPL percentages. As a result, we can employ a regression discontinuity design that compares schools that just exceed the eligibility threshold to those just below that threshold. In many ways the TIPA schools near the Title 1 eligibility threshold are very similar to the non-TIPA schools near the threshold. Table 6 provides a summary of some attributes of the 16 TIPA eligible schools with between 50% and 65% FRPL students with the 16 non-TIPA schools with between 35% and 49% FRPL students.

**Table 6**

**Attributes of TIPA and Non-TIPA Schools near TIPA Eligibility Threshold**

<b>Student attributes</b>	<b>Non-TIPA</b>	<b>TIPA</b>
FRPL (percent)	42.59	59.02
Math Pass (percent)	85.29	85.15
Reading Pass (percent)	89.58	87.31
Math Pass Disadvantaged (percent)	80.11	81.69
Reading Pass Disadvantaged (percent)	84.31	84.31
Limited English Proficient (percent)	21.25	35.00
Nonwhite (percent)	71.84	82.22
<b>Teacher attributes</b>		
Novice Teachers (percent)	7.45	11.73
Teacher Turnover (percent)	7.61	8.45
<b>N</b>	16	16

There are some clear differences between the TIPA and comparison schools, although in many cases the differences are not large, especially for the student achievement measures, and a closer inspection of the individual schools suggests that all of these variables move continuously as the FRPL percentages approach the threshold. That is, there appears to be no discontinuity at the eligibility threshold. Even so, there are concerns that TIPA eligibility is coincident with Title 1 status, which usually implies additional federal resources and often may entitle schools for other programs from the state or district.

Equation 1 provides an illustration of the Regression Discontinuity models we will employ to examine the effect of TIPA, in this instance for student achievement. Here  $Y_{icgst}$  is the math achievement of student  $i$  in class  $c$ , grade  $g$ , school  $s$  at time  $t$  as measured by the Virginia Standard of Learning end of year achievement test. This outcome is a function of that student's math achievement in the previous grade and year, the TIPA treatment dummy variable and the school level FRPL variable that determines treatment status. We will also explore nonlinear specifications of FRPL and the inclusion of additional control variables for students, their classmates and schools.

$$Y_{icgst} = \beta Y_{ig-1,t-1} + \delta TIPA_{st} + \tau FRPL_{st} + \varepsilon_{icgst} \quad (1)$$

The effect of the initiative is measured by  $\delta$ , which identifies the average effect on student achievement (or teacher retention) in TIPA schools which are close to the 50 percent school-level FRPL percentage for TIPA eligibility. Similar formulations will be employed to examine teacher retention using hazard models to explore whether implementing the Leaders program influenced teacher attrition and transfers.

**Difference-in-Difference.** Although the Title 1 designation does not appear to materially differentiate schools on most of the measures of teachers and students, we will also explore the

effects of TIPA by employing a matched comparison group of Title 1 schools from other school districts and comparing differences in the longitudinal changes of student achievement. The particular schools will be chosen from similar school districts during the planning year of the TIF grant. Equation 2 provides an illustration of the types of models we will employ to examine the effect of the Initiative, in this instance for student achievement. Here  $Y_{icgst}$  is the math achievement of student  $i$  in class  $c$ , grade  $g$ , school  $s$  at time  $t$  is a function of that student's math achievement in the previous grade and year, a set of characteristics of the student and her/his family,  $X$ , attributes of the other students in the class,  $C$ , and attributes of the school,  $S$ . The effect of the Initiative is

$$Y_{icgst} = \beta Y_{ig-1,t-1} + X_{it}\varphi + C_{cgst}\alpha + S_{st}\theta + \delta TIF_t + \gamma TIPA_s + \delta(TIF_t * TIPA_s) + \varepsilon_{icgst} \quad (2)$$

identified by first controlling for any systematic factors that influence all schools post-implementation,  $TIF$ . This could include any federal, state or district policies applied across schools. We also control for any time invariant differences between the TIPA schools and the comparison schools,  $TIPA$ . These might include attributes of the TIPA schools not already identified in  $X$ ,  $C$  and  $S$  that differentiates them from the comparison schools pre and post-implementation. Finally, the effect of the TIPA Initiative is measured by  $\delta$ , which identifies the average effect on student achievement (or teacher retention) in TIPA schools following the implementation of the Learning Leader program. Similar formulations will be employed to examine teacher retention using hazard models to explore whether implementing the Leaders program influenced teacher attrition and transfers.

In both the regression discontinuity and difference-in-difference analyses we employ the Virginia Standards of Learning (SOL) achievement tests as the primary outcome measure. The

SOLs are a criterion referenced test administered near the end of the school year and are aligned with the State's standards of learning for each grade level and content area.

The approach described in equation 1 provides PWCS with a reasonable overall assessment of the success of TIPA. We should note that given the method employed for selecting schools to TIPA, it does not provide strong identification of the causal effects of the initiative on student achievement and teacher retention outcomes. Moreover, it provides only limited guidance on how the design and implementation of initiative can be adjusted to improve outcomes. To address the latter issue, we will estimate individual teacher value-added model.<sup>1</sup> These estimates will then be employed as the dependent variable in a regression model similar equation 1 where we explore a variety of comparisons between teachers in treatment schools to similar teachers in comparison schools (e.g., using a propensity matching approach) or relatively more and less effective teachers within TIPA schools. This allows us to identify particularly teachers who make particularly strong gains in student achievement consistent with positive effects for TIPA.

Although this analysis will not establish a causal link between TIPA and differential teacher outcomes, it will usefully guide our qualitative analysis to better understand why some teachers and schools have differentially benefited from the initiative. What we learn about why some teachers and schools may have differentially benefited from TIPA will be fed back to administrators to make real time adjustments in the professional development and implementation of the program.

**Qualitative Analyses.** The qualitative analyses will deepen the understanding of the impact of the initiative, identify factors that assist district leaders and teachers in understanding under what conditions and why the Initiative is more or less successful in improving student

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<sup>1</sup> We will employ standard value-added models to estimate teacher by year estimates of effectiveness with Empirical Bayes adjustments for measurement error (see, for example, McCaffrey, 2004; Rockoff, 2004).

achievement outcomes. In particular survey and interviews with district administrators, principals and teachers will probe the details of implementation of the Initiative and perceptions regarding its strengths and weaknesses. These surveys and interviews will be conducted annually beginning during the first project year.

**School, Teacher and Student Factors.** There are site level factors, in addition to compensation, that influence student achievement. Therefore, the qualitative evaluation will explore whether the incentives have varying degrees of success in schools with particular conditions or attributes—such as school programs; leadership mobility; size or population; whose teachers have different attributes—such as the number of years they have taught, level of licensure, subject taught or grade level; and whose students are of different ages, backgrounds, socioeconomic status or initial academic status.

**Impact of Changing Systems on Student Achievement.** The evaluation will examine the relationship between systems changes and actual results in student achievement. The evaluation will examine how the changes in data quality and access, professional development, curricular and instructional supports, and assessments affect student achievement in the schools; and, whether these changes affect some schools, classes or students more than others. By so doing, this component of the evaluation will provide a detailed analysis of how changing systems affect student achievement and the impact of incentives in the division.

**Broader Institutional and Community Factors.** This initiative also exists in a broader division context. The institutional capacity to implement major new strategies greatly affects the results of the initiative. The actions of a range of participants can substantially influence the implementation of the initiative. The evaluation will examine: policy and operational decisions, support structures and assignments, mid-course corrections and related interventions; the

perceptions of different constituencies—at the central, site and community levels—of these decisions and actions; which efforts are perceived by various constituencies as supporting or impeding the progress of performance-based compensation; which lessons have emerged for the division, and the implications of those lessons for the division and states in terms of the ability to improve student achievement. TIPA has significant systemic implications. The evaluation will analyze those institutional factors that have had the most marked impact on results.

**Feedback and Continuous Improvement.** The constituencies affected by the new compensation system need to have regular opportunities to respond to and shape the plan. CTAC will provide formative evaluation services that support feedback and continuous improvement while also developing PWCS capacities to:

- Enable pivotal constituent groups to shape the compensation system
- Conduct surveys and focus groups as appropriate
- Integrate constituent responses into continued development of compensation system
- Develop mechanisms which ensure continued constituent assessments and critiques in the post-grant period.

Two primary sources of feedback throughout the project will be surveys and interviews. Each year principals, teachers, parents and samples of students and external constituents will be surveyed to ascertain the effectiveness of the initiative. Confidential interviews will be conducted by CTAC with policy makers, key senior staff, union leaders, external community leaders and school site participants) to explore deeper issues that surface during each year and to identify areas where mid-course corrections are warranted.

**Surveys.** CTAC will survey all principals and teachers, and representative parent/caretaker households, as well as a representative sample of students (grade 6 and higher) and external

constituencies using a variety of surveys. These surveys will be produced, disseminated and analyzed during each year of the initiative. The results of these surveys will be analyzed both quantitatively (e.g., chi-square, ANOVA) and qualitatively.

*Principal survey.* Each principal in TIPA and comparison schools will be surveyed on a variety of factors relating to the nature and extent of professional development and supports provided to teachers to improve student outcomes. In TIPA schools, the survey will also explore the attributes of the learning environment that principals believe will make it most likely that the Initiative is successful. An important component of these annual surveys is to assess how principals' perceptions and practices change over the course of the project. What are they learning that improves the success of the Initiative?

*Teacher survey.* Similarly, we will conduct an annual survey of all teachers in TIPA and comparison schools. We will solicit teacher perceptions of the learning climate in their schools and how they believe the school staff can best improve student achievement. What professional development are they receiving? How effective do they believe it is? What supports do they receive from school leaders? What else could be done? In TIPA schools, we will also explore their perceptions of TIPA. How effective is the professional development? Could it be more effectively delivered or supported? Do the assessments of student achievement help guide their teaching practice? If so, how? What else could be done? We are also interested in their perceptions of the cohesiveness of the school staff. Again, we are very interested in how teachers' perceptions of all of these dimensions change over time and the factors that contribute to the success of the initiative.

**Interviews.** Focused interviews will be used to explore deeper issues which surface in surveys and other feedback mechanisms during each year of the initiative. More than 120

confidential interviews will be conducted annually in the division with policy makers, key senior staff, union leaders, external community leaders and school site participants (principals, teachers, students and parents). Responses will be analyzed using thematic analysis as well as nonparametric statistics such as chi-square, where appropriate.

The results of the surveys and interviews will be provided to the Steering Committee and Working Groups. CTAC will assist the Steering Committee and Working Groups to understand and analyze the results with respect to project impact and implications for making mid-course corrections. Throughout the CTAC evaluation team will work closely with the PWCS Office of Accountability in the development of databases for analysis, and the design and administration of surveys. We believe a close working relationship here is crucial for effective evaluation. In addition, the initiative structure, described in the Management Plan and Key Personnel section, is designed to promote constituent engagement and leadership, providing ample opportunities for ongoing feedback and continuous improvement. Teachers, administrators, community members, and parents will be invited to serve on the Working Groups to address specific components of the TIPA initiative, as well as to attend community forums and provide feedback through the division website.

## **Absolute Priorities and Competitive Priorities**

### **Priority 1 (Absolute) – Differentiated Levels of Compensation for Effective Teachers and Principals**

The PWCS performance-based compensation system provides differentiated levels of compensation. Two levels of awards, or tiers, will be distributed to staff at successful TIPA-eligible schools. Principals and teachers of SOL-tested subjects or grade levels (at elementary schools) will receive Tier I awards. Special education teachers and teachers of students with Limited English Proficiency will also receive Tier I awards. Tier I staff are the primary individuals who most directly impact the measured performance outcomes of a school in making AYP and achieving full accreditation status. All other certificated staff in the school will receive Tier II awards. This includes teachers who do not teach an SOL-tested subject, e.g., art, music, AP class instructors, specialist area teachers; other staff who provide specialized services, e.g., resource teachers, counselors, librarians; and other administrators. The proposed amounts of the individual awards for both Tier I and Tier II are described in the Project Design.

Design highlights include:

(a) PWCS intends to use the data generated by the Virginia SOL tests and convert the scores to normalized scores so that relative growth from one test to another in the same content area can be calculated. This will allow for a truer measure of student growth and of teacher effectiveness with specific students. Further, the incentives will reward teachers and principals at high need schools who meet specific criteria for effectiveness. These criteria give the greatest weight to student performance.

(b) TIPA and PPP are cornerstones of the school division's coherent and integrated approach to strengthening the educator workforce. The PPP includes multiple, observation-based

assessments of performance and dialogue throughout the year; aligned sets of standards for the professional educator and the educational leader; and evidence-based evaluation rubrics that include multiple rating categories of *exceeds*, *meets*, and *does not meet* for each performance standard. Training in using the evidence-based rubrics for observation has been ongoing throughout the deployment of the PPP and will continue as the evaluation system is implemented divisionwide over the next two years and beyond as personnel changes require.

(c) Teachers and principals at TIPA successful schools will accept leadership responsibility for helping other schools become more effective. Teachers and teacher teams will share best practices with other schools, model lessons for visiting teachers, and present at local conferences. Administrators will also be responsible for mentoring colleagues from other TIPA-eligible schools as these schools seek to improve student achievement and growth.

## **Priority 2 (Absolute) – Fiscal Sustainability of the Performance-Based Compensation System**

PWCS has projected costs associated with TIPA during the project period and beyond and has included in its communication plan several initiatives to build the teacher, principal, and community support for performance-based compensation that will be necessary for continuation of the PBCS beyond the TIF grant. The School Board's interest in a PBCS has already been established, since TIPA's development is the result of a Board directive. School Board members are a special focus on the TIPA communications over the next five years. Private briefings will be conducted on a regular monthly basis with district policy and executive leaders by the Project Director and CTAC. The intent of all efforts is to build understanding and support for a PBCS in the PWCS community and the community at large.

Further, PWCS will provide an increasing share of the performance-based compensation paid to teachers and principals over the course of the five-year project. The share will be in 20% increments each year of the grant, so that by Year 5, PWCS will be providing 80% of the incentive performance awards from non-TIF funds. The budget for the grant demonstrates this division commitment.

### **Priority 3 (Absolute) – Comprehensive Approaches to the Performance-Based Compensation System**

The application discusses two systemwide initiatives that focus on school division efforts to strengthen the educator workforce: TIPA and PPP. These two systemic reforms programs work together to be mutually reinforcing.

TIPA provides a significant monetary award to teachers and principals in eligible schools that qualify to receive the performance-based compensation, integrates the performance-based compensation system with the professional standards-based PPP, implements a professional development delivery system that focuses on school-specific needs data, and builds on growth targets set in the division's recently adopted strategic plan for 2010-2015. TIPA will reward teachers and principals for their contributions to higher student achievement, while improving the skills of teachers and principals in high need schools through a professional development component that uses student- and teacher-specific data to deliver knowledge and experiences targeted to individual teacher and principal needs related to TIPA's 20 characteristics of quality. PPP data collection around the effectiveness of individual teachers and administrators will provide a clear understanding of how education professionals in the TIPA schools are meeting or exceeding all six of the performance standards: knowledge of students; knowledge of content; planning, delivery, and assessment of instruction; safe, effective learning environment;

communication and collaboration; and professionalism. These standards represent high expectations for professional educator performance. Educators will receive an *exceeds, meets, or does not meet* rating for each of the six performance standards. These rating categories ensure that the evaluation component is tied explicitly to retention and tenure decisions, since personnel with repeated ratings in the does not meet category will be targeted for special assistance to develop the skills that are lacking.

**Priority 4 (Competitive Preference) – Use of Value-Added Measures of Student Achievement**

Data generated by the Virginia SOL tests will be converted to normalized scores so that relative growth from one test to another in the same content area can be calculated. During the planning year, the PWCS Office of Accountability, in conjunction with the CTAC evaluation team, will develop the specific conversions and analyses that will be used as the basis for awarding TIPA once it launches in 2011-12. The Virginia Department of Education has indicated that it will support the use of this framework by other school divisions in Virginia that are seeking to examine growth using the SOL tests. Concurrently, the Virginia Department of Education is working on vertically equating the SOL tests. Once the tests are vertically equated, measuring growth becomes simpler.

**Priority 5 (Competitive Preference) – Increased Recruitment and Retention of Effective Teachers to Serve High Need Students and in Hard-to-Staff Subjects and Specialty Areas in High Need Schools**

The proposed PBCS will be implemented in 30 high need schools, each of which has a student population eligible for free- and reduced-price lunch subsidies that ranges from 84.41% to 50.24%.

(1) In addition to meeting the TIF-eligibility criterion, these same schools have high minority populations and high collective percentages of Limited English Proficient (LEP) and special education students—the high need students most at risk of educational failure or in need of special assistance and support.

(2) Teachers in hard-to-staff subjects and specialty areas, such as mathematics, science, special education, and English language acquisition will receive Tier I TIPA, the higher of the two levels of awards. The division expects that the possibility of receiving additional compensation for teaching in or leading TIPA-eligible schools will both attract and retain effective teachers and principals. Unlike bonus plans, which are used to entice a person to accept a position, the TIPA project promises the possibility of financial award after the person has proven his/her effectiveness with high-need students in high-need schools.

(3) PPP implementation in all schools in the division coincides with the first year that TIPA incentive payments will be distributed. Inherent in the PPP is the ability to identify teachers who are effective or likely to be effective who can fill hard-to-staff subjects and special areas when vacancies occur.

The TIPA tiered award structure signals which subjects and specialty areas are considered hard-to-staff. The identity of the high need schools will be widely known through internal and external communications that will name the schools. Throughout the initiative, both formal reports, which will be made available to the public, and stories published through various media will identify the schools involved in the TIPA initiative.

#### **Priority 6 (Competitive Preference) – New Applicants to the Teacher Incentive Fund**

The partnership of CTAC and PWCS is a new applicant to TIF.

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# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **High Need Schools Documentation** Pages: **2** Uploaded File: **High Need Schools Documentation.Final.7.2.10.pdf**

## High Need Schools Documentation

The Table below provides a list of schools eligible to participate in the Teacher Incentive Performance Award and the most current data on the percentage of each school's students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act. The data are taken from the School Year 2009-10 National School Lunch Program Free and Reduced Price Eligibility Report, Virginia Department of Education, published February 8, 2010 (VDOE website:

[http://www.doe.virginia.gov/support/food\\_service\\_nutrition/statistics/free\\_reduced\\_eligibility/2009-2010/schools/2009-2010.xls](http://www.doe.virginia.gov/support/food_service_nutrition/statistics/free_reduced_eligibility/2009-2010/schools/2009-2010.xls), retrieved 6/28/10).

### Eligible Schools and Free- Reduced-Prince Lunch Rates FY 2009-10

School Name	% Free/Reduced Lunch
<b>Elementary Schools</b>	
Bel Air	72.48
Belmont	59.80
Dale City	71.36
Dumfries	72.71
Ellis	56.35
Featherstone	73.30
Fitzgerald	52.60
Kerrydale	64.47
Kilby	63.68
King	50.74
Loch Lomond	71.91
Marumscro Hills	75.47
Minnieville	63.73
Mullen	65.13
Neabsco	67.18
Occoquan	55.15
Potomac View	84.41
River Oaks	61.75
Sinclair	68.40
Sudley	52.35
Triangle	63.09

School Name	% Free/Reduced Lunch
Vaughan	63.29
West Gate	82.17
Yorkshire	69.30
<b>Middle Schools</b>	
Beville	50.24
Godwin	62.38
Lynn	70.38
Rippon	63.68
<b>High Schools</b>	
Freedom	61.01
Gar-field*	50.24 – 62.38

\*eligibility based on feeder middle schools:  
Beville (50.24%) and Godwin (62.38%)

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **LettersofSupport.Final** Pages: **20** Uploaded File: **Letters of Support.Final.pdf**



## COMMONWEALTH of VIRGINIA

Patricia I. Wright, Ed.D.  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION  
P.O. BOX 2120  
Richmond, Virginia 23218-2120

Office: (804) 225-2023  
Fax: (804) 371-2099

June 24, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

The Virginia Department of Education fully supports and endorses the Prince William County Public Schools' (PWCS) initiative to partner with the Community Training and Assistance Center to develop and provide an incentive performance award to school-based staff under its proposed model, *Teacher Incentive Performance Award* (TIPA).

TIPA will provide an award to exemplary schools based upon rigorous, attainable empirical standards of achievement that avoid subjective measures of success. Moreover, TIPA does not compromise the collegiality and working relationships that are essential to building the capacity of teachers to meet the needs of at-risk students. Equally important to the success of TIPA is the targeted professional development that will be provided to schools. PWCS also deploys a rigorous, systematically-based plan of evaluation to analyze school performance.

This initiative has an unusually high degree of stakeholder buy-in by respective staff from every level of school administration and instruction and a division wide survey of all school-based personnel. A tiered structure has been developed to govern the disbursement of an incentive award within the school according to the impact of staff in meeting well-defined criteria. TIPA is unique in that the budgetary costs do not increase exponentially year after year.

The Honorable Arne Duncan  
June 24, 2010  
Page 2

TIPA also will increase statewide knowledge of performance-based compensation systems and offer an additional model for other Virginia school divisions to consider. I would appreciate your favorable consideration of the PWCS grant proposal.

Sincerely,



Patricia I. Wright, Ed.D.  
Superintendent of Public Instruction

PIW/jwl



June 18, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

As Chairman of the Prince William County School Board, I respectfully request that you give full consideration to providing a TIF grant award for the initiative that our Board has requested of staff. A comprehensive process of broad participation over the last year has resulted in what we believe to be an outstanding model that can be embraced by our schools and our community. The Teacher Incentive Performance Award (TIPA) is a plan that provides a whole school award incorporating not only a high requirement of student academic achievement, but equally importantly other defined performance characteristic parameters that determine successful schools. This is a model that does not cause divisiveness within schools and one that our public will support.

Under TIPA we will do a better job of helping poor and minority children with more highly effective teachers. I believe that this will help slow the transfer of teachers from schools with those demographics. The “high value” a monetary incentive to be received by TIPA awardees is balanced with a strong professional development initiative and a revised professional performance evaluation system that will be provided to all TIPA eligible schools. This evaluation system is exactly where education should be headed to achieve systemic reform and improve the workforce capacity of our schools.

PRINCE WILLIAM COUNTY SCHOOL BOARD

Milton C. Johns, *Chairman At-Large* • Gil Trenum, *Vice Chairman, Brentsville District*  
Betty D. Covington, *Dumfries District* • Grant Lattin, *Occoquan District* • Vacant, *Neabsco District*  
Michael I. Otaigbe, Ph.D., *Coles District* • Denita S. Ramirez, *Woodbridge District* • Don Richardson, *Gainesville District*

The Honorable Arne Duncan

Page 2

TIPA is a carefully conceived and developed initiative that does not repeat the many past problems of merit pay systems. The very best educators in our country are among staff in Prince William County Schools, and I hope you will give very strong consideration to funding this forward thinking initiative that could make us a model for the Virginia Commonwealth.

Sincerely,

A handwritten signature in black ink, appearing to read "Milton C. Johns". The signature is fluid and cursive, with the first name "Milton" being the most prominent.

Milton C. Johns  
Chairman At-Large  
Prince William County School Board



Prince William County

PUBLIC SCHOOLS

*Providing A World-Class Education*

June 29, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

From the time the School Board in Prince William County Public Schools tasked me with creating a performance pay plan in our School Division, my vision was to develop a *World Class* plan that could serve as a viable model for other school systems across the country. I believe we have that plan in our Teacher Incentive Performance Award (TIPA), which we now submit for consideration as part of the U.S. Department of Education's Teacher Incentive Fund (TIF).

I am committed to this plan because it addresses the need to locate and retain highly qualified teachers with a target population of "at risk" children who will benefit from improved academic performance. I am most optimistic that you will find this Prince William County Schools TIF grant application worthy of funding as we continue to explore new and innovative ways to serve our students and appropriately award those teachers who provide this service.

Sincerely,

Steven L. Walts  
Superintendent of Schools

DR. STEVEN L. WALTS  
*Superintendent of Schools*

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P.O. BOX 389, MANASSAS, VA 20108 • WWW.PWCS.EDU

Teaching. Learning. Leading.

June 18, 2010

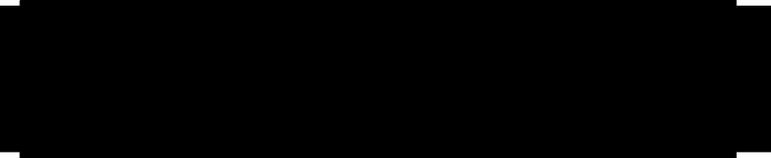
The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

The Prince William County school system is applying for a Teacher Incentive Fund grant in order to fund an initiative entitled Teacher Incentive Performance Award (TIPA). TIPA proposes to give a monetary award to certified staff in high needs schools that meet certain criteria, which include improved Standards of Learning test scores. Other criteria are detailed in the application.

The Prince William Education Association (PWEA) is the largest association in Prince William County with 3,900 members. PWEA has been an active participant in negotiating the various aspects of TIPA and its administration. As there will be a planning year, we look forward to having a place at the table to continue to insure the plan will be productive and administered properly. Therefore, the PWEA approves the application process for the grant to move forward.

Sincerely,

  
PRINCE WILLIAM EDUCATION ASSOCIATION

# Bel Air Elementary School

14151 Ferndale Road • Woodbridge, VA 22193  
703.670.4050 • FAX 703.670.5593 • [www.pwcs.edu/BelAir](http://www.pwcs.edu/BelAir)  
Clint M. Mitchell, Principal • [mitchemm@pwcs.edu](mailto:mitchemm@pwcs.edu)  
Nathaniel Provencio, Assistant Principal • [provennr@pwcs.edu](mailto:provennr@pwcs.edu)

June 17, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Program  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

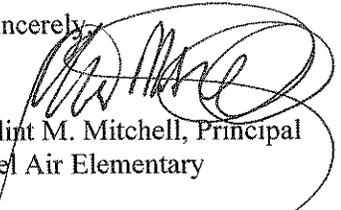
I would like to take a few moments of your time to express my support for the Prince William County Public Schools (PWCS) Teacher Incentive Performance Award program (TIPA) as it relates to the Teacher Incentive Fund (TIF) grant. I was afforded the opportunity to be an active participant in the development of a methodology for awarding TIPA to the schools who meet the criteria set forth by the school board; during that time, I was able to provide ideas, recommendations and feedback along with numerous colleagues across the school division.

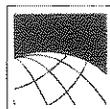
At the conclusion of our work together, one of the things that I found to be unique about TIPA was that it provided an opportunity for thirty of eighty-one of the PWCS to be eligible for the award. The thirty schools that were highlighted had a demographic of having equal or greater 50% economically disadvantaged student population. Keeping with the spirit of the No Child Left Behind Act of 2001, PWCS TIPA took into account that a school must have made Adequate Yearly Progress (AYP) and also must be fully accredited by the state of Virginia based on the results of the statewide Standards of Learning (SOL) benchmark testing.

As a principal of a Title 1 school for the last four years and an assistant principal the previous three years, I have seen the amount of work, dedication, time and energy that my teachers invest in the students at Bel Air Elementary. We have a mobility rate of thirty seven percent; seventy two percent of our students are economically disadvantaged, fifty percent Hispanic and forty four percent are limited English proficient (LEP). Despite of all of these challenges, many of our staff members volunteer their service to kids in our Saturday remediation academy, before and after school programs, parent outreach programs, pre-kindergarten summer program, positive behavior support program (PBS), etc. If we are designated as a school to receive a TIPA award under the plan from PWCS, it would serve not as a motivator to my staff but rather a reinforcer for all of the great service my staff provides to students.

In closing, I would like to thank you and President Obama for having a clear vision to reward and continue to challenge educators to find new and innovative ways to challenge our children as we move into the future. In the words of John Stuart Mills, "*A great statesman is he who knows when to depart from traditions, as well as when to adhere to them.*" Thank you and President Obama for being great statesman to the field of education.

Sincerely,

 #3  
Clint M. Mitchell, Principal  
Bel Air Elementary



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[www.pwcs.edu](http://www.pwcs.edu)

# Dale City Elementary School

14450 Brook Drive • Woodbridge, VA 22193

703.670.2208 • *en Español* 703.680.3567 • FAX 703.670.8425 • [www.pwcs.edu/DaleCity](http://www.pwcs.edu/DaleCity)

*Cindy Crowe-Miller, Principal*

June 18, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

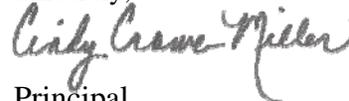
This is a letter of support for Prince William County School's Teacher Incentive Performance Award (TIPA). As principal of a Title 1 school with over 50% economically disadvantaged students I know firsthand how hard staff at our school work to attain excellence from each child. If we are a recipient of this stipend, TIPA would finally be a way of compensating a committed staff that has asked for no other reward except their sense of deep satisfaction when we see evidence of learning in every student no matter what their background.

There are many reasons why I give my wholehearted support for TIPA. First and foremost, it is a positive initiative that does not place an additional undue burden on the work we already accomplish. We will continue to strive for excellence and continuous improvement with or without TIPA. Those of us working in high-poverty schools experience the daunting challenges on a daily basis that children from high-poverty homes bring. This award would give some well deserved compensation and recognition for a strong staff that is united in our mission to successfully educate children. It is realistic, fair, attainable and rigorous. The professional development component of TIPA is also very prescriptive and an excellent resource to assist schools.

Another important reason I support the TIPA grant is that it is comprehensive. A strong school is so much more than the sum of its test scores. TIPA takes student performance into account by requiring schools to achieve AYP and accreditation; however, it is comprehensive in that a school must also show success through quality indicators in instructional leadership, school climate, professional development and student behavior. "Other performance measures" is what the research asks for in such performance-based compensation plans.

On behalf of the students and staff at Dale City Elementary, I give my full support to our TIPA plan and hope that you will review it carefully and fully fund this breakthrough initiative.

Sincerely,



Principal  
Dale City Elementary



# Gar-Field Senior High School

14000 Smoketown Rd. • Woodbridge, VA 22192

703.730.7000 • [www.pwcs.edu/Gar-field](http://www.pwcs.edu/Gar-field)

*William G. Bixby, Principal*

June 22, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

As the instructional leader at Gar-Field Senior High school in the Prince William County Public School Division, I write this letter of support as the leader of a school that will participate in the school's division's deployment of the Teacher Incentive Performance Award (TIPA) as part of the U. S. Department of Education's Teacher Incentive Award (TIF).

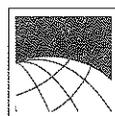
I believe that the monetary incentive performance award based upon an assessment of multiple, school-quality characteristic indicators, including student performance, instructional leadership, climate, instructional delivery performance processes, and student behavior indicators will energize and focus our work in increasing student learning outcomes. Equally important to awarding teachers a stipend for their exemplary performance is the targeted professional development activities that will be collaboratively planned and implemented to address school needs and provide efficiency in preparing teachers to effectively shepherd student learning to meet targeted learning outcomes.

I respectfully request that Prince William County Schools be awarded for their TIF Grant application. TIPA will make a significant positive change in the endeavors of high need schools in our district.

Sincerely,



William G. Bixby  
Principal



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[www.pwcs.edu](http://www.pwcs.edu)

# Marumsco Hills Elementary

14100 Page Street • Woodbridge, VA 22191  
703.494.3252 • FAX 703.494.9789 • [www.pwcs.edu/MarumscoHills](http://www.pwcs.edu/MarumscoHills)  
*Joanne Alvey, Principal*

June 21, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

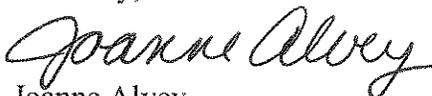
Dear Secretary Duncan:

I am writing to you in support of Prince William County Schools' application for funding for the Teacher Incentive Performance Award. I am the principal of an at risk school with a high level of students living in poverty as well as a high level of students who are English Language Learners. I have participated in the development of the TIPA program from the very beginning and I believe that we have had a great deal of input from all of our stakeholder groups. Mr. Pedersen has had many meetings with teachers, administrators, students and parents to gather concerns as well as ideas to make this program the best it can be to increase student achievement in Prince William County Schools.

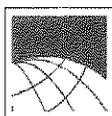
I believe the most important advantage of the program is recruitment of teachers for schools such as Marumsco Hills. The TIPA program will be most attractive to young talented teachers who are just starting their careers. Hopefully, because of the program, they will take a second look at schools with high needs and take on the challenge of educating those students who need the best teachers. I have already had teachers choose our school because their student loans were forgiven by working at a Title I school. Our school has already seen the benefits of a financial incentive. The TIPA program would serve to further increase the incentive to work at Title I schools.

Thank you for your attention as you consider the application from Prince William County Schools.

Sincerely,



Joanne Alvey  
Marumsco Hills Elementary



Prince William County

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[www.pwcs.edu](http://www.pwcs.edu)

# River Oaks Elementary School

16950 McGuffey's Trail • Woodbridge, VA 22191  
703.441.0050 • FAX 703.441.1012 • [www.pwcs.edu/RiverOaks](http://www.pwcs.edu/RiverOaks)  
*Aerica A. Williams, Principal*

June 21, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

Please accept my letter of support to implement a performance incentive award in the Prince William County School Division. The Teacher Incentive Performance Award (TIPA) will provide stipends for highly qualified faculty based upon their achievement of high levels of student performance, instructional leadership, school climate, professional development performance processes, and student behavior. Furthermore, TIPA will be awarded to the most economically disadvantaged schools by encouraging teachers to work together to narrow the achievement gap.

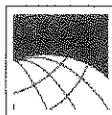
In my professional opinion, TIPA will cultivate teacher leadership while promoting innovation to improve the quality of student learning. Through the development of teacher leadership, the voices as well as knowledge, of accomplished teachers will be shared while at the same time assisting schools with the improvement of teaching policies and practices.

While I understand the most effective changes to education come from teachers themselves, TIPA will be the vehicle to reward those from our professional teaching force who desire and seek to improve student learning measured by academic performance indicators. The value of TIPA is that the award is granted as a result of the significant and exemplary achievements of a school's improvement processes calculated by identified benchmark standards through the targeting of specific areas of improvement.

Every student in America deserves highly qualified, well-supported, and effective teachers. TIPA will promote an atmosphere of improved instruction delivered by educators who are committed to teach in our most challenging schools.

Sincerely,

  
Aerica A. Williams, Principal



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[www.pwcs.edu](http://www.pwcs.edu)

# Signal Hill Elementary School

9553 Birmingham Dr. • Manassas, VA 20111  
703.530.7541 • FAX 703.530.7542 • [www.pwcs.edu/SignalHill](http://www.pwcs.edu/SignalHill)  
*Cynthia Wrenn, Principal*

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

June 18, 2010

Dear Secretary Duncan:

I am writing to express my support and admiration for the TIPA program which has been developed by Prince William County Public Schools. As the principal of a school that will not be eligible to receive any funds from the program, I felt it was important to share my support with you. From several discussions, I know many other principals in my position feel the same. The potential of this program which can benefit and help so many children in our county is incredible.

We see TIPA as a critical opportunity to reward the strategic work of dedicated professionals who have successfully helped students achieve their academic goals. This program encourages academic success in a positive, fair and equitable manner which all educators will appreciate. High needs schools must attract and keep teachers who can accomplish sustainable results that reflect the successful education of at-risk children. TIPA will provide an incentive to make this possible. A TIF grant will make the TIPA program a reality. It is my sincere hope that this extremely well designed program will become a reality.

Sincerely,

Cynthia Wrenn  
Signal Hill Elementary



# Sudley Elementary School

9744 Copeland Dr. • Manassas, VA 20109-3099  
703.361.3444 • FAX 703.361.8795 • [www.pwcs.edu/Sudley](http://www.pwcs.edu/Sudley)  
*Pamela N. Moody, Principal*

June 18, 2010

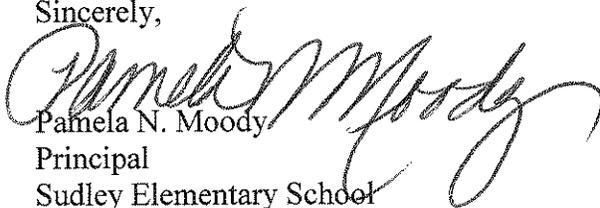
The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

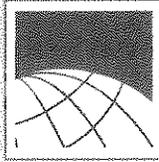
Dear Secretary Duncan:

Sudley Elementary School heartily supports the TIPA initiative. Sudley's focus has stressed community and school collegiality and cooperation to achieve a high level of student achievement. By having performance based compensation, schools embrace student performance, instructional leadership, school climate, professional development performance processes, and student behavior.

With the TIPA initiative, teachers are rewarded for the measurable and significant challenges of successfully educating children. It does take "a whole village" to educate and nourish our children.

Sincerely,

  
Pamela N. Moody  
Principal  
Sudley Elementary School



Prince William County  
PUBLIC SCHOOLS  
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June 18, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

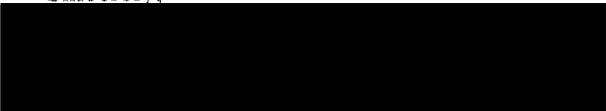
As Supervisor for Health, Physical Education, Driver Education, JROTC, and Athletics in Prince William County Public Schools, I would like to extend my support for the Teacher Incentive Performance Award program (TIPA). I strongly support efforts that improve the opportunities for all students to reach successful achievement in school. In recent years, research supports the notion that improving student physical wellness has proven to increase student achievement. Including a measurement of student wellness as one of the twenty operationally defined measurements of quality school characteristics of school success represents a comprehensive whole child approach to developing successful learning opportunities.

The Office of Health and Physical Education endorses the TIPA program because it does reflect a total school effort to create a culture of wellness, learning, and successful achievement. Just as every student will benefit from the intentional efforts of a combined staff, every staff member should be recognized for their combined efforts and resulting successes.

Historically, school personnel in Prince William County Public Schools have relied on the intrinsic rewards of facilitating a high level of student achievement. The whole school award stipend of the TIPA program will encourage the continued pursuit of exemplary whole school performance.

Thank you for your consideration of my recommendation.

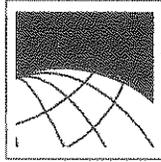
Sincerely,

  
A. Frederick Milbert, Supervisor  
Health, Physical Education, Driver Education,  
JROTC, and Athletics

A. Fred Milbert  
*Supervisor of Health, Physical Education, Driver Education, JROTC, & Athletics*

---

P.O. BOX 389, MANASSAS, VA 20108 • MILBERFA@PWCS.EDU • 703-791-7353, FAX 703-791-7336



**Prince William County**  
**PUBLIC SCHOOLS**  
*Providing A World-Class Education*

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

June 22, 2010

Dear Secretary Duncan:

I am writing to express my support for the Teacher Incentive Performance Award (TIPA) program which has been developed by Prince William County Public Schools (PWCS). As the Supervisor of Multicultural Education, and one that focuses on the achievement gap that exists in this county, I feel it is important to share how beneficial this program can be. Following multiple focus group discussions, professional debates, and sharing research with peers related to the topic of incentive pay, I have found that the program would be a true benefit to the students of Prince William County. The potential success of TIPA would not only deliver immediate benefits, but also provide students with a solid foundation of success as they move forward in their academic careers.

Research clearly states that the success of students is directly tied to the knowledge, skills, and attitudes of the classroom teacher, and the TIPA program will assist in placing those teachers deemed to be extremely skillful, in schools with the most need. The reward to the students is life long, as is the reward to the teachers. To participate in a program to assist those students that have historically been underrepresented in advance placement courses, have higher dropout rates, and considered a "drain" on the American economy, is only part of why many teachers feel that TIPA will be a success in PWCS. TIPA will serve as a critical component to the academic success of at-risk children, and it is my hope that it becomes a reality for the educators and students of Prince William County Public Schools.

Sincerely,

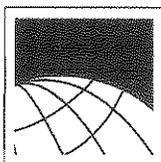


Victor S. Martin  
Supervisor, Office of Multicultural Education  
Prince William County Public Schools

MR. VICTOR S. MARTIN  
*Supervisor, Office of Multicultural Education*

---

P.O. BOX 389, MANASSAS, VA 20108 • WWW.PWCS.EDU • 703.791.7270, FAX 703.791.7336



# Prince William County

PUBLIC SCHOOLS

*Providing A World-Class Education*

June 23, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

I am writing to express my full support for the Teacher Incentive Performance Award (TIPA) for its potential to impact the achievement of students as well as the practice of teachers and administrators in Prince William County Public Schools and beyond.

From my experience as parent, teacher, principal and human resources director, I believe there is a critical link between effective teaching and students' academic achievement. TIPA will pinpoint skills and practices that lead individual teachers and teams of teachers to have a greater impact on student performance than others. We will use teacher effectiveness and student learning to make decisions about pay, professional development, and, most importantly, what works with our target population of at risk students. TIPA is designed to take into consideration the multiple quality indicators of successful, productive school cultures and focus on what really matters: student performance, instructional leadership, climate, instructional delivery, supervision and performance processes, and student behavior. This is a "whole school award" thus avoiding the competition versus collaboration debate, essential to our Division's commitment to its professional learning communities.

TIPA will aid in attracting and retaining the best and the brightest to our most challenging schools. Further, I am confident that through the hard work and dedication of these teachers and administrators we will see sustainable results that reflect the successful education of children "at promise."

As Director of Human Resources, I want to be sure that every classroom is led by a teacher who is highly effective and focused on student learning. Schools identified for participation in TIPA face very unique challenges. To be able to reward these teachers and their principals for achieving extraordinary results would be a great step forward toward paying educators for all that they know and do for our children.

Respectfully,

  
Amy White  
Director

MRS. AMY WHITE  
*Director, Office of Human Resources*

---

P.O. BOX 389, MANASSAS, VA 20108 • WWW.PWCS.EDU • 703.791.8767, FAX 703.791.8358



Education Leadership Program  
4400 University Drive, MS 4C2, Fairfax, Virginia 22030  
Phone: 703-993-3633; Fax: 703-993-3643

June 18, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

We are writing to express our support for the Prince William Public Schools (PWCS) TIPA award. Specifically, the Education Leadership Program and Office of Education Services of the College of Education and Human Development endorse the professional development aspect of the TIPA proposal.

The Education Leadership Program has developed a model for principals and their leadership teams to use research to lead school improvement. The model has proven effective working with master's and licensure students making meaningful improvements in their schools, it has been used for administrator professional development in Fairfax County Public Schools, and it is a basic method applied through the Northern Virginia School Leadership Center. We look forward to working with PWCS to implement the model for school improvement planning, implementation, and evaluation.

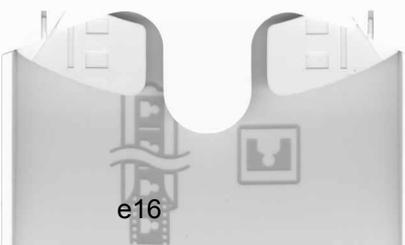
The Office of Education Services (OES) offers a variety of services to school divisions and educational organizations in providing quality professional development to P12 educators and administrators (for both credit and non-credit activities). The PWCS has been a long standing agency that contracts with OES for many professional development activities. OES looks forward to playing a support role with PWCS to implement professional development associated with its TIPA award.

Sincerely,

Lena Hall, Ed.D.  
Director, Office of Education Services



S. David Brazel, Ph.D.  
Associate Professor and Coordinator, Education Leadership Program



June 21, 2010

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U. S. Department of Education  
400 Maryland Avenue, SW, Room #E120  
Washington, DC 20202

School of Education  
Center for School Improvement

Oliver Hall  
1015 West Main Street  
P.O. Box 842020  
Richmond, VA 23284-2020

804 828-1788  
Fax: 804 828-6444  
TDD: 1-800-828-1120  
jldemary@vcu.edu

Dear Secretary Duncan:

As Director of the Center for School Improvement at Virginia Commonwealth University and former State Superintendent of Public Instruction for Virginia, I am pleased to write a letter of support for Prince William County Public Schools (PWCS) to receive funding from the Teacher Incentive Fund. The process that has led to the proposed plan for PWCS, the Teacher Incentive Performance Award (TIPA), has been a thoughtful one; well-researched, metric-based and boldly vetted with the division's educational stakeholders.

The opportunity for faculty in PWCS who serve the county's most economically disadvantaged young people to receive a TIPA stipend is indeed innovative. It significantly increases the prospect of impacting the distribution of their supply of the brightest and best teachers and most caring and competent school-based leaders.

The performance criteria incorporated into the application provide a rigorous context for the identification of successful schools and in and of themselves promote opportunities for professional growth and development. The implementation of this award with fidelity in PWCS has the potential of impacting school divisions across the Commonwealth.

I encourage you to give strong consideration to funding this proposal.

Sincerely,



Jo Lynne DeMary  
Director, Center for School Improvement



COMMONWEALTH OF VIRGINIA  
HOUSE OF DELEGATES  
RICHMOND

RICHARD L. ANDERSON  
POST OFFICE BOX 7926  
WOODBRIIDGE, VIRGINIA 22195

June 24, 2010

COMMITTEE ASSIGNMENTS:  
GENERAL LAWS  
FINANCE  
SCIENCE AND TECHNOLOGY

FIFTY-FIRST DISTRICT

The Honorable Arne Duncan  
U.S. Secretary of Education  
Office of Elementary and Secondary Education  
Attention: Teacher Incentive Fund  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3E120  
Washington, DC 20202

Dear Secretary Duncan:

I am writing to express my support for Prince William County Schools' performance-based compensation systems and to respectfully ask that a Teacher Incentive Fund (TIF) grant be awarded as part of Prince William County's enhancement initiatives in our local public schools.

I am an elected member of the Virginia House of Delegates, and my constituency resides in Prince William County (PWC), Virginia. I request that PWC Public Schools (PWCS) receive full consideration for a responsive TIF grant award. PWC has a high population of economically disadvantaged students in a number of schools, as outlined in TIF program criteria. The proposed plan for PWCS, designated as the Teacher Incentive Performance Award (TIPA), has taken positive steps to provide a whole school award that incorporates a high level of student academic achievement, as well as other critical performance characteristics that collectively define successful schools.

PWC's TIPA plan will provide additional highly effective teachers for direct interface with our poor and minority students, which will help to slow the migration of teachers away from schools with these demographics. The TIPA incentive award methodology is unique in that it does not increase our budget from year to year, a vital necessity during the current economic downturn. The TIPA program also includes a professional development component for our teachers that will promote the success of children in multiple performance areas, a key metric by which school success is determined. In our view, performance compensation plans for schools must move beyond simple student performance indicators. The high marquee value of funding received by TIPA is balanced by the professional development opportunities that will be provided to all TIPA-eligible schools and teachers. In short, the evaluation system is where

The Hon. Arne Duncan

June 24, 2010

Page Two

schools should be headed in order to achieve realistic systemic reform.

I respect the fact that student behavior is a performance characteristic that will be evaluated as part of the process in determining TIPA award schools. Without question, learning is severely hampered in unsafe schools or where disruption is commonplace, and there is no community in America where school safety is not at the forefront of daily conversation. I believe that TIPA guards against the past difficulties with "merit pay." The PWCS performance award initiative is robust and, in my view, goes far beyond any merit plan delineated for a public school system.

TIPA will make a positive difference in providing educational systemic reform, and I am appreciative that PWCS is taking positive steps to implement this performance-based award system. Thank you for the opportunity to comment in support of Prince William County Schools, and please have your staff direct any questions to me at my District address or telephone number.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard L. Anderson". The signature is fluid and cursive, with a large initial "R" and "A".

RICHARD L. ANDERSON  
Delegate, 51<sup>st</sup> House District  
Virginia General Assembly

# Project Narrative

## Other Attachments

Attachment 1:

Title: **Biographies.Final** Pages: **11** Uploaded File: **Biographies.Final.pdf**

# Edward Kristian Pedersen

---

**PROJECT DIRECTOR,  
Teacher Incentive Performance Award  
INTERIM ASSOCIATE SUPERINTENDENT,  
Student Learning and Accountability  
Prince William County Schools, Manassas, Virginia**

---

## CORE COMPETENCIES

- Associate Superintendent
  - Science Supervisor
  - Middle School Principal
  - Middle School Assistant Principal
  - Biology Teacher
  - Science Supervisor
  - Math Supervisor
  - Music Supervisor
  - Art Supervisor
  - Physical Education Supervisor
- 

## DEMONSTRATED SUCCESSFUL ACCOMPLISHMENTS IN RETIREMENT

- Analysis identifying all budget, housing, staffing, and transportation issues to successfully transition all Prince William County Schools to *Full-day Kindergarten*
  - In-depth study with recommendations to successfully improve the *Retirement Opportunity Program* for all Prince William County Schools employees
  - Successful revision and implementation plan to modify the Prince William County Schools previous grading scale to the current *Ten-point Grading Scale*
  - *Schedule Alteration Review Committee* study to successfully satisfy Prince William County School's community requests to examine the possibility of revising and/or altering the starting times of elementary, middle and high schools
  - Acting High School Principal
  - Acting Associate Superintendent
- 

## HIGHLIGHTED CAREER ACHIEVEMENTS

- Team Leader for the Lead School Division for the successful development of the Virginia Department of Education's original draft for the *K-12 Standards of Learning for Science* through the collective efforts of 44 other Virginia school divisions and higher education communities.
  - State textbook adoption committees for science including establishing evaluation criteria for the selection of texts.
  - Executive Director of the Prince William County Public Schools Education Foundation.
  - Board member of Virginia Science Supervisors Association
  - Associate Director for the Prince William Soil and Water Conservation District
- 

## EDUCATION

Bachelor of Science, Biology, 1968, Virginia Tech  
Master of Science, Education, 1972, Virginia Tech

## **Prince William County Schools Steering Committee Biographies**

**Rae Darlington, Deputy Superintendent**, was named to the position in July 2006, after serving two years as associate superintendent for Area III schools. She started her career in Prince William County as a language arts teacher at Beville Middle School, becoming a member of the Department of Curriculum and Staff Development's instructional support team shortly thereafter. Darlington served as a middle school assistant principal and principal prior to joining the division's central office staff. Ms. Darlington received her bachelor's degree from Hampton University and her master's degree from the University of South Carolina. In 1994, she earned an administrative endorsement from the Leadership Academy at George Mason University.

**Timothy L. Healy, Associate Superintendent for Student Learning and Accountability**, was appointed to the post on July 1, 2010. Healy most recently served as principal at Osborn Park High School, a position he had held since 1999. Healy began his career with PWCS at Woodbridge High School in 1989 as an English teacher and then, in 1995, became teacher on administrative assignment there. He served as assistant principal of Osbourn Park High School from 1997–99 before becoming its principal. Healey holds a bachelor's degree in English from James Madison University and a master's degree in educational administration from Virginia Tech. He has completed significant course work toward a doctoral degree in educational leadership, also at Virginia Tech.

**Keith Johnson, Associate Superintendent for Human Resources**, joined PWCS in July of 2005. During his career, Johnson has served as an elementary school teacher, elementary school assistant principal, and an elementary school principal prior to his move into human resources as a personnel officer for the Baltimore County Public Schools in 1993. Johnson most recently served as the assistant superintendent of human resources and staff relations in the Greece (NY)

Central School District. Johnson received his bachelor's degree from Coppin State University and his master's degree from Morgan State University,

**Dave Cline, Associate Superintendent for Finance and Support Services,** was appointed to his position in July 2008. He began his career with the school division in 1989 as director of financial services. Under his leadership, the school division's annual budget document has received the Meritorious Budget Award from the Association of School Business Officials International every year since 1998. Cline graduated with honors from the United States Coast Guard Academy and earned a master's degree in business administration, finance, and investments from George Washington University.

**Natally A. Walker, Ed.D., Supervisor of Professional Development,** has been in this role since July 2005. In her 35 years with PWCS, Dr. Walker has been an elementary school teacher, elementary school assistant principal, elementary school principal, and a high school director of instruction. Prior to joining PWCS, she served three years as a middle school teacher and three years as an elementary school assistant principal for Hampton City Schools.

**Jennifer Coyne Cassata, Acting Director of the Office of Accountability,** joined PWCS in September 2005 as the supervisor of program evaluation. Prior to that, she served as a program evaluation specialist in Fairfax County Public Schools from April 2000 through August 2005. Dr. Cassata earned her Ph.D. in educational psychology, with a concentration in measurement and evaluation, from the University of Iowa in 2000. Dr. Cassata also serves as an adjunct professor at George Mason University, where she teaches test design and interpretation as well as qualitative inquiry.

**Ken Blackstone, Director of Communications Services,** joined PWCS in September 2006. He served in a similar capacity for a school district in Columbia, S.C., for the previous 13 years.

He also served as a public information specialist at the University of South Carolina, School of Medicine and worked as a television reporter and anchor for TV stations in North Carolina, Kentucky, and South Carolina. Blackstone earned the professional certification, Accredited in Public Relations, in 2005. He earned a bachelor's degree in journalism from The Ohio State University.

**John Wallingford, Director of Financial Services**, has 15 years of experience in local government finance, including stints in both schools and city government in Virginia. Prior to joining PWCS, Wallingford worked at the Bureau of Business Research at The College of William and Mary, where his duties included econometric forecasting and teaching. He received his bachelor's degree in business administration from James Madison University and an MBA from The College of William and Mary.

**Amy White, Director of Human Resources** since November 2005, has served the division for 20 years as an elementary school teacher, instructional support team coordinator, assistant principal, and principal. She was the Assistant Project Director for the Virginia Science Standards of Learning and is currently on the PWCS Professional Performance Process Core Committee responsible for developing updated performance and evaluation standards for professional educators, educational leaders, teaching assistants and classified personnel. She received her bachelor's degree in social studies/elementary education from Ladycliff College, Highland Falls, NY, and her master's degree in curriculum and instruction from George Mason University.

**Dr. Karen Giacometti, Principal, Beville Middle School**, joined PWCS in 2008 when she was appointed Beville Middle School principal. She began her teaching career in Portsmouth, VA, where she served as a middle school principal and assistant principal, as well as a principal

at the high school level. Dr. Giacometti received her bachelor's degree in business education from Shippensburg (PA) University, a master's in educational administration from Old Dominion University, and her doctorate in educational leadership and policy studies from Virginia Tech.

**Mr. Clint Mitchell, Principal, Bel Air Elementary School,** began his principalship at Bel Air Elementary School in May 2006. Prior to that appointment, he served as Bel Air's administrative assistant and then assistant principal, beginning in 2004. He began his career as a civics and economics teacher at Godwin Middle School in 2001.

**Tracey Bailey, Virginia Professional Educators,** state director for the Virginia Professional Educators, began his career as a science educator in Florida, teaching AP Physics, AP Biology, chemistry, and research. Bailey was the National Teacher of the Year, USA, in 1993, inducted into the Florida Education Hall of Fame in 1998. Prior to joining the Virginia Professional Educators, Bailey served as state coordinator for education reform in the Florida Department of Education. He earned his bachelor's degree in science education and his master's degree in instructional technology, both from the Florida Institute of Technology in Melbourne.

**William Bixby, High School Principal, Gar-field High School,** started his career in PWCS as a social studies teacher at Stonewall Jackson High School in 1988. He served as the school's International Baccalaureate Programme coordinator from 1988 to 1998, when he became assistant principal. In 2001, he opened the new Bull Run Middle School as principal, a position he held until 2009, when he was appointed to serve at Gar-field. Bixby received a bachelor's degree in history education from the University of Delaware, a master's degree in American history from the University of Maryland, and an administrative endorsement from the University of Virginia.

**Bonnie Klakowicz, President, Prince William Education Association,** served as an art teacher in PWCS elementary schools from 1990 to 2008, when she was elected president of the teachers association. Klakowicz received her bachelor's degree in art Virginia Tech and a master's degree in art from Radford.

### **Community Training and Assistance Center (CTAC)**

CTAC's Evaluation and Professional Development Audit Team includes:

**William Slotnik, Executive Director,** is the Founder and Executive Director of the Community Training and Assistance Center (CTAC). For the past thirty-one years, he has overseen the growth of the Center into one of the nation's foremost providers of technical assistance, research and evaluation services, and policy support in education. CTAC annually assists more than 90 organizations, school districts and state departments of education. He has provided extensive assistance to superintendents, boards of education, unions and leadership teams throughout the United States. Slotnik has led technical assistance and evaluation initiatives nationally which address such issues as systemic reform, performance-based compensation, professional development, state-to-school and state-to-district interventions, and transforming underperforming schools.

He has been the lead or co-lead author of numerous evaluations, including *Pathway to Results*, and *Catalyst for Change*, the first comprehensive, longitudinal evaluative studies of the impact of performance-based compensation on student achievement, teacher effectiveness and systems change) and articles on systemic reform, and provides briefings to members of the U.S. Congress, state legislatures and departments of education, and the media.

**Maribeth Smith, Senior Project Director, Professional Development, Curriculum and Instruction**, serves as lead evaluator and technical assistance provider. She previously served as Associate Superintendent for Educational Planning and Development in Fremont Union High School District (CA). She has provided assistance to school districts at the school, district, union and board levels. She was the co-lead author of *Tying Earning to Learning: The Link Between Teacher Compensation and Student Learning Objectives*; *Focus on Literacy: Professional Development Audit*; *Catalyst for Change* (the summative Denver report on Pay for Performance); and *New Directions in Christina* (the summative report on systemic reform in Delaware's largest district). She has extensive experience in professional development, curriculum and instruction, and turning around underperforming schools and districts. She is one of the nation's leading experts on high school reform and redesign, pedagogy, and instructional strategies to improve the student achievement of high needs learners. She was honored as Curriculum and Instruction Administrator of the Year in California.

**James Wyckoff, Ph.D., Senior Evaluation Scientist, CTAC** is a Professor in the Curry School of Education, and Director of the Center for Education Policy and Workforce Competitiveness at the University of Virginia. He has published on a variety of topics in education policy including issues of teacher labor markets and school resource allocation. His current research focuses on the attributes of New York City teachers and their preparation that are effective in increasing the performance of their students. He currently serves on the National Academy of Sciences Committee on Children Eligible for School Nutrition Programs, the Scientific Review Panel of the US Department of Education, and the editorial board of Education Finance and Policy.

**Donald B. Gratz, Ph.D., Senior Associate and Director, National School Reform,** is Director of Graduate Programs in Education at Curry College. He previously served as Director of National School Reform at CTAC and as Executive Director of the Alliance for Education. He is one of the nation's leading experts on performance-based compensation. He coordinated the first phase of CTAC's evaluation of Denver's pay for performance initiative and guided the implementation of systemic reform initiatives in large districts throughout the United States. He is widely published in the area of performance-based compensation, including the recently issued [The Peril and Promise of Performance Pay: Making Education Compensation Work.](#)

**Lynn Stinnette-Barbour, District-Site Coordinator,** has led numerous initiatives at CTAC including the implementation of the Standard Bearer Schools process in multiple districts throughout the nation. She also served as the Director of Urban Education and Director for School and Community Development for the North Central Regional Educational Laboratory, and Senior Associate for the National Center on Education and the Economy. Previously, she served as an award-winning school principal in the Chicago Public Schools. She is a leading expert in urban education, curriculum alignment, standards-based instruction, and data-informed decision-making.

**Drew Gitomer, Senior Evaluation Scientist,** is an ETS Distinguished Researcher and Senior Director of Understanding Teaching Quality Center. His research interests include policy and evaluation issues related to teacher education, licensure, induction and professional development. His studies have focused on enhancing the validity base for teacher licensure assessments (*Praxis*<sup>™</sup>) and advanced certification of teacher assessments (National Board for Professional Teaching Standards). Gitomer was Senior Vice President for Research and Development at ETS from 1999 to 2004. He co-edited *Educational Evaluation and Policy*

*Analysis* from 2006-2009 and is editor of the volume *Measurement Issues and Assessment for Teacher Quality*. He is currently the principal investigator for research efforts sponsored by the Bill and Melinda Gates Foundation and the WT Grant and Spencer Foundations targeted at developing potential measures for understanding teaching quality.

**William Eglinton**, Director, Management, Finance and Policy, CTAC, previously served as Chief Operating Officer of Public Service Company of New Mexico (PNM: a Fortune 200 company), and Chairman of the Board for all corporate subsidiaries. Under his leadership, PNM introduced performance-based compensation. In addition to being a key-team member for many of CTAC's partnerships, Bill has served as CTAC's co-project director for the TIF-supported Leadership for Educators' Advanced Performance Initiative (LEAP) with the Charlotte-Mecklenburg Schools, directed CTAC's National Urban Reform Network, led site research and evaluations teams in Christina, DE (systemic reform), Denver (Collaborative Decision-Making) and Newark, New Jersey (state interventions) and trained district leadership teams, community collaboratives, corporate leadership groups and policy making bodies at local, state and national levels. His areas of expertise include school/corporate collaboration, performance-based compensation, executive assistance to superintendents and boards of education, and education policy.

**Martin Orland, Ph.D. Senior Evaluation Scientist, CTAC** is Director of Evaluation and Policy Research at WestEd. He is a national leader in developing evidence-based knowledge for educators and directs a nationwide staff of methodologists, research scientists, content experts, and evaluators whose goal is to help address critical needs in the fields of education and human development. The Evaluation Research program houses studies of projects at the elementary, secondary, collegiate, and graduate levels covering a breadth of topic areas including school

reform; administrative, teaching, and curricular interventions; and children at risk of academic failure.

**Richard Larrabee**, Senior Associate, CTAC, National School Reform, has facilitated the implementation of the Standard Bearer Schools process at school and district levels in Duval County, Florida and led CTAC's field services team that conducted the groundbreaking professional development audit of the Schultz Center for Teaching and Leadership and the Duval County Public Schools. He previously served as Supervising Superintendent (overseeing all district regional superintendents), principal of a distinguished school (one of the nation's first CTAC-assisted Standard Bearer Schools), and as Director of Information Services during 30 years of service to the Cleveland Public Schools (Ohio). His areas of expertise include using data to drive instructional improvements, school and district improvement, and data-driven accountability.

**Peggie Brown**, Senior Associate, National School Reform, CTAC previously served as an award-winning Principal and Vice President of the Administrators Association in the Cleveland Public Schools. Her areas of expertise include school improvement planning and implementation, curriculum development, and union-management relations. She also has expertise in reading theory and practice, including the alignment of standards, instructional materials, and assessments. She led CTAC's interview team for Denver's landmark pay for performance initiative. She has served as a facilitator of school planning, working with district leaders, principals, teachers, and parents to make data-based decisions. She is the Center's expert on parent and community involvement. She is also an adjunct faculty member at Kent State and Ashland University.

**Judith Clary, Ph.D., Senior Associate, National School Reform,** CTAC, previously served as the Assistant Superintendent for Human Resources and as Assistant Superintendent for Research, Development and Accountability in Albuquerque Public Schools (NM). She has extensively developed policies and procedures to meet education regulations, and state and federal regulations and laws. In addition to cultivating relationships with community organizations, business communities and universities, she has been responsible for research, technical assistance, accountability, and restructuring frameworks for schools. She also serves as a mediator for Alternative Dispute Resolution, and as an Educational Diagnostician.

**Barbara J. Helms, Ph.D., Senior Associate, Evaluation and Accountability,** has guided CTAC's landmark work in the area of data driven decision-making and the impact of performance management. She is the research and evaluation expert on the instruments and methodologies that CTAC uses to gauge student achievement and other indicators of school progress, and provides professional development to districts using CTAC's data analysis instruments. She previously served as Coordinator, Demographics and Assessment, for the East Hartford Public Schools in Connecticut. She has also served as President of the Northeast Educational Research Association. Dr. Helms has also conducted multi-year evaluations of state and federally funded grants awarded to urban school districts, and was a Switzer Distinguished Research Fellow. She has extensive experience in student achievement data analysis, design and implementation of district data systems, statistical methodologies, and the creation and use of relational databases in performance-based compensation reform.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **PWCS Budget Narrative.Final** Pages: **27** Uploaded File: **PWCS Budget Narrative.Final.pdf**

**Community Training and Assistance Center, Inc  
 Prince William County Public Schools  
 TIPA Initiative - Teacher Incentive Fund Proposal - Budget FY2011 - FY2015**

**Year One** ██████████

**1. PERSONNEL** ██████████

**Prince William County Public Schools** ██████████

**Differentiated Compensation** **\$0**

*Differentiated Compensation - TIPA Stipends* *\$0*

Year 1 is a planning year. TIPA Stipends will not be paid.

**Personnel - Salaries** ██████████

*TIPA Project Director (100% Years 1 - 5)*  
*Base Salary* ██████████ *100%* ██████████

Oversees TIPA and has an integral role in coordinating the professional development components of this initiative including the continued development, implementation, coordination, planning, and facilitating of the TIPA management/steering committees. Supports the Steering Committee and working groups with evaluative results and analyses. Oversees collection and review of performance data. Assists coordinating of the professional development (PD) program including the identification and implementation of PD to TIPA eligible schools; oversees the implementation of the Division TIPA communication plan. Reviews TIPA management processes, including budget management, coordination of internal communications for committees and calendars, data collection and analysis, and collaboration with the CTAC particularly to manage professional development audits and related evaluation elements. Serves on the steering committee, supports/facilitates working groups. Works closely with all other TIPA project-related personnel within the Division to ensure the successful implementation of TIPA. Develops research strands, organizes and deploys staff during evaluation phases. Assists in developing and planning for quantitative and qualitative data analysis, statistical analyses to analyze TIPA processes. Prepares annual evaluation reports and presentations for the Superintendent’s staff and Board. In coordination with CTAC, prepares reports for the U.S. Department of Education.

*TIPA PBC Financial Specialist, (50% Year 1, 100% Years 2 - 5)*  
*Base Salary* ██████████ *50%* ██████████

Assists the Project Director with implementation and administration of all financial matters as pertaining to TIPA. Maintains detailed TIF grant records of expenditures; processes all

employee and vendor payments; maintains highly detailed support documentation and authorizations; responds to quarterly and annual audit requests requirements. Compensation specialist performing complex spreadsheet, and analytical work in implementing TIPA to include administering all TIPA stipends. Works with Project Director to anticipate, consult and, prepare regulations and policy for numerous ancillary issues related to stipend payments made to employees. Works closely with HR and accountability for check and balance in determining and tracking eligibility of employees for appropriate TIPA Stipend amounts, Tier I or Tier II, as well as tracking employees who may be assigned to multiple schools.

*TIPA Human Resource/Accountability Data Analyst (25% Year 1, 100% Years 2 - 5)*

Base Salary [REDACTED] 25% [REDACTED]

Manages and maintains data linkage within HR, Finance and Student Accountability Systems. Collaborates with CTAC technical assistance providers and the working groups to make improvements to systems and practices, and responds to appropriate feedback and evaluation requests as necessary. Primary responsibility is building the capacity of the division to design, develop and integrate student achievement, human resources and instructional management data systems including assembling records on teachers and administrators, and developing appropriate relational databases to allow teachers, administrators and schools to be linked to students for the purposes of associating student achievement with school and classroom factors and practices. Coordinates evaluation and feedback mechanisms to improve TIPA – including student achievement data, surveys, interviews and other evaluative components. Organizes and develops research strands and assists staff during evaluation phases. Conducts quantitative and qualitative data analysis, statistical analyses and modeling. Prepares annual evaluation reports and presentations. Supports the TIPA Steering Committee and Working Groups with evaluative results and analyses as appropriate.

*TIPA Project Assistant (50% Year 1, 100% Years 2 - 5)*

Base Salary [REDACTED] 50% [REDACTED]

Provides assistance and support to the TIPA project team, including the Steering Committee and Working Groups, the Project Director, Financial Specialist, HR/Accountability Data Analyst and TIPA School Professional Development Coordinators. Prepares and manages TIPA correspondence, documentation and reports. Assists with the production and dissemination of the TIPA initiative communication materials for the division and the greater community. Organizes and coordinates all meetings, professional development trainings and events with internal and external partners.

*TIPA School Professional Development Coordinators (3 @ 25% Year 1, 100% Years 2 - 5)*

Base Salary [REDACTED] [REDACTED] 75% [REDACTED]

Reviews school performance data for all TIPA eligible schools to guide the successful development and alignment of professional development activities toward improving the performance capacity of schools. Assists school based personnel in data analyses and the use of evidence to improve teacher evaluations. Provides content expertise to the TIPA working

groups on student achievement measures. Facilitates professional development decisions at individual schools and coordinates efforts between and among schools to maximize resources and replicate successful practices among all schools. Promotes increased teacher leadership and responsibility in identifying successful practices and having schools assume responsibility for promulgating the same within and among schools. Facilitates developing school staff leadership training that would enable staff to lead and implement collaborative learning teams/professional learning communities within schools. Coordinates evaluation and feedback mechanisms for school based TIPA data analysis – including student achievement data, surveys, interviews, and other components. Serves as a liaison to PWCS instructional departments assisting TIPA eligible schools to successfully achieve all expectations for TIPA at high levels of performance.

**CTAC**



**Personnel - Salaries**



*CTAC Executive Director (25% Years 1 - 3, 15% Years 4 - 5)*

*Base Salary*



25%



Provides overall project management, serves as liaison to division policy and executive leaders in developing and evaluating the performance-based compensation system and preparing for and conducting the professional development audits. Handles fiscal oversight. Develops and maintains relationships with diverse agencies on the status of compensation reform. Participates in initiative evaluations, audits and presentations.

*CTAC Project Director (100% Years 1 - 3, 75% Years 4 - 5)*

*Base Salary*



100%



Provides overall management for the grant. Serves as primary point of contact to the U.S. Department of Education. Prepares and submits reports to the Department as required, and serves as liaison for the project. Provides technical assistance to the superintendent, board, teacher association leadership, community and parent leaders, Steering Committee, working groups and other critical PWCS staff and community leaders. Communicates and collaborates in related policy discussions and decision-making processes at the local and state level. Designs, implements and oversees capacity building and accountability tasks. Participates in data analysis and integration of findings into division operations and improvements to the compensation system.

*CTAC Senior Associate, Evaluation, Assessment and Accountability (75% Years 1 - 5)*

*Base Salary*



75%



Builds the capacity of the division to design, develop and integrate student achievement, human resources and instructional management data systems. This includes assembling records on teachers and administrators, and developing appropriate relational databases to allow teachers, administrators and schools to be linked to students for the purposes of associating student achievement with school and classroom factors and practices.

Coordinates evaluation and feedback mechanisms of initiative – including student achievement data, surveys, interviews and other components. Develops research strands, organizes and deploys staff during intensive evaluation phases. Conducts quantitative and qualitative data analysis, statistical analyses and modeling. Prepares annual evaluation reports and presentations. Supports the Steering Committee and Working Groups with evaluative results and analyses.

**2. FRINGE BENEFITS**

██████████

**Prince William County Public Schools**

██████████

**Differentiated Compensation Fringe Benefits**

\$0

*Differentiated Compensation - TIPA Stipends (7.65% FICA only included)*

\$0

Year 1 is a planning year. TIPA Stipends will not be paid.

**Personnel - Fringe Benefits**

██████████

*PWCS TIPA Staff Fringe Benefits @ 30%*

*Total PWCS Salaries*

██████████

30%

██████████

Fringe Benefits are calculated at 30% of total salary including: FICA 7.65% and retirement and a blended rate for Health Insurance at 22.35%

**CTAC**

██████████

**Personnel - Fringe Benefits**

██████████

*CTAC Staff Fringe Benefits @ 30%*

*Total CTAC Salaries*

██████████

30%

██████████

Fringe Benefits are calculated at 30% of total salary including: FICA 7.65%, retirement at 5% and a blended rate for Health Insurance.

**3. Travel**

██████████

**Prince William County Public Schools**

██████████

*Washington, DC - TIF Directors Technical Assistance Workshop @ 2/year*

██████████

██████████ per year for Project Director to attend the Directors Technical Assistance Workshop in Washington, D.C.

Local Travel - TIPA Project Director and TIPA Staff Mileage Reimbursement (3,000 miles/Year @ 50¢/ mile)

██████████ ██████████ ██████████

Local Travel by TIPA Personnel based on the mileage reimbursement rate of 50.0 cents per mile x 3000 miles for Project Director and the professional development coordinators annually.

**CTAC**

██████████

CTAC onsite technical assistance and project evaluation in Prince William County. 36 multi-day trips @ \$1,020/trip

36 ██████████ ██████████

Onsite technical assistance and project evaluation. CTAC is based in Boston with staff located at various office locations throughout the county. Travel is budgeted for two weeks of on-site assistance per month factored at 36 multi-day trips @ \$1,020 per trip for airfare, hotel, meals and local transportation.

**4. Equipment**

\$0

No equipment will be purchased with this TIF Grant.

**5. SUPPLIES**

██████████

**Prince William County Public Schools**

██████████

*Technology Materials and Supplies*

*Desktop computers*

██████████

*Laptops*

██████████

*Printers*

██████████

*Cartridges*

Costs are based on purchasing desktop computer (3 @ ██████████), laptops (3 @ ██████████) printer (6 @ \$150), and cartridges for printers and copiers (6 @ \$50) as start-up costs in support of TIPA personnel for project implementation

*Office supplies and materials related to activities of TIPA personnel, Steering Committee and Working Groups*

██████████

Projections are based on office supply needs related to the activities of TIPA personnel, Steering Committee, Working Groups.

*Communication Plan: printing and duplication*

\$4,000

Year one printing and duplication.

*Professional references for school use* \$0

No professional reference materials will be purchased in year one.

**CTAC** \$0

CTAC will not allocate any expenses for office supplies to this project during year one.

**6. CONTRACTUAL** [REDACTED]

**Prince William County Public Schools** [REDACTED]

*Training Quality Leadership by Design* \$0  
This training will take place during year two.

*TIPA Communication Plan - Design, Publication Graphics, webinars and Media Video Production* [REDACTED]

*TIPA Communication Plan - Web development, update and maintenance* [REDACTED]

During Year 1, the communication plan implementation includes design, publication graphics, webinars, and media video production. PWCS Media Production Services, a component of the PWCS Office of Communication Services will work closely with the TIPA project director to also assess professional development needs to be met through the production of multimedia content, (e.g., training/informational videos, or other online delivery formats). An outside vendor would be contracted for the actual production of this content. These services will be acquired from a qualified technology consultant or firm through a competitive bidding process.

*TIPA Webinar* [REDACTED]

Media Production services will produce two webinars in each of the five years for the TIPA communication plan and to facilitate professional development.

**CTAC** [REDACTED]

*Value-Added PBCS Assessment* [REDACTED]

Quantitative and qualitative evaluation using regression discontinuity design (RDD), difference-in-difference analyses, surveys, interviews, focus groups provide a detailed analysis of how changing systems affect student achievement and the impact of incentives in the division. Each year, principals, teachers, parents and samples of students and external constituents will be surveyed to ascertain the effectiveness of the initiative.

*Professional Development Audit*

\$0

The Professional Development audit will not take place during year one.

*Senior Associate, Professional Development and Human Resource Systems (75% Years 1 - 2, 50% Years 3 - 5)*

*Base Annual Rate*

██████████ ██████████ ██████████

Provides expertise in the areas of human resources and professional development to the initiative. Assists PWCS to plan, conduct and evaluate human resource systems and professional development to promote the alignment of student achievement objectives, teacher practices and compensation/incentive systems. Provides content expertise to the Professional Development Working Group, and develops the capacity of members of the group to sustain improvement efforts during the initiative and in subsequent years.

*Senior Associate, Qualitative and Quantitative Assessments (25% Years 1 - 4, 15% Year 5)*

*Base Annual Rate*

██████████ ██████████ ██████████

Examines range of assessment usage at the participating schools. Reviews teacher and principal evaluation policies and practices to examine alignment and linkages to compensation and builds alignment among instruction, assessments, standards and the compensation systems. Provides content expertise to the Working Groups on Student Achievement Measures and Teacher/Principal Evaluations and develops the capacity of members of the groups to sustain improvement efforts during the initiative and in subsequent years.

*Senior Associate, Data Systems 25% Years 1 - 4, 15% Year 5)*

*Base Annual Rate*

██████████ ██████████ ██████████

Examines links between student achievement, human resources and financial systems. Provides services in human resources and financial modeling. Examines costs related to organizational and financial sustainability. Examines recruitment and retention data for the project evaluation. Assesses the skills of principals in data analyses and the use of evidence in teacher evaluation.

**7. CONSTRUCTION**

This TIF Grant will not be used for construction.

**8. OTHER**

██████████

**Prince William County Public Schools**

██████████

**CTAC**

██████████

*Parent and Community Survey*

██████████

Survey administrative costs including development, design, production, printing and scanning of surveys for parents and the community, as part of evaluation services.

*Printing and Report Dissemination*

██████████

Printing and dissemination includes the cost of printing the comprehensive evaluation (1300 copies) and disseminating the report locally, statewide and nationally.

**Year Two**

██████████

**1. PERSONNEL**

██████████

**Prince William County Public Schools**

██████████

**Differentiated Compensation**

██████████

*Differentiated Compensation - TIPA Stipends*

██████████

Performance award for certificated staff assigned to the site-based budget for teachers and principals of TIPA eligible schools. The cost is projected upon 33% of schools receiving the stipend award per year. Teacher incentive performance awards for “whole school” staff are calculated based on 5% of the average salary of PWCS’ Teachers and Principals. Tier I recipients receiving 5% of average salaries are those certificated staff who have external standardized assessment in the current year where said performance data attained determines the respective school making AYP and achieving Full Accreditation status. Tier I includes the site-based administrative staff, principal, and also the Special Needs staff and Limited English Proficient instructional staff. Tier II staff are compensated with ██████████ successful TIPA awardees’ schools and will be all of the other certificated teaching staff assigned to the site-based budget of that school.

**Personnel - Salaries**

██████████

*TIPA Project Director (100% Years 1 - 5)*

*Base Salary*

██████████

██████████

██████████

Same as Year one with a budgeted 5% increase.

*TIPA PBC Financial Specialist, (50% Year 1, 100% Years 2 - 5)*

*Base Salary*

██████████

██████████

██████████

Same as Year one with a budgeted 5% increase.

*TIPA Human Resource/Accountability Data Analyst (25% Year 1, 100% Years 2 - 5)*

*Base Salary* [REDACTED] [REDACTED] [REDACTED]

Same as Year one with a budgeted 5% increase.

*TIPA Project Assistant (50% Year 1, 100% Years 2 - 5)*

*Base Salary* [REDACTED] [REDACTED] [REDACTED]

Same as Year one with a budgeted 5% increase.

*TIPA School Professional Development Coordinators (3 @, 25% Year 1, 100% Years 2 - 5)*

*Base Salary* [REDACTED] [REDACTED] [REDACTED]

Same as Year one with a budgeted 5% increase.

**CTAC**

**Personnel - Salaries**

[REDACTED]

*CTAC Executive Director (25% Years 1 - 3, 15% Years 4 - 5)*

*Base Salary* [REDACTED] [REDACTED] [REDACTED]

Same as Year one with a budgeted 5% increase.

*CTAC Project Director (100% Years 1 - 3, 75% Years 4 - 5)*

*Base Salary* \$ [REDACTED] [REDACTED] [REDACTED]

Same as Year one with a budgeted 5% increase.

*CTAC Senior Associate, Evaluation, Assessment and Accountability (75% Years 1 - 5)*

*Base Salary* \$ [REDACTED] [REDACTED] [REDACTED]

Same as Year one with a budgeted 5% increase.

**2. FRINGE BENEFITS**

[REDACTED]

**Prince William County Public Schools**

[REDACTED]

**Differentiated Compensation Fringe Benefits**

[REDACTED]

*Differentiated Compensation - TIPA Stipends (7.65% FICA only included)*

*Year Two TIPA Stipends* [REDACTED] [REDACTED] [REDACTED]

7.65% FICA is the only fringe benefit for TIPA Stipends.

**Personnel - Fringe Benefits**

██████████

*PWCS TIPA Staff Fringe Benefits @ 30%*

*PWCS Personnel - Salaries* \$ ██████████ 30%

██████████

Same as year one.

**CTAC**

██████████

**Personnel - Fringe Benefits**

██████████

*CTAC Staff Fringe Benefits @ 30%*

*CTAC Personnel - Salaries* \$ ██████████ 30%

██████████

Same as year one.

**3. Travel**

██████████

**Prince William County Public Schools**

██████████

*Washington, DC - TIF Directors Technical Assistance Workshop @ 2/year*

████

Same as year one.

*Local Travel - TIPA Project Director and TIPA Staff Mileage Reimbursement (3,000 miles/Year @ 50¢/ mile)*

██████

██████

██████

Same as year one.

**CTAC**

██████████

*CTAC onsite technical assistance and project evaluation in Prince William County. 36 multi-day trips @ ██████████*

36

1020

██████████

Same as year one.

**4. Equipment**

\$0

**5. SUPPLIES**

██████████

**Prince William County Public Schools**

██████████

*Office supplies and materials related to activities of TIP A personnel, Steering Committee and Working Groups*

██████████

Same as year one.

*Communication Plan: printing and duplication*

██████████

Same as year one.

*Professional references for school use*

██████████

Professional reference materials for professional development.

**CTAC**

**\$0**

**6. CONTRACTUAL**

██████████

**Prince William County Public Schools**

██████████

*Training Quality Leadership by Design*

██████████

Required training regarding systems thinking and SMART schools (5 days)

*TIP A Communication Plan - Design, Publication Graphics, webinars and Media Video Production*

██████████

Same as year one.

*TIP A Communication Plan - Web development, update and maintenance*

██████████

Same as year one.

*TIP A Webinar*

██████████

Same as year one.

**CTAC**

**\$0** ██████████

*Value-Added PBCS Assessment*

██████████

Same as year one.

*Professional Development Audit*

██████████

A comprehensive professional development audit will be completed by CTAC during Year 2 and Year 4. The elements to the methodology for the professional development audit include: interviews (both individual interviews and group focus groups), surveys, classroom observations (at multiple points over the school year), the examination of protocols, artifacts and curricula materials, and the development and analysis of a relational database to examine the relationship between the data on student achievement, human resources, finances and professional development services.

*Senior Associate, Professional Development and Human Resource Systems (75% Years 1 - 2, 50% Years 3 - 5)*

*Base Salary*

██████████ ██████████ ██████████

Same as year one.

*Senior Associate, Qualitative and Quantitative Assessments (25% Years 1 - 4, 15% Year 5)*

*Base Salary*

██████████ ██████████ ██████████

Same as year one.

*Senior Associate, Data Systems 25% Years 1 - 4, 15% Year 5)*

*Base Salary*

\$ ██████████ ██████████ ██████████

Same as year one.

**7. CONSTRUCTION**

**\$0**

**8. OTHER**

██████████

**Prince William County Public Schools**

**\$0**

**CTAC**

██████████

*Parent and Community Survey*

██████████

Same as year one.

*Printing and Report Dissemination*

██████████

Same as year one.

**Year Three**

[REDACTED]

**1. PERSONNEL**

[REDACTED]

**Prince William County Public Schools**

[REDACTED]

**Differentiated Compensation**

[REDACTED]

*Differentiated Compensation - TIPA Stipends*

[REDACTED]

Same as year two.

**Personnel - Salaries**

[REDACTED]

*TIPA Project Director (100% Years 1 - 5)*

*Base Salary*

[REDACTED]

[REDACTED]

[REDACTED]

Same as year two with a budgeted 5% increase.

*TIPA PBC Financial Specialist, (50% Year 1, 100% Years 2 - 5)*

*Base Salary*

[REDACTED]

[REDACTED]

[REDACTED]

Same as year two with a budgeted 5% increase.

*TIPA Human Resource/Accountability Data Analyst (25% Year 1, 100% Years 2 - 5)*

*Base Salary*

[REDACTED]

[REDACTED]

[REDACTED]

Same as year two with a budgeted 5% increase.

*TIPA Project Assistant (50% Year 1, 100% Years 2 - 5)*

*Base Salary*

[REDACTED]

[REDACTED]

[REDACTED]

Same as year two with a budgeted 5% increase.

*TIPA School Professional Development Coordinators (3 @ 25% Year 1, 100% Years 2 - 5)*

*Base Salary (\$ [REDACTED] x 3)*

[REDACTED]

[REDACTED]

[REDACTED]

Same as year two with a budgeted 5% increase.

**CTAC**

**Personnel - Salaries**

[REDACTED]

*CTAC Executive Director (25% Years 1 - 3, 15% Years 4 - 5)*

*Base Salary*

\$ [REDACTED]

[REDACTED]

[REDACTED]

Same as year two with a budgeted 5% increase.

*CTAC Project Director (100% Years 1 - 3, 75% Years 4 - 5)*

*Base Salary*      \$ [REDACTED]      [REDACTED]      [REDACTED]

Same as Year one with a budgeted 5% increase.

*CTAC Senior Associate, Evaluation, Assessment and Accountability (75% Years 1 - 5)*

*Base Salary*      \$ [REDACTED]      [REDACTED]      [REDACTED]

Same as Year one with a budgeted 5% increase.

**2. FRINGE BENEFITS**

[REDACTED]

**Prince William County Public Schools**

[REDACTED]

**Differentiated Compensation Fringe Benefits**

[REDACTED]

*Differentiated Compensation - TIPA Stipends (7.65% FICA only included)*

*Year Three TIPA Stipends*      \$ [REDACTED]      [REDACTED]      [REDACTED]

7.65% FICA is the only fringe benefit for TIPA Stipends.

**Personnel - Fringe Benefits**

\$ [REDACTED]

*PWCS TIPA Staff Fringe Benefits @ 30%*

*PWCS Personnel - Salaries*      [REDACTED]      30%      \$ [REDACTED]

Same as year one.

**CTAC**

[REDACTED]

**Personnel - Fringe Benefits**

[REDACTED]

*CTAC Staff Fringe Benefits @ 30%*

*CTAC Personnel - Salaries*      [REDACTED]      30%      [REDACTED]

Same as year two.

**3. Travel**

[REDACTED]

**Prince William County Public Schools**

[REDACTED]

*Washington, DC - TIF Directors Technical Assistance Workshop @ 2/year*

[REDACTED]

Same as year two.

*Local Travel - TIPA Project Director and TIPA Staff Mileage Reimbursement (3,000 miles/Year @ 50¢/ mile)*

██████████ ██████████ ██████████

Same as year two.

**CTAC**

██████████

*CTAC onsite technical assistance and project evaluation in Prince William County. 36 multi-day trips @ \$1,020/trip*

██████████ ██████████ ██████████

Same as year two.

**4. Equipment**

**\$0**

**5. SUPPLIES**

██████████

**Prince William County Public Schools**

██████████

*Office supplies and materials related to activities of TIPA personnel, Steering Committee and Working Groups*

██████████

Same as year two.

*Communication Plan: printing and duplication*

██████████

Same as year two.

*Professional references for school use*

██████████

Same as year two.

**CTAC**

**\$0**

**6. CONTRACTUAL**

██████████

**Prince William County Public Schools**

██████████

*Training Quality Leadership by Design*

*\$0*

No required training in year three

*TIPA Communication Plan - Design, Publication Graphics, webinars and Media Video Production*

██████████

Same as year two.

*TIPA Communication Plan - Web development, update and maintenance*

██████████

Same as year two.

*TIPA Webinar*

██████████

Same as year two.

**CTAC**

██████████

*Value-Added PBCS Assessment*

██████████

Same as year two.

*Professional Development Audit*

\$0

A comprehensive professional development audit will not be completed in year three.

*Senior Associate, Professional Development and Human Resource Systems (75% Years 1 - 2, 50% Years 3 - 5)*

*Base Salary*

\$ ██████████

██████

██████████

Same as year two.

*Senior Associate, Qualitative and Quantitative Assessments (25% Years 1 - 4, 15% Year 5)*

*Base Salary*

██████████

██████

██████████

Same as year two.

*Senior Associate, Data Systems 25% Years 1 - 4, 15% Year 5)*

*Base Salary*

██████████

██████

██████████

Same as year two.

**7. CONSTRUCTION**

\$0

**8. OTHER**

██████████

**Prince William County Public Schools**

\$0

**CTAC**

*Parent and Community Survey*

Same as year two.

*Printing and Report Dissemination*

Same as year two.

**Year Four**

**1. PERSONNEL**

**Prince William County Public Schools**

**Differentiated Compensation**

*Differentiated Compensation - TIPA Stipends*

Same as year three.

**Personnel - Salaries**

*TIPA Project Director (100% Years 1 - 5)*

*Base Salary*

\$ [redacted] [redacted] [redacted]

Same as year three with a budgeted 5% increase.

*TIPA PBC Financial Specialist, (50% Year 1, 100% Years 2 - 5)*

*Base Salary*

\$ [redacted] [redacted] [redacted]

Same as year three with a budgeted 5% increase.

*TIPA Human Resource/Accountability Data Analyst (25% Year 1, 100% Years 2 - 5)*

*Base Salary*

\$ [redacted] [redacted] [redacted]

Same as year three with a budgeted 5% increase.

*TIPA Project Assistant (50% Year 1, 100% Years 2 - 5)*

*Base Salary*

\$ [redacted] [redacted] [redacted]

Same as year three with a budgeted 5% increase.

*TIPA School Professional Development Coordinators (3 @ 25% Year 1, 100% Years 2 - 5)*  
Base Salary [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Same as year three with a budgeted 5% increase.

**CTAC**

**Personnel - Salaries** [REDACTED]

*CTAC Executive Director (25% Years 1 - 3, 15% Years 4 - 5)*  
Base Salary [REDACTED] [REDACTED] [REDACTED]

Same as year three with a budgeted 5% increase.

*CTAC Project Director (100% Years 1 - 3, 75% Years 4 - 5)*  
Base Salary [REDACTED] [REDACTED] [REDACTED]

Same as year three with a budgeted 5% increase.

*CTAC Senior Associate, Evaluation, Assessment and Accountability (75% Years 1 - 5)*  
Base Salary \$ [REDACTED] [REDACTED] [REDACTED]

Same as year three with a budgeted 5% increase.

**2. FRINGE BENEFITS** [REDACTED]

**Prince William County Public Schools** [REDACTED]

**Differentiated Compensation Fringe Benefits** [REDACTED]

*Differentiated Compensation - TIPA Stipends (7.65% FICA only included)*  
*Year Three TIPA Stipends* [REDACTED] [REDACTED] [REDACTED]

7.65% FICA is the only fringe benefit for TIPA Stipends.

**Personnel - Fringe Benefits** [REDACTED]

*PWCS TIPA Staff Fringe Benefits @ 30%*  
*PWCS Personnel – Salaries* \$ [REDACTED] [REDACTED] [REDACTED]

Same as year three.

**CTAC**

████████

**Personnel - Fringe Benefits**

████████

*CTAC Staff Fringe Benefits @ 30%  
CTAC Personnel – Salaries*

████████ ██████████ ██████████

Same as year three.

**3. Travel**

████████

**Prince William County Public Schools**

████████

*Washington, DC - TIF Directors Technical Assistance Workshop @ 2/year*

████

Same as year three.

*Local Travel - TIPA Project Director and TIPA Staff Mileage Reimbursement (3,000 miles/Year @ 50¢/ mile)*

████████ ██████████ ██████████

Same as year three.

**CTAC**

████████

*CTAC onsite technical assistance and project evaluation in Prince William County. 36 multi-day trips @ \$1,020/trip*

████ ██████████ ██████████

Same as year three.

**4. Equipment**

**\$0**

**5. SUPPLIES**

████████

**Prince William County Public Schools**

████████

*Office supplies and materials related to activities of TIPA personnel, Steering Committee and Working Groups*

████

Same as year three.

*Communication Plan: printing and duplication*

████████

Same as year three.

*Professional references for school use*

██████████

Same as year three.

**CTAC**

\$0

**6. CONTRACTUAL**

██████████

**Prince William County Public Schools**

██████████

*Training Quality Leadership by Design*

\$0

No required training in year three

*TIPA Communication Plan - Design, Publication Graphics, webinars and Media Video Production*

██████████

Same as year three.

*TIPA Communication Plan - Web development, update and maintenance*

██████████

Same as year three.

*TIPA Webinar*

\$ ██████████

Same as year three.

**CTAC**

██████████

*Value-Added PBCS Assessment*

██████████

Same as year three.

*Professional Development Audit*

██████████

A comprehensive professional development audit will be completed in year four.

*Senior Associate, Professional Development and Human Resource Systems (75% Years 1 - 2, 50% Years 3 - 5)*

*Base Salary*

\$ ██████████ ██████████ ██████████

Same as year three.

*Senior Associate, Qualitative and Quantitative Assessments (25% Years 1 - 4, 15% Year 5)*  
Base Salary [REDACTED] [REDACTED] [REDACTED]

Same as year three.

*Senior Associate, Data Systems 25% Years 1 - 4, 15% Year 5)*  
Base Salary [REDACTED] [REDACTED] [REDACTED]

Same as year three.

**7. CONSTRUCTION**

\$0

**8. OTHER**

[REDACTED]

**Prince William County Public Schools**

\$0

**CTAC**

[REDACTED]

*Parent and Community Survey*

[REDACTED]

Same as year three.

*Printing and Report Dissemination*

[REDACTED]

Same as year three.

**Year Five**

[REDACTED]

**1. PERSONNEL**

[REDACTED]

**Prince William County Public Schools**

[REDACTED]

**Differentiated Compensation**

[REDACTED]

*Differentiated Compensation - TIPA Stipends*

[REDACTED]

Same as year four.

**Personnel - Salaries**

[REDACTED]

*TIPA Project Director (100% Years 1 - 5)*  
Base Salary [REDACTED] [REDACTED] [REDACTED]

Same as year four with a budgeted 5% increase.

*TIPA PBC Financial Specialist, (50% Year 1, 100% Years 2 - 5)*

*Base Salary* [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

*TIPA Human Resource/Accountability Data Analyst (25% Year 1, 100% Years 2 - 5)*

*Base Salary* [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

*TIPA Project Assistant (50% Year 1, 100% Years 2 - 5)*

*Base Salary* [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

*TIPA School Professional Development Coordinators (3 @ 25% Year 1, 100% Years 2 - 5)*

*Base Salary (\$ [redacted])* [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

**CTAC**

**Personnel - Salaries**

[redacted]

*CTAC Executive Director (25% Years 1 - 3, 15% Years 4 - 5)*

*Base Salary* [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

*CTAC Project Director (100% Years 1 - 3, 75% Years 4 - 5)*

*Base Salary* \$ [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

*CTAC Senior Associate, Evaluation, Assessment and Accountability (75% Years 1 - 5)*

*Base Salary* \$ [redacted] [redacted] [redacted]

Same as year four with a budgeted 5% increase.

**2. FRINGE BENEFITS**

[redacted]

**Prince William County Public Schools**

[redacted]

**Differentiated Compensation Fringe Benefits**

[REDACTED]

*Differentiated Compensation - TIPA Stipends (7.65% FICA only included)  
Year Three TIPA Stipends*

[REDACTED] [REDACTED] [REDACTED]

7.65% FICA is the only fringe benefit for TIPA Stipends.

**Personnel - Fringe Benefits**

[REDACTED]

*PWCS TIPA Staff Fringe Benefits @ 30%  
PWCS Personnel - Salaries*

[REDACTED] [REDACTED] [REDACTED]

Same as year four.

**CTAC**

[REDACTED]

**Personnel - Fringe Benefits**

[REDACTED]

*CTAC Staff Fringe Benefits @ 30%  
CTAC Personnel - Salaries*

[REDACTED] [REDACTED] [REDACTED]

Same as year four.

**3. Travel**

[REDACTED]

**Prince William County Public Schools**

[REDACTED]

*Washington, DC - TIF Directors Technical Assistance Workshop @ 2/year*

[REDACTED]

Same as year four.

*Local Travel - TIPA Project Director and TIPA Staff Mileage Reimbursement (3,000 miles/Year @ 50¢/ mile)*

[REDACTED] [REDACTED] [REDACTED]

Same as year four.

**CTAC**

[REDACTED]

*CTAC onsite technical assistance and project evaluation in Prince William County. 36 multi-day trips @ [REDACTED]*

[REDACTED] [REDACTED] [REDACTED]

Same as year four.

**4. Equipment** **\$0**

**5. SUPPLIES** [REDACTED]

**Prince William County Public Schools** [REDACTED]

*Office supplies and materials related to activities of TIPA personnel, Steering Committee and Working Groups* [REDACTED]

Same as year four.

*Communication Plan: printing and duplication* [REDACTED]

Same as year four.

*Professional references for school use* [REDACTED]

Same as year four.

**CTAC** **\$0**

**6. CONTRACTUAL** [REDACTED]

**Prince William County Public Schools** [REDACTED]

*Training Quality Leadership by Design* **\$0**

No required training in year four.

*TIPA Communication Plan - Design, Publication Graphics, webinars and Media Video Production* [REDACTED]

Same as year four.

*TIPA Communication Plan - Web development, update and maintenance* [REDACTED]

Same as year four.

*TIPA Webinar* [REDACTED]

Same as year four.

**CTAC** [REDACTED]

*Value-Added PBCS Assessment* [REDACTED]  
Same as year four.

*Professional Development Audit* \$0

A comprehensive professional development audit will not be completed in year five.

*Senior Associate, Professional Development and Human Resource Systems (75% Years 1 - 2, 50% Years 3 - 5)*

*Base Salary* [REDACTED] [REDACTED] [REDACTED]

Same as year four.

*Senior Associate, Qualitative and Quantitative Assessments (25% Years 1 - 4, 15% Year 5)*

*Base Salary* [REDACTED] [REDACTED] [REDACTED]

Same as year four.

*Senior Associate, Data Systems 25% Years 1 - 4, 15% Year 5)*

*Base Salary* \$ [REDACTED] [REDACTED] [REDACTED]

Same as year four.

**7. CONSTRUCTION** \$0

**8. OTHER** [REDACTED]

**Prince William County Public Schools** \$0

**CTAC** [REDACTED]

*Parent and Community Survey* [REDACTED]

Same as year four.

*Printing and Report Dissemination* [REDACTED]

Same as year four.

**Project Total - Direct Costs** [REDACTED]

**Sustainability**

Prince William County Public Schools is committed to contributing a share of the differentiated compensation and to the sustainability of this initiative. PWCS will contribute 20% beginning in year two of the initiative, increasing by 20% each year up to 80% in year five. PWCS is planning for 100% of the PBCS in the year after the initiative and beyond.



Name of Institution/Organization	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.
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**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	█	█	█	█	█
2. Fringe Benefits	0	█	█	█	█	█
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)	q	█	█	█	█	█
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)	q	█	█	█	█	█

**SECTION C – BUDGET NARRATIVE (see instructions)**