

# **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 # S385A100099**

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

Closing Date: JUL 06, 2010

# **\*\*Table of Contents\*\***

## **Forms**

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

## **Narratives**

1. Project Narrative - (Project Abstract...)	e15
abstract	e16
2. Project Narrative - (Application Narrative...)	e17
project nar	e18
3. Project Narrative - (High-Need Schools Documentation...)	e76
schools	e77
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e78
ltsur	e79
5. Project Narrative - (Other Attachments...)	e98
tocdesc	e99
6. Budget Narrative - (Budget Narrative...)	e109
bud nar	e110

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:
7/6/2010	

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Youth Empowerment Services, Inc.

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

██████████

██████████

**d. Address:**

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

**e. Organizational Unit:**

Department Name:	Division Name:
San Antonio Charter Schools	Teacher Effectiveness Process (TEP)

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

Prefix:	Mrs.	* First Name:	Claudette
Middle Name:	Y		

\* Last Name: Yarbrough

Suffix:

Title: Chief Executive Officer

Organizational Affiliation:

Youth Empowerment Services, Inc.

\* Telephone  
Number:

[REDACTED]

Fax Number:

[REDACTED]

\* Email:

[REDACTED]

**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:

G: Independent School District

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Novice Entity for TIF Grant

**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:

Teacher Effectiveness Process (TEP) Teacher Incentive Fund Evaluation Grant including a Planning Period

**13. Competition Identification Number:**

n/a

Title:

n/a

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

San Antonio, Texas

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

The Teacher Effectiveness Process (TEP) is a comprehensive differentiated Performance Competency System designed to utilize student value added performance data to provide incentives to effective teachers and principals for improving student achievement.

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: TX-20

\* b. Program/Project: TX-20

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

**Attachment:**

Title :

File :

**17. Proposed Project:**

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

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

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

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

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

a. This application was made available to the State under the Executive Order 12372 Process for review on 7/10/2010.

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

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

Yes  No

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix: Mrs. \* First Name: Claudette

Middle Name: Y

\* Last Name: Yarbrough

Suffix:

Title: Superintendent/CEO

\* 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:  
 Youth Empowerment Services, Inc.

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

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

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

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is 0%

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 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:  
 Youth Empowerment Services, Inc.

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

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Claudette Yarbrough

**Title:** Chief Executive Officer

**Date Submitted:** 06/11/2010

### 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 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 type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input 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: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	<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>	<b>7. Federal Program Name/Description:</b>  CFDA Number, if applicable:	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known: \$0</b>	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	<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: Claudette Yarbrough Title: Chief Executive Officer Applicant: Youth Empowerment Services, Inc. Date: 06/11/2010	
<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**

Youth Empowerment Services, Inc.

**PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mrs.      First Name: Claudette      Middle Name: Y  
Last Name: Yarbrough      Suffix:  
Title: Chief Executive Officer

Signature: \_\_\_\_\_ Date: 06/11/2010

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

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

#### **To Whom Does This Provision Apply?**

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

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

#### **What Does This Provision Require?**

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

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

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

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

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

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

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

### **Estimated Burden Statement for GEPA Requirements**

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

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : [GEPA.doc](#)

GEPA Requirement – As required, equitable access to all training, services and activities will be available to teachers and principals with special needs.

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

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Mrs. TBA TBA TBA

Address:

\* Street1: 511 Fredericksburg Road  
Street2:  
\* City: San Antonio  
County: Bexar  
\* State: TX \* Zip / Postal Code: 78201 \* Country: USA

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

Email Address:

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :  
File :

# Project Narrative

## Project Abstract

Attachment 1:

Title: **abstract** Pages: **1** Uploaded File: **abstract.doc**

Teacher Effectiveness Process (TEP) – TIF Evaluation Project **ABSTRACT**

The Teacher Effectiveness Process or **TEP PBCS**, with proposed funding from TIF, has been developed to implement a comprehensive performance-based compensation system (**PBCS**) for teachers and principals in **ten (10)** high-need charter schools in San Antonio, Texas after successful completion of **10 – 12 month planning period**. Several model PBCS programs were researched before designing the Teacher Effectiveness Process (TEP). TEP is being designed to support a sustainable differentiated performance-based compensation system (PBCS) that rewards teachers and principals for improved student performance based upon a value added model and the increased effectiveness of teachers and principals based upon performance-based evaluations with evidence of effectiveness in order to differentiate the compensation.

TEP matches the TIF goals/objectives, the absolute and competitive priorities and with a comprehensive approach to reforming the way we pay and incentivize teachers and principals for becoming effective educators and improving student performance, is poised to be the answer for recruiting and retaining effective teachers in some of San Antonio's neediest schools. The Teacher Effectiveness Process (TEP) is comprehensively designed to provide priority 1) differentiated levels of compensation for effective teachers and principals, priority 2) implementation of TEP to include fiscal sustainability measures to continue and support the PBCS during and after the award period, priority 3) comprehensive approaches that strengthen the educator work force through a coherent and integrated system using data and evaluations for professional development and retention and tenure decisions, priority 4) value-added measures of student achievement to guide the differentiated PBCS that are clearly explained to all high need schools' educators and priority 5) recruitment and retention of effective educators for high-need students in high-need subject areas and to fill vacancies with effective educators.

# Project Narrative

## Application Narrative

Attachment 1:

Title: **project nar** Pages: **58** Uploaded File: **revised TEP\_Project\_Narr.doc**

**A. NEED (10) points– Teacher Effectiveness Process (TEP) – (TIF) EVALUATION Grant**

(1) The San Antonio Charter School Consortium’s *Teacher Effectiveness Process* (TEP)

Evaluation Project targets some of the highest need schools in San Antonio as identified by the Texas Education Agency’s Title I priority school list of *persistently lowest-achieving* (PLA) schools. Each of the ten (10) high-need schools has agreed to partner together on the Teacher Effectiveness Process (TEP) in order to improve student achievement so that they can turn their schools around. Of the eight (8) San Antonio area LEA’s identified as the lowest achieving schools in the state, seven (7) are charter school LEA’s representing nine campuses. Eight (8) of the ten (10) high-need schools identified for this Teacher Effectiveness Process (TEP) TIF evaluation program, represent the lowest performing schools in San Antonio, Texas and meet TIF criteria for high-need schools. Each of the eight (8) title I priority schools have a goal to of school reform with a focus on increased student achievement with effective educators.

Chart #1 below shows each school’s comparable demographics. This information is also included in the attachments. The average of the ten high-need school’s minority population is 92% which is 17% higher than the State of Texas average of 75% minority rate for comparable schools, and the free and reduced meal rates average 83% among the ten high-need schools while the State average is 57% a difference of 26%.

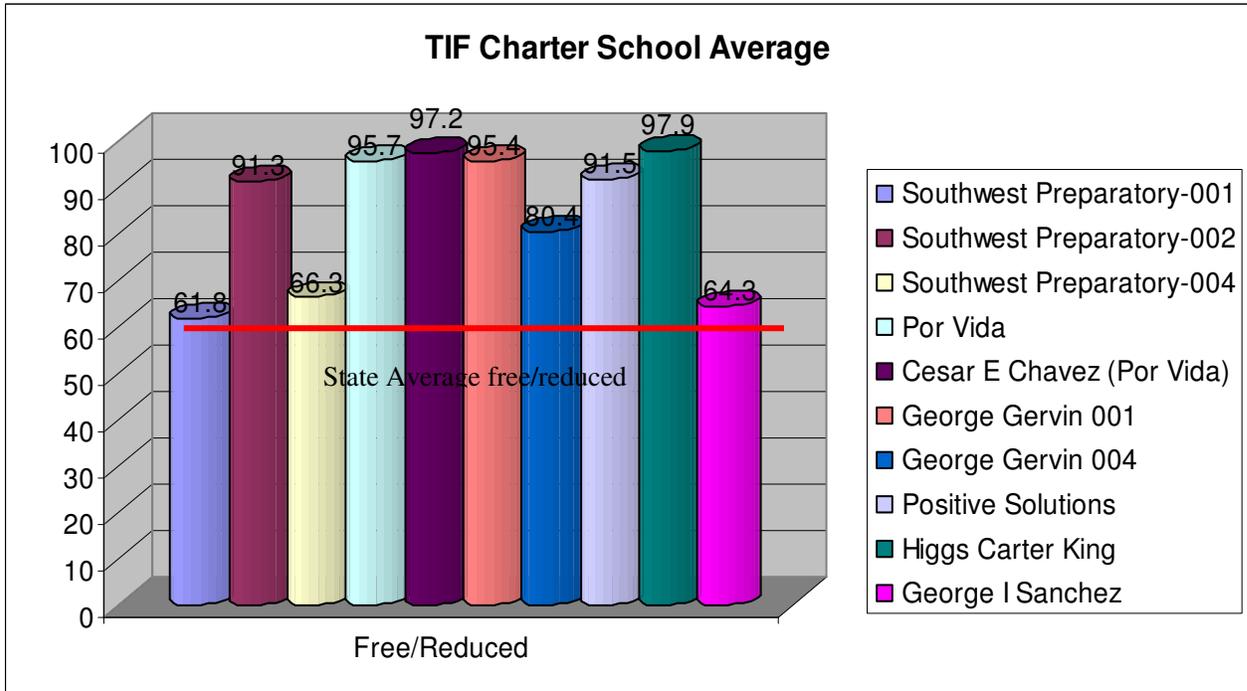
	School Name / Grade Span	Grade Span	Percent Minority Populations	Free & Reduced	Student Count
1	Por Vida Academy Charter HS	9 <sup>th</sup> – 12 <sup>th</sup>	100.0%	95.7	162
2	Cesar E Chavez Charter	K – 6 <sup>th</sup>	96.8%	84.9	93
3	Southwest Prep School	9 <sup>th</sup> – 12 <sup>th</sup>	77.6%	61.8	330
4	Southwest Prep Southeast	9 <sup>th</sup> – 12 <sup>th</sup>	93.0%	91.3	149
5	Southwest Prep School	9 <sup>th</sup> – 12 <sup>th</sup>	88.0%	66.3	240
6	George Gervin Academy	PK – 12 <sup>th</sup>	93.0%	95.4	526
7	George Gervin EDU. & TRA.	9 <sup>th</sup> – 12 <sup>th</sup>	95.6%	80.4	92
8	Positive Solutions Charter	9 <sup>th</sup> – 12 <sup>th</sup>	95.0	91.5	165
9	Higgs Carter King GT Academy	PK – 12 <sup>th</sup>	94.6%	97.9	561

10	George I Sanchez	9 <sup>th</sup> – 12 <sup>th</sup>	92.0%	64.3	129
	<b>TOTALS = (10) Schools</b>	-	<b>Avg.&gt;92%</b>	<b>Avg. &gt;83</b>	<b>2,447</b>

Chart #2 below highlights the great disparity in the high-need schools teacher salaries when compared to the State of Texas average teacher salaries.

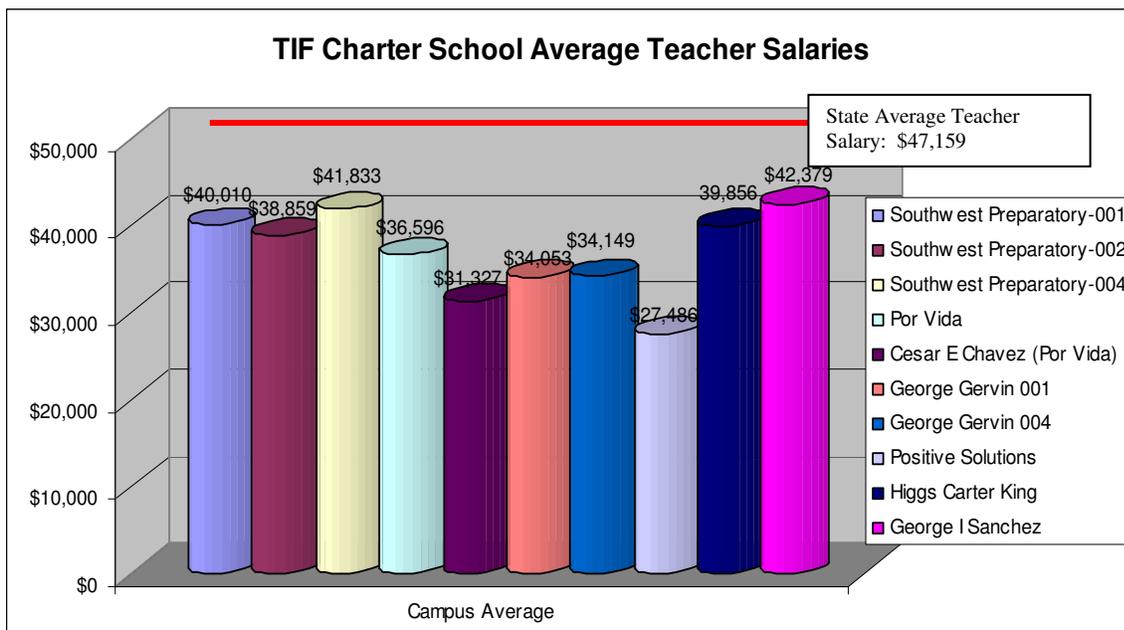
	School Name / Grade Span	Campus ID	# of Teachers	# of Principals	Avg. Teacher Salary
	<b>State of Texas Average Salary</b>				██████████
1	Por Vida Academy Charter HS	015801001	10	1	██████████
2	Cesar E Chavez Charter	015801003	8	1	██████████
3	Southwest Prep School	015807001	15	1	██████████
4	Southwest Prep Southeast	015807002	12	1	██████████
5	Southwest Prep School	015807004	10	1	██████████
6	George Gervin Academy	015802001	25	1	██████████
7	George Gervin EDU. & TRA.	015802004	4	1	██████████
8	Positive Solutions Charter	015814001	12	1	██████████
9	Higgs Carter King GT Academy	015803101	29	10	██████████
10	George I Sanchez	015812001	9	1	██████████
	<b>Totals/Averages(10) Schools</b>	<b>n/a</b>	<b>134</b>	<b>10</b>	<b>Avg. ██████████</b>
	The 10 high need schools' average teacher salary of ██████████ is ██████████ less than the State of Texas average of ██████████. There exists a need for the TEP PBCS so that recruitment and retention of effective teachers is more likely for the high-need school.				

The charted graph below titled “*Teacher Incentive Fund (TIF) Charter School Average*” illustrates the free and reduced lunch rates at each high-need school.



(i) Each high-need charter school leader has confirmed through surveys, questionnaires and through extensive conversations that the recruitment of effective teachers is extremely difficult especially in the areas of math and science. One of the reasons for the difficulty in recruiting effective teachers is that the ten (10) high need schools targeted for this TIF evaluation grant are always competing with larger public LEA’s that have more resources to pay teachers. Charter schools rarely can compete with the district schools that have more resources to pay teachers. Also because there are sixteen large independent LEA’s in San Antonio, the recruitment of effective teachers by charter schools is more difficult because teachers have a lot of choices when deciding what school district to apply for employment. Recruitment is also hard when it comes to hard-to-staff areas like math and science because surrounding districts sometimes offer

hard-to-staff teachers for math and science incentives, when the teacher selects their school district. These incentives can range from hundreds to thousands of dollars. The targeted charter school salaries are usually much lower sometimes up to [REDACTED] lower than the base salaries at the competing district schools. The charted graph below titled “*Teacher Incentive Fund (TIF) Charter School Average Teacher Salaries*” depicts the Texas average teacher salary and each of the ten (10) targeted high need school’s average teacher salary. The State of Texas average salary of [REDACTED] is higher than all of the average salaries at each of the ten (10) targeted high need schools and in some cases the State Average Teacher Salary of [REDACTED] is almost [REDACTED] higher. This fact highlights the difficulty charter LEA’s in San Antonio have in recruiting teachers when the charter LEA can not match what a public LEA would pay the teacher.



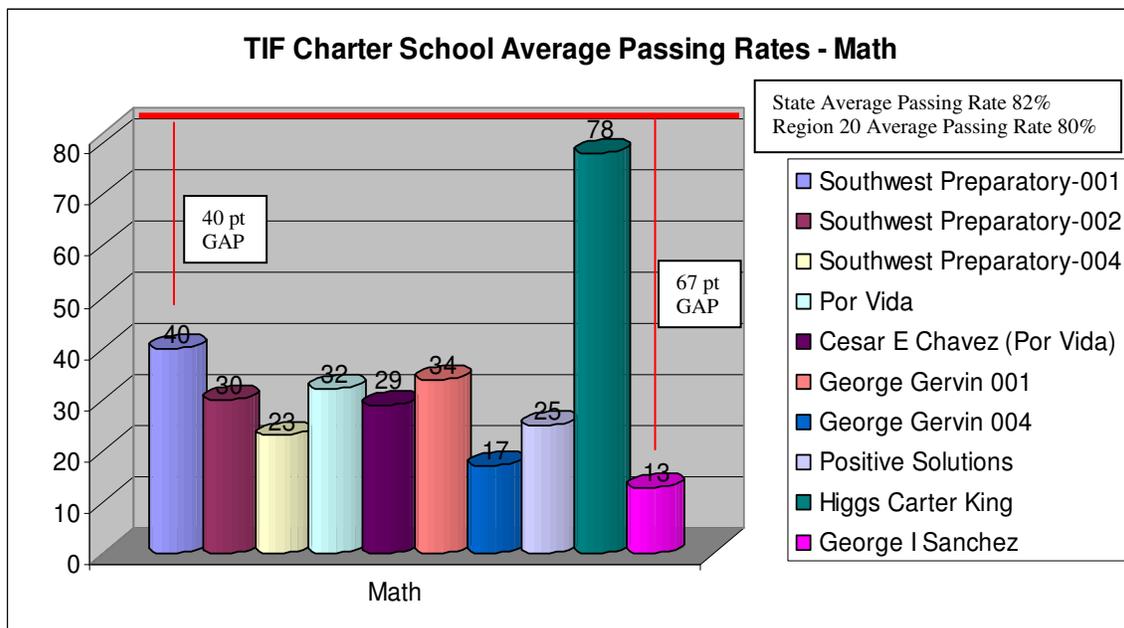
According to the Education Trust (June 1, 2007) *Their Fair Share*, “in almost every one of the 50 biggest school districts in Texas, low-income and minority schools don’t get their fair share of the best teachers. Even when the same school board hires and assigns the teachers, schools serving mostly poor and minority kids get the least-experienced, least-educated teachers.” This

pattern happens a lot in the high need charter LEA's when their effective teachers leave to go to work at public LEA's and earn higher salaries. This is evidence that high need schools need assistance in recruiting and retaining effective teachers.

(ii) As challenging as it is for these high needs charter schools to recruit and hire highly qualified and effective teachers, it is *even more difficult to retain the effective teachers once they are hired*. Oftentimes teachers who improve their craft in high needs schools get recruited out to other schools that offer increases in salaries because of their proven effectiveness in the classroom. Not only do the effective teachers make higher salaries in these places, but sometimes the schools have fewer challenges than the charter schools where they were recruited from in reference to the fact that most charter schools have less resources than the public schools so charter school teachers often have to do "more with less" in order to meet the needs of the students. While this fact of doing "more with less" is also a factor in some bigger public LEA's, this is often always the case in most charter LEA's. For example, this year one targeted high-need school lost its principal as soon as the State released the preliminary test results for the school. He was recruited by one of the largest public LEA's because of his effectiveness over three years in raising the test scores for the charter LEA. He will earn \$20,000 - \$25,000 more at his new public LEA than he would have made had he stayed at the charter school. Based upon the data and information presented in this section, the high need charter schools targeted for the Teacher Effectiveness Process (TEP) evaluation TIF grant are in great need of additional resources to create meaningful incentives to recruit and retain effective teachers and principals.

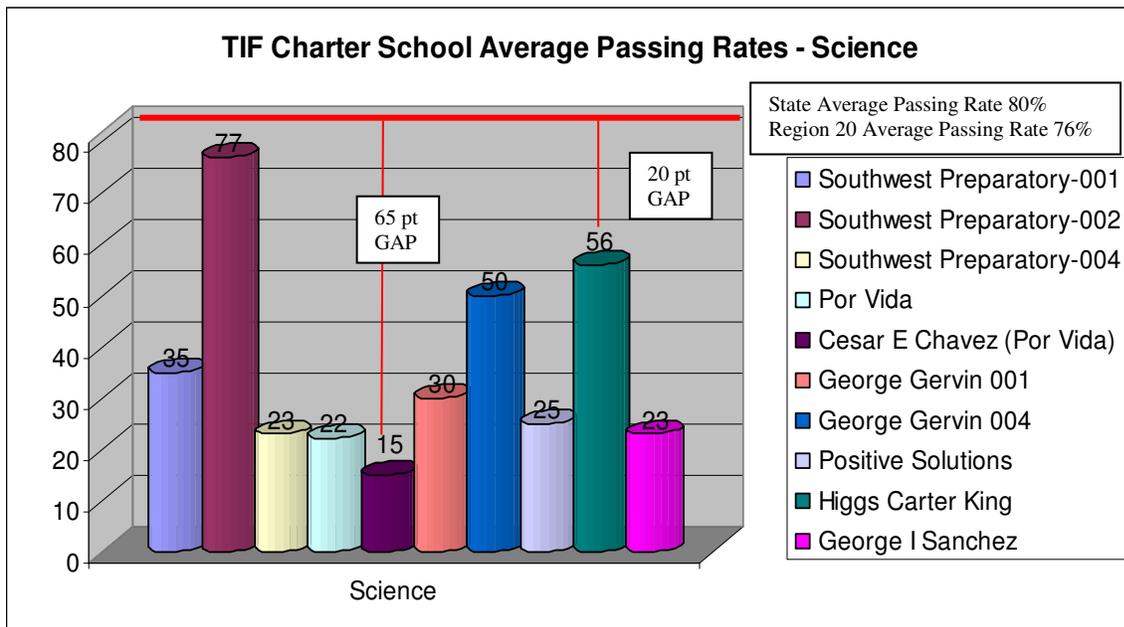
(2) Of the ten (10) high need schools participating in the Teacher Effectiveness Process (TEP), when compared to the state and to the region, six (6) have a campus passing rate of less than 41% in Math while the state average is 82% and the Regional average passing rate is 80%.

Seven have a campus passing rate of less than 57%, while the state average passing rate is 78% and the regional average passing rate is 76%. The charted graph below highlights the gaps in math passing rates of the ten (10) high need schools compared to the State of Texas average passing rates for Math. When compared to the state, none of the high need schools based upon the graph below met the State Average Passing rate of math at 82%. The Teacher Effectiveness Process (TEP) will definitely provide strategies through this TIF funded differentiated performance based compensation system that will help each school improve.



The latest research is beyond reproach, *a quality teacher is the critical factor in determining student achievement in the classroom*. Given the huge gaps in math performance between the high-need San Antonio charter LEA's and the State of Texas, as highlighted in the above charted graph, the participating schools' teachers and principals are convinced that the most significant action they can take to close this gap is to retain and recruit effective teachers and principals. The ways in the past that the ten (10) high-need charter schools measured teacher quality, when interviewing, selecting and evaluating our teachers, did not use the value teachers add to student

achievement as a criterion. In the past, educational attainment, experience, and subjective recommendations from others, have been used to recruit teachers but these measures fall short of knowing with greater certainty which teachers are effective and which ones are not. Each high need school is ready to embrace the use of other measures in recruiting, retaining, and evaluating our teachers. The Teacher Effectiveness Process (TEP) will provide the strategies that will lead to each high need school being better prepared to recruit and retain effective teachers so that student achievement is improved and teacher performance is increased. As seen in the charted graph below titled “*TIF Charter School Average Passing Rates – Science*” none of the ten (10) high need schools targeted met the state average passing rate of 80% in science. Several schools are more than 60% below the state in science.



The high-need schools’ science gaps are as large as the math gaps. Given the majority of the students served by these schools are largely low-income and minority, what researchers have told us regarding the teacher quality gap appears to hold true for these schools and these students: students who need the most effective teachers tend to continue to receive the least effective

teachers. This evidence shows the great need to move toward a performance based compensation structure that rewards effective teachers and principals for increasing student achievement. Again, this highlights that the targeted ten (10) high-need schools have a great need for the planned Teacher Effectiveness Process (TEP) with its comprehensive strategic focus on a differentiated PBCS, professional development, instructionally focused evaluations and professional teacher career progressions. The TEP will have a positive impact by helping the targeted high-need schools improve student performance by focusing on teacher and principal effectiveness.

(3) The data presented in part (2) above is based upon comparability information according to the Texas Educational Agency and its Academic Excellence Indicator System's definition that a ***comparable group consists of up to ten indicators***. For the purpose of this TIF evaluation grant proposal, the three (3) comparable factors used above in part (2) are listed below.

- 1) State average of 56.7% free/reduced meals – ***100% of the ten*** (10) targeted schools have percentages of free/reduced meals counts ***higher than*** the state's average of 56.7% as viewed in Chart #1 on page 1.
- 2) State average is 75% minorities per campus – ***100% of the ten*** (10) targeted schools have minority populations that exceed the state average of 75%. Over 80% of the ten (10) targeted schools have minority percentages ***over 90%***.
- 3) State enrollment comparable is 570 or fewer students – ***100% of the ten*** (10) targeted schools have enrollments under 570.

In conclusion, the Teacher Effectiveness Process (TEP) has established that to a great extent the ten (10) targeted schools meet the scope and the high-need requirements of the TIF evaluation grant. Eight of the ten (1) targeted high need schools represented 5% of the lowest

performing schools in the State of Texas when compared to the rest of the schools in the state. One hundred percent of the ten (10) high need schools are significantly over the State's 57% free and reduced meals rate and equally significantly over the TIF requirement of 50% free and reduced meals.

The TEP PBCS project proposal when funded will significantly impact the ability of the targeted high-need schools to recruit, motivate, and retain effective principals and teachers, thus leading to gains in student academic achievement, improved principal and teacher evaluations systems that will include differentiated PBCS, practical professional development, and improved value added assessments of teacher and student performance.

For the record, once implemented after completion of the planning period, all high need schools and TEP staff and data systems contractors will comply 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.**

**B. PROJECT DESIGN – (60 Points) Teacher Effectiveness Process (TEP) - (TIF)**

**Evaluation Grant**

(1) The San Antonio Charter Schools Consortium of ten high-need schools is seeking to use the first ten (10) – 12 months of the project as a “**planning period**” to finalize all five (5) required core elements before implementing our Teacher Effectiveness Process (TEP) differentiated PBCS (*see page 12 of the TIF application form OMB No. 1810-0700*) to all high need schools' teachers and principals.

**Planning Period** – The high need charter schools agreed that designing the TEP project to be in alignment with the Teacher Incentive Fund (TIF) guidelines and communicating all aspects of the design would take additional time and jointly decided that the planning period

would be required in order to ensure that all core elements especially the core element on page 11 of the application that requires “a plan for effectively communicating to teachers, administrators, other school community, all stakeholders and the community at-large” all of the components of the TEP PBCS”. Effective communication of all core elements of the TEP PBCS will be especially necessary because all of the high-need schools are charter schools and in Texas all charter schools are independent LEA’s and all of the charters operate differently from each other. The planning period will not only be useful in finalizing all of the five core elements described in page 11 and 12 of the application but will also afford TEP staff the necessary time to guarantee that all communication with all of the high need schools’ stakeholders is effective at providing all of the details and guaranteeing the necessary buy-in and understanding of all TEP PBCS’ core elements. During the planning period, all final details regarding the TEP Evaluation Project will be completed. However, at a minimum what follows is the TEP PBCS’ alignment with the Teacher Incentive Fund (TIF) priorities.

Priorities (Absolute and Competitive) **Absolute Priority I – Differentiated Levels of Compensation for Effective Teachers and Principals** – The TEP descriptions of its alignment with this Absolute Priority *begins on page 13* of this project design. **Absolute Priority 2 – Fiscal Sustainability of the Performance-based Compensation System (PBCS)** – a) the attached budget and the attached budget narrative detail the project costs associated with the planning period, and the development and implementation of the TEP PBCS Evaluation Project – b) *Page 49* details that all targeted high need schools will provide from non-TIF funds over the course of the five year period an increasing share of the performance based compensation paid to teachers and principals. **Absolute Priority 3 – Comprehensive Approaches to the Performance Based Compensation System** – The entire project design section beginning on

page 11 is a complete and thorough description of the comprehensive approaches TEP will utilize to implement its differentiated PBCS. TEP's four (4) core processes aligned with the TIF five (5) core elements comprehensively detail the approaches TEP will utilize to increase the effectiveness of teachers and principals at the high need schools so that student achievement increases. **Competitive Preference – Priority 4 – Use of Value-Added Measures of Student Achievement (up to five points)** – The description of the planned value added data systems begins on Page 14 and is referenced throughout the project design as value added data analysis will be a significant factor in determining teacher and principal payout. During the planning period, effective communication models will be developed to make sure that all principals and teachers know how to utilize value added data to make effective instruction decisions (core element a). The budget narrative details the contracts to be established to ensure accurate value added data processes exist to meet the robust need for accurate value added student performance data and teacher/principal evaluation data to ensure that payouts are correctly linked to the effective teachers and principals. **Competitive Preference Priority 5 – Increased recruitment and retention of effective teachers to serve high-need students and in hard to staff subjects and specialty areas in high-need schools (up to 5 points)** – On page 39 is the plan to increase recruitment and retention of effective teachers to serve high-need students and in hard to staff subjects and specialty areas in high need schools. **Competitive Preference Priority 6 – New applications to the Teacher Incentive Fund (2 points)** – Youth Empowerment Services, Inc. dba Higgs, Carter, King Gifted and Talented Charter Academy is a new applicant for the Teacher Incentive Fund along with all of the targeted high-need schools, none of the 10 high need schools have been applicants for TIF funding.

Included in this project design section is the TEP Evaluation project as it exists at this time. As was stated above, during the planning period, all five (5) core components will be finalized and presented for the Secretary's satisfaction and demonstrated in the TEP annual performance report. The five core elements to be finalized during the planning period are on page 11 and 12 of the TIF application form OMB No. 1810-0700 and include:

**a)** a communication plan that effectively provides details of the Teacher Effectiveness Process' (TEP) PBCS to all teachers, administrators, other staff and the community at-large (to be fully developed and finalized during planning period),

**b)** Include the support and involvement from the teachers, principals and other staff and unions if represented needed to carry out the grant (additional details begin on page 21, part (2)),

**c)** Include rigorous, transparent, and fair evaluations systems for principals and teachers that 1) use an objective based rubric for teachers and principals, 2) provide for multiple principal and teacher observations/evaluations throughout the school year, 3) incorporate the collection and evaluation of additional forms of evidence, and 4) ensure a high degree of inter-rater reliability on evaluations (additional details begin on page 23, part (3)),

**d)** a value added data management system that links individual student performance data to principal and teacher payroll/human resource systems (additional details begin on page 28, part 4(i)), and

**e)** a professional development plan that ensures that principals and teachers understand the specific measures of teacher and principal effectiveness included in the PBCS, that ensures that principals and teachers are enabled to utilize data to improve their practice, and that is based upon specific needs of each identified high-need campus (additional details begin on page 31)

The Teacher Effectiveness Process, hereafter referred to as **TEP**, is a high quality, strategic plan for improving the process by which the targeted ten (10) high-need schools reward effective teachers and principals based upon the use of value added data and information that consider gains in student academic achievement as well as classroom evaluations and provide educators with incentives to take on additional responsibilities to assist other educators in becoming more effective.

The TEP PBCS is being designed as an educator effectiveness process based upon the results and analysis of several successful teacher incentive initiatives including the New Leaders for New Schools' Effective Practice Incentive Community (EPIC) and the Teacher Advancement Program (TEP) initiated by the Milken Foundation. These and other similar projects have been reviewed and researched and their data has been useful in designing the TEP for the ten (10) high-need charter LEA's in San Antonio. In addition, input from the ten (10) targeted high-need charter schools principals and teachers, the McNeil Foundation, a nonprofit agency, EDUTEKS, a educational data and research company, the Johnson Educational Consulting group and Youth Empowerment Services, Inc. provided input into the design of the Teacher Effectiveness Process (TEP) Evaluation Project. Leaders from these four (4) entities formed the TEP Management Group (TMG), and will work together during the planning period to finalize all core TIF elements.

**“To have the greatest impact on student learning, every educator needs to be an instructional leader”**, Ingrid Carney, President NSDC. This statement highlights why **“increased student learning”** is the ultimate goal of the **Teacher Effectiveness Process (TEP)** project being designed for the high-need schools. TEP will offer a comprehensive strategic approach to improving the performance of educators at the ten (10) targeted high need charter

schools by focusing the differentiated PBCS on all five (5) core elements especially the value added student performance (competitive priority 5) and value added data on principal and teacher evaluations (absolute priority 3) .

Four (4) core processes form the basis for the TEP project design with “effectively communicating to all stakeholders all aspects of TEP” being the core pillar of TEP.

The four (4) TEP Evaluation Project’s PBCS Core Processes are described throughout the project design and are summarized in this section.

**TEP Core Process A)** differentiated performance based compensation system (PBCS) that allows for differentiated payments to educators based upon value added student performances and principal and teacher evaluations, aligned with Absolute Priority. (see additional details beginning on page 14)

**TEP Core Process B)** multiple, relevant/meaningful educator evaluations that occur throughout the year and use pre and post evaluator/teacher conferences that focus on the standards-based instructional rubrics including plans for growth, (see additional details beginning on page 24)

**TEP Core Process C)** a comprehensive practical-use professional development system that is based upon each high need school’s educator evaluation and student assessment data (see additional details beginning on page 31), and

**TEP Core Process D)** professional options for educators that lead to increased recruitment and retention (see additional details beginning on page 40).

**TEP Core Process A – Differentiated Performance-based compensation system (PBCS):**  
(aligned with Absolute Priority 1)

(i) After successful completion of the ten (10) month planning period, the Teacher Effectiveness Process (TEP) will be prepared to provide a differentiated PBCS to teachers and principals based upon a) value added student performance data, b) principals and teachers' multiple observations/evaluations by staff trained in the standards-based rubrics and the protocol for conducting effective evaluations, and c) school-wide value added student performance data (please see TIF application Absolute Priority I page 9). TEP's PBCS is defining differentiated as a way to provide "different" incentives to individual principals and teachers based upon their "different" levels of effectiveness.

As noted in the NEED section in pages 1 – 8, San Antonio charter school teachers receive far less basic teacher pay than the average teachers in the State. The TEP PBCS will provide a significant incentive award of up to [REDACTED] per teacher and up to [REDACTED] per principal with justification to begin to end the disparity / gap between public charter school teacher pay and public schools in Texas. The size of the incentives will be sufficient to guarantee that effective teachers at the high need schools are retained and this TEP PBCS will also make recruiting for effective principals and teachers more successful for the high need schools targeted with this TEP Evaluation Project due to the significant payout of up to [REDACTED] per teacher and [REDACTED] per principal.

In all instances, teachers and principals will receive incentive compensation that recognizes and rewards their effectiveness in the classroom/school, so in no instance does every teacher and principal receive the same incentive or compensation because every principal and teacher's value added student performance and educator performance data will be "different"

Value – added student performance data (see page 28 for additional details) – While a more in depth description of student performance data and value added data is in part (4), it is

important to note here that a focus on value-added strategies will give the teachers and principals an unprecedented informational set about individual students' growth. With value-added information, it will be possible for the teachers and principals to target teaching, curriculum and / or academic interventions to specific areas where student growth is lagging. Teachers and principals will have value-added information about the progress that each individual student should make, from wherever he or she started, so that instructional decisions can focus on specific student learning needs. In TEP's PBCS strategic plan, principals and teachers will have their specific student data linked to them so that the specific data related to each principal and teacher can demonstrate the effectiveness of the specific educator increasing student performance. During the planning phase, the TEP management team will work to finalize the actual benchmarks to be used in the PBCS to identify the levels of effectiveness to be used for the differentiated PBCS.

ii) TEP's teacher and then principal differentiated PBCS plans are described as follows. The amounts per teacher and principal pot are considered sufficient to aide in recruitment and retention of effective teachers. The justification for the [REDACTED] per teacher and [REDACTED] per principal was based upon the need to improve teacher and principal pay systems and the need to demonstrate to teachers and principals the seriousness of the need to become more effective in the classroom so that student achievement is increased.

**Teacher's PBCS Strategic Plan** – At this time, the factors to determine a payout to a teacher is being based upon the 1) teacher's value-added evaluation/observations that occur over the course of the year (**X**=50% of the payout), 2) the value added student performance data (**Y**=30% of the payout), and 3) the school wide value added score based upon school wide student performance data (**Z**=20% of the payout). This plan will mean that 50% of a teacher's

payout (30% individual student performance + 20% school wide student performances) will be based upon student achievement. This is considered a significant percentage for teacher payout.

Based upon the value added data and teacher evaluation/ observation data, a teacher could receive a payout in X and Y but not Z or in any other combination of X,Y, and/or Z. At this time, the consensus for the TEP plan is for teacher evaluation, X=50%, to identify a baseline evaluation / observation score of 3 for a teacher to receive a prorated payout. For example, a teacher will have multiple (a minimum of three (4)) evaluations averaged over the course of the year. The teacher would need to average a score of three (3) to get a prorated payout. A teacher who averages a six (6) would get the entire 50% of the payout allocated to teacher evaluation/observation; a teacher who averages a three (3) through a (5) would get a prorated amount of the 50% payout; a teacher who averages less than a 3 would not get a payout in the evaluation / observation TEP PBCS.

A teacher who does not qualify for a (X) payout could still qualify for a (Y or Z) payout as described in the next sentences. Teacher student value added score (**Y=30%**) - This payout would be based upon value added student performance data linked directly to the teacher. A student performance value added score of six (6) would earn the teacher a “Y” payout of the entire 30% allocated to the student performance value added. A student value added score of three (3) through five (5) would earn the teacher a prorated payout from the Y=30% pot. A student performance score less than 3 would mean that the teacher would not receive a Y=30% payout.

The value added model will highlight through the data reports to what degree and to what level the school and teacher contributed to student learning compared to other schools and teachers with similar students. Again, a teacher could still qualify for a X=50% or Z=20%

payout even if the teacher does not qualify for a Y=30% payout for student value added performance data. School wide value added score (Z=20%) – This 20% will be based upon the school wide value added score including all of tests students’ performance data. This 20% (Z) becomes 50% for those teachers who do not teach students who test. All teachers would qualify for a payout if the school wide value added score is a three (3) or higher. No teachers would qualify for a school wide value added score (20% of payout) if the school wide score is below 3. Thus, the TEP total payout being planned is based upon each individual teacher’s combined score from  $X + Y + Z$  (50%+30%+20%). The planning period will allow TEP to finalize this factor and develop the effective communication strategies that will help TEP communicate this PBCS to all principal, teachers, other staff and the communities within the ten (10) high-need schools targeted for TEP. For each targeted high-need school a significant payout pool is being budgeted at [REDACTED] per teacher. Thus each teacher based upon the details being finalized but presented above, would qualify for up to [REDACTED] prorated based upon X) 50% teacher evaluation, Y) 30% value added student performance, and Z) 20% school wide value added performance.

**TEP’s Principal’s Differentiated PBCS strategic plan** – At this time, the factors to determine a payout to a principal is being designed around four (4) important criteria that will denote principal effectiveness. The acronym TAPS represents Teacher Evaluations/Observations, AYP (NCLB Adequate Yearly Progress), attainment (including AYP for subgroups), Pincipal evaluations / observations, and School wide value added student performance data. In the principal PBCS being developed and to be finalized during the planning period, each of the four (4) important criteria of TAPS will be worth 25%. The teacher evaluations/observations criteria (T=25%) is being defined as the percentage of the principal’s campus teachers who score three (3) or above on their average teacher evaluations for the year. A principal would qualify for a

payout in this criteria if the percentage of the campus' teachers earn 3 or above on an average of their annual teacher evaluations/observations. Principals who do not have the requisite percentage of teachers earning a three (3) or above on their evaluation/observation averages, would not receive a payout in this criteria (T=25%). The percentage for a principal payout in this (T) criteria will be further developed and finalized during the planning period but the inter rater reliability of the multiple teacher evaluations will ensure that this criteria will be a reliable indicator of a principal's effectiveness on his/her campus. The AYP criteria (A=25%) would have principals earning a payout based upon their school's AYP status. Principals of schools who do not meet AYP would not receive a payout in this criteria (A=25%). Using AYP as criteria for determining a principal's effectiveness is a significant way to measure whether a school is considered high quality according to some of the research and data collected by Public Impact when reviewing school data to determine whether banks should loan a school funds for capital improvements that could total millions of dollars ([publicimpact.org](http://publicimpact.org)).

Principal evaluative criteria (P=25%) is being developed to be finalized during the planning period. At this time, the principal evaluation includes two domains – Domain I Community Leadership and Domain II: Instructional Leadership. Domain I includes three competencies – 1) vision and campus culture, 2) communication, 3) ethics and policy. Domain II includes four (4) competencies – 1) curriculum, 2) instruction, 3) staff evaluation and professional development, 4) decision making and problem solving. During the planning period, the weight of each domain over all evaluations will be established and the principal evaluative team will be identified and trained. During the planning period, all targeted high-need schools administrators and principals and teachers will be invited to share their input into the plans and provide suggestions to the plan. Multiple opportunities will be provided through print media,

online media, meetings, training sessions, and small focus group sessions to ensure that all staff have access to the TEP planned PBCS system as it is being developed and finalized. Targeted high-need schools principals and teachers had input into the design of this TEP application and will continue to provide input into the final design of the TEP PBCS. School wide value added score (S=25%) – This 25% for the principal will be based upon the school wide value added score including student performance data. Principals would qualify for a payout if the school wide value added score is a three (3) or higher. No principal would qualify for a school wide value added score (25% of payout) if the school wide score is below 3. Thus, the TEP total payout being planned is based upon each individual principal’s combined score from **TAPS (25%+25%+25%+25%)** prorated for the actual performance within the four areas covered by TAPS.

The planning period will allow TEP to finalize this factor and develop the effective communication strategies that will help TEP communicate this PBCS to all principal, teachers, other staff and the communities within the ten (10) high-need schools targeted for TEP. During the planning of the TEP’s project design, a discussion of “other school personnel” to include in the PBCS did not result in any preliminary plans for inclusion. However, it is expected during the planning period that “other personnel” criteria and differentiated systems will be developed. The budget does not includes funds to support “other personnel” so schools that want to include other personnel would do so with non-TIF funds. Finally, over 90% of the teachers surveyed regarding the TEP’s PBCS voted “yes” when asked if they would support payouts to teachers up to \$8000 per teacher based upon performance. One hundred percent of the principals submitted a letter included in the attached attesting to their support of the TEP PBCS plan and the planning period to finalize the plan. It is expected that once finalized that the TEP will include up to

██████ per teacher as determined by student performance value added data that will indicate growth and increases in student achievement as described above in (X, Y and Z) and up to ██████ per principal as determined by the criteria in (TAPS). These amounts (up to ██████ per teacher and up to ██████ per principal) have been determined to be of sufficient and significant size to affect the behaviors of teachers and principals and their decisions as to whether to remain or leave the education profession.

iii) The TEP PBCS plan, described above, will provide clear and effective explanations to all teachers and principals and other staff regarding how teachers, principals and other staff will be determined to be “effective” for the purpose of earning an incentive from the PBCS plan.

Throughout the design of the planned PBCS described above a perfect score of six (6) will serve as the high level to achieve. A score at three (3) or above will generate a payout and represent an effective teacher and/or an effective principal. The details for all criteria to determine the teacher and principal’s scores will be fully developed, documented, and presented to all high-need school’s principals and teachers before the PBCS is implemented. More than just providing information, the TEP staff will design professional development training sessions targeting each individual school’s teachers, principals and other staff to guarantee that all staff are fully versed in the details of what determines “effectiveness” in order to receive a payout from the TEP PBCS.

(2) The significant and *meaningful involvement of all high-need schools’* staff in the finalization of the TEP PBCS plan will be paramount to the successful implementation of the PBCS plan. To begin the process of preparing the Teacher Effectiveness Process (TEP), 100% of the high-need schools’ principals voted to participate in the development of the PBCS and then each school’s teachers were surveyed to gain teacher feedback and input. **Ninety – seven**

**percent (97%)** of the teachers at the high-need schools responded in the affirmative that they wanted to support and be involved in the process to provide differentiated performance based compensation systems to their school. Throughout the planning period and throughout the implementation of TEP, teacher and principal input will be valued as we seek to continuously improve the TEP model of differentiated PBCS.

One of the first tasks of the planning period will be to schedule information sessions to share the proposed plan with each school's staff. Then TEP staff will schedule school based professional development training sessions to train staff on each core element of the plan and to gather input, suggestions, and criticisms so that the plan can be improved before finalizing the TEP's PBCS. Each school's principal and teacher have already given preliminary approval for the TEP PBCS through surveys, questionnaires and meetings. After training staff, gathering input from staff and updated the plan, parent and community meetings will be held in each of the ten (10) high-need community's to share the plan with all the stakeholders. The ten (10) high-need charter schools share a long history of working together to support each school's efforts to educate all students. There already exists a high level of communication between the schools' leadership and this TEP effort will help create a high level of communication between principals and teachers. At this time, there are no unions that exist with collective bargaining authority. However, should this fact change, TEP staff will include the selected unions to be involved in finalizing the plan. The TEP management group will provide monitoring and oversight for this innovatively designed project so that a high level of support is maintained throughout the life of the project. TEP management group will support the TEP staff while TEP staff will support the teachers and principals in the TEP targeted high-need schools. Each level of support will be

fully developed during the planning period and communicated effectively and clearly to all teachers, principals and other staff as well as the school's communities.

(3) The TEP PBCS plan includes a **rigorous, transparent, and fair evaluation** system for teachers and principals that will differentiate levels of effectiveness using multiple rating categories that take into account data on student growth based on student value added data as a significant factor, as well as multiple classroom evaluations/observations conducted throughout each school year. During the planning period of up to one year, TEP management group and TEP staff will finalize the particular elements of the TEP Core Process B.

At a minimum **rigorous evaluations** will refer to the multiple (four) evaluations/ observations each teacher and principal will receive from trained evaluators at the campus each year. In most traditional evaluation systems, teachers normally receive one evaluation each year with or without feedback regarding their performances. With the TEP's project's focus on instructionally focused evaluations, the plan is for each teacher and principal to receive three unannounced and one announced evaluations each year. This is far more rigorous than what normally happens in a public school. Then after each evaluation within 48 hours, the trained evaluator will meet with the teacher in a post conference to review the evaluation and the teacher's self evaluation of his/her performance. The evaluator will assist the teacher in developing refinements to his/her performance so that the teacher can be more effective during the next evaluation. Thus, post conferences will focus on the strengths of the evaluation and use growth areas to build upon for improvement during the next evaluation. Thus rigorous evaluation refers to not only the increased number of evaluations each teacher and principal receives but also to the post conferences that the teacher and the evaluator participate in together. Finally for the one (1) announced evaluation, the evaluator will conduct a pre-conference with

the teacher to review what the evaluator is expected to observe during the evaluation. Pre-conferences are great tools to use especially for all staff new to this more rigorous form of evaluation. Pre-conferences also provide another level of transparency and fairness to the evaluation system.

At a minimum **transparent evaluations** will refer to the fact that teachers and principals being evaluated will have been trained in the standards-based rubrics being used in the evaluation, teachers and principals will also be able to submit their own “self evaluation” for review during their post conference and nothing regarding the evaluations will be done in secret.

In fact, teachers and principals will be encouraged to use their growth indicators at their weekly professional development sessions to receive support, suggestions and training on how to improve within the indicators where improvement was noted during the evaluation. Fair evaluations will refer to the fact that a great deal of training will be provided to all principals and CTL’s and ETL’s before they qualify to conduct the evaluations and multiple trainings will be held to ensure that inter rate reliability is high among the evaluators. In addition, teachers and principals will have the opportunity to request a “do over” and teachers and principals will be able to work with their evaluator if an evaluation score needs to be adjusted.

**TEP Core Process B – Instructionally focused evaluations:** This core element will focus on finalizing the teacher and principal research based evaluation systems that will be used and finalizing the plans to train all staff that will be conducting teacher and principal evaluations during the planning period. The samples below highlights what could be one example of one of the indicators on the teacher and principal instructional standards – based rubric to be finalized. It is expected that at a minimum there will be 10 – 15 indicators on instructional rubrics. There

is expected to be four (4) standards-based rubrics to be used to evaluate teachers during the year.

The rubrics are further defined below and a sample is presented.

**SAMPLE TEACHER STANDARDS BASED RUBRIC TO BE FINALIZED DURING  
PLANNING PERIOD & USED IN THE INSTRUCTIONALLY FOCUSED  
EVALUATION**

(Sample adapted from Robert Sternberg (1998) Principals of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72 used in TAP Instructional Rubric)

<b>(1) Instructional Indicator</b>	<b>Expert (6)</b>	<b>Effective (3)</b>	<b>Needs Improvement (1)</b>
Lesson Structure & Pacing	<ul style="list-style-type: none"> <li>A. All lessons start promptly.</li> <li>B. The lesson’s structure is coherent, with a beginning, middle and end, and time for reflection.</li> <li>C. Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.</li> <li>D. Routines for distributing materials are seamless</li> <li>E. No instructional time is lost during transitions</li> </ul>	<ul style="list-style-type: none"> <li>A. Most lessons start promptly.</li> <li>B. The lesson’s structure is coherent, with a beginning, middle and end</li> <li>C. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.</li> <li>D. Routines for distributing materials are efficient.</li> <li>E. Little instructional time is lost during transitions.</li> </ul>	<ul style="list-style-type: none"> <li>A. Lessons are not started promptly</li> <li>B. The lesson has a structure, but may be missing closure or introductory elements.</li> <li>C. Pacing may be appropriate for less than half of the students who progress at different learning rates.</li> <li>D. Routines for distributing materials are inefficient</li> <li>E. Considerable time is lost during transitions</li> </ul>

**SAMPLE PRINCIPAL STANDARDS BASED RUBRIC TO BE FINALIZED DURING  
PLANNING PERIOD & USED IN THE  
INSTRUCTIONALLY FOCUSED EVALUATION**

(Sample adapted from the Texas Principal Excellence Program – Principal Success Continuum Texas Education Agency 2008)

<b>Domain II: Indicator</b>	<b>Expert (6)</b>	<b>Effective (3)</b>	<b>Needs Improvement (1)</b>
4.4 Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability	<ul style="list-style-type: none"> <li>a. involves the staff in development an assessment plan for the campus</li> <li>b. reviews formative assessments prior to administration to ensure alignment to instruction and standards</li> <li>c. Meets with teachers after each assessment to analyze results and plan for changes in instruction and/or interventions</li> <li>d. Conferences with teachers who have “lower than expectation” results on formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>a. Implements a collaborative process with the leadership team to develop an assessment plan, complete with dates, standards to be tested, and expectations for data analysis</li> <li>b. Oversees implementation of the assessment plan</li> <li>c. Meets with teachers to discuss assessment results following each administration</li> </ul>	<ul style="list-style-type: none"> <li>a. Does not use data from assessments as part of educational accountability.</li> <li>b. Does not articulate the need for assessments to measure student learning on a formative basis.</li> </ul>

The Teacher Effectiveness Process (TEP) will help each high need school develop their TEP leadership team consisting of the Career Teacher Leader CTL and Expert Teacher Leader (ETL) and the principal. The leadership’s team significant and meaningful professional development of the evaluation system will be a key factor in the success of the evaluation process at each school. Each leadership member will be required to complete training on the evaluation rubric training in order to be authorized to conduct evaluations. Fair and transparent evaluations with inter rater reliability will be a key to determining each teacher’s effectiveness so it will be vitally important to the success of the PBCS that each teacher is evaluated fairly and accurately.

It is expected that once the evaluation tools including the rubrics and the training tools are developed and implemented that the teachers with high evaluation scores will also have higher value added student achievement scores thereby showing the high correlation between

effective teachers and increased student performance. The rubrics being finalized will provide a quantitative, measurable report of the teacher's classroom effectiveness. TEP will allow for teachers and principals to be evaluated a minimum of four times the first year and three times each subsequent year with new teachers to the school evaluated four (4) times the year they are hired. Each school leadership's staff consisting of the Principal, career teacher leaders (CTL) and expert teacher leaders (ETL) will be trained to conduct evaluations using a standards-based rubric designed to measure teacher instructional performance. Using the Principal Success Continuum rubrics developed by the Texas Education Agency, the University of Houston-Victoria and APQC Education, each principal will be evaluated at least four (4) times during the school year and at least one will be an announced evaluation.

At this time TEP plans that each teacher will receive the following four (4) evaluations (at least one will be an announced evaluation) during the first year of implementation following the planning period from 1) the career teacher leader (CTL), 2) the expert teacher leader (ETL), 3) the principal and 4) an Executive Expert Teacher (EET) or a trained peer educator.

Inter – rater reliability and validity will be demonstrated, reviewed, reflected upon as a way to improve each school's evaluations. One of the evaluations will serve as a practice evaluation and will not count in the value added evaluation summary. One of the evaluations will also be preceded by a pre-conference. The pre-conference evaluation will allow an additional opportunity for the teacher to **review** the planned lesson with a leadership staff member before the evaluation is conducted. Each of the four (4) evaluations will conclude within a reasonable time (usually no longer than 48 hours) with a post – conference. The post conference will offer an opportunity for teachers to participate in professional development activities as the teacher leader reviews with the teacher being evaluated the rubric indicators that

led to effectiveness and the indicators that require some refinement. The teacher will leave each post conference with the ability to improve upon his/her classroom performance so that the teacher can go back to the class prepared to be more effective based upon the learning that occurred during the post conference with the teacher leader. Each principal will be evaluated a minimum of four times each year. Each school's leadership staff will be trained to evaluate the principal performance based upon the standards based rubric found in the Principal Success Continuum covering Domain I and Domain II. The samples on page 25-26 highlight the way teachers and principals will be evaluated for effectiveness using standards-based rubrics.

4) TEP will be finalizing the **data-management systems and training** on the systems during the planning period so that all teachers and principals will be trained in the use and application of value added individual student data and school wide value added data. At this time, we know the TEP PBCS we are designing will include at least four (4) basic data management systems that will need to link together to provide the value added data needed to generate an effectiveness payout based planned TEP differentiated PBCS.

(i) Value added models – The TEP plan will include finalizing the selection of the value added model to be used for data analysis. The TEP management group has reviewed the “EVAAS value added models” developed by SAS that provide precise and reliable measures of the influence of educational entities on the academic progress of populations of students. The underlying premise used in the EVAAS model is to follow the progress of individual students – using all the testing available on each student. EVAAS is considered a multi-based longitudinal approach. Another part of the model is the projections that allow forward looking analysis. One question projections ask is “How likely the student will be to score proficient on future next exam. By using these two (2) tools (value added and projections) educators can target their

instruction to the achievement level of each student and then they can see how effective they are being in the academic interventions. The focus on all of the data management systems will be to gather and use data to improve principal and teacher effectiveness so that students improve academically.

**ii) Linkage data management** – We will contract for a data management system that will link teacher data and student data to make sure that there is a clear connection between each student that the teacher instructs. This is important for teacher and principal buy-in and support. Each teacher and principal will want to make sure that he/she is being evaluated for a payout based upon the students “linked” directly to the teacher. We will want to avoid errors in linkage by contracting with a reputable firm well-versed and experienced in data linkage to avoid errors in assigning students to the teacher who actually taught the student. All student testing will also be linked to teacher evaluative data and with student value added data to aide in creating the teacher payout report. This too is very important because in order for the value added student data to be accurate. The linkage between the student and the teacher must also be accurate. Then the student performance data can be analyzed and scores assigned based upon the analysis of the individual student data

**(iii)** We will also contract for a data management system to manage the teacher and principal evaluation systems based upon the standard-based rubrics that we will be finalized during the planning period. This data system will be used by each school’s leadership team in evaluating the teachers and principals. Each school’s leadership team will be trained on the use of the evaluation systems and will be required to meet standards in order to actually perform evaluations using the system. This will include the criteria used to evaluate the principal, to analyze the percentage of teacher evaluations required, the AYP progress of the school, the

principal's evaluation results and the school wide student performance data in order to provide the principal with a payout through the TEP PBCS.

(iv) Due to the importance and the significance of the use of data to the TEP differentiated PBCS, we will contract for a Systems Data Operations consultant to oversee and provide the Point of Contact required with each of the data systems. This contract will cover all ten (10) schools and data for 10 principals, 134 teachers and 2447 students at the least. The selection of data management systems will be a very important part of the planning period and will ensure when finalized that each teacher and principal payout is based upon accurate student value added data analysis, and teacher and principal evaluations.

5) The role of practical professional development based upon the specific needs of each school; its teachers and principals is very significant and is based upon several premises regarding school leadership because "leadership does count" (April 2010, JSD, page 12). *"In fact, it is "second only to classroom instruction among all school-related factors that contribute to what students learn in school"* (Leighwood, Louis, Anderson, & Wahlstron, 2004 from April 2010 JSD, page 12)." The latest research from the Journal of Staff Development concludes that I) The job of leading schools needs to change fundamentally, II) Leadership training must change to correspond with the new definition of leadership and, III) School leadership requires conditions that will allow leaders to drive better teaching and learning throughout their schools.

The role of practical, relevant professional development is critical to the success of the TEP Evaluation Project especially when the high need schools data and record of teacher and principal recruitment and retention is reviewed. The low achievement scores and high attrition

rate of staff, is an indicator of great need for practical, relevant needs-based professional development.

The TEP Evaluation Project is being developed with a comprehensive approach to needs-based practical professional development developed and implemented with input from each high need school based upon each school's specific needs and the school's performance data. The professional development activities will incorporate a research-based high-quality focus on increasing the capacity of teachers and principals to raise student achievement as defined by the student performance value added data with direct links to teacher and principal evaluative data. The professional development being planned will be linked to the specific measures of the teacher and principal effectiveness included in the TEP PBCS (described beginning at page 11). TEP's Core Process C presented below is an overview of what TEP will finalize during the planning period.

**Core Process C – Practical Targeted Professional Development – TIF Core Element (e)**  
*(page 12 of the CFDA #84.385 TIF application) (defined under #1 and #2 below)*

The planned **Teacher Effectiveness Process's** (TEP) professional development for each high need school will be focused persistently on equitable and powerful teaching, learning, and instructional improvement (April 2010, JSD 26) within the two strands listed here: **#1** “based on needs assessed at the high-needs schools” (page 12, TIF application) including the school's comprehensive needs assessment data on student achievement and performance, and will be **#2**) targeted towards each individual school's teacher and principal needs as identified through a comprehensive needs assessment using pre-assessment results, teacher and principal evaluation data, and other factors impacting student achievement at the local campus level (*page 12, TIF application*).

**Professional Development Overview** – Throughout the planning period, TEP staff will finalize the annual professional development activities with input from the high-need schools principals and teachers. In general the plan provides that each year, each schools’ teachers and principal’s will receive professional development whether or not they receive a payout in the PBCS. The professional development will be planned to give each school’s principals and teachers the tools that they need to be effective in the classrooms and in their schools. All of the planned professional development is designed to help the principals and teachers become effective at increasing student performance. Targeted professional development schedules will be developed with input from each individual school’s teachers and principals and will be scheduled together with the school’s leadership team. All targeted professional development will be ongoing through each school year, beginning with each school’s leadership staff before school staff returns from summer vacation and continuing throughout the school year. Pre and post testing strategies will be used throughout the targeted professional development activities as tools to help teachers and principals reflect on their teaching profession regularly throughout the school year. All targeted professional development will be provided by Executive Level Teacher Experts from the Teacher Effectiveness Process (TEP) staff and from expert instructors, consultants and contractors identified as needed by the assessments from each school. Each year the high need school’s teachers and principals will receive up to of 15 days of professional development based upon each individual school’s needs. In addition, each school’s leadership team consisting of the school’s principal, all career teacher leaders (CTL) and all expert teacher leaders (ETL) will spend five (5) days at the beginning of each school year, planning for the school year based upon the teacher and student performance data.

***#1) Campus-Level Teachers Professional Development Academies (15 days each year) based upon the individual school data (see core element (e) page 12 of the TIF application) –***

First of all, it is important to note that most charter school teachers in San Antonio are not state certified teachers and a large percentage upwards towards 50% in some schools are alternatively certified. Therefore, most charter school students are taught by teachers who did not take the conventional route towards obtaining a teaching certificate or in some instances do not have a teaching certificate. This fact leads to the realization that at the beginning of each school year, most schools start with the need to “orientate the teachers” so that teachers from various backgrounds and experiences can be acclimated to the expectations required of classroom teachers. The need to “have one common vision, voice and big picture” as it relates to the expectations of all classroom teachers is paramount to helping each teacher whether alternative certified, regular certified or just four-year degreed to understand and learn the “basics” required of all teachers. Therefore, the Professional Development on the TEP model will be extensive and include training on the standardized instructional rubrics, training on the teacher evaluation process, training on conducting the weekly campus-level teacher training sessions, training how to support effective practices on the campus level, and training designed to increase the teacher leader’s capacity to grow and help other teachers to grow. Specific training on instructional strategies will be contracted out per the planning periods priorities based upon each school’s individual campus needs. The teacher academy training will also be designed to be provided on – site to all teachers to ensure “common language and big picture” are communicated throughout the campus during the five year grant period. The training presented on the standards-based instructional rubrics will be extensive as the rubrics will serve as the core of the transparently rigorous evaluation system. At least four (4) standards-based rubrics (*see a sample of a rubric*

*indicator for teachers and principals on page 25 and page 26)* will be finalized during the planning period 1) Classroom instructional/curriculum rubric 2) Classroom accountability rubric 3) Classroom planning rubric and 4) classroom management rubric. A significant amount of training and assessing of the leadership staff on the appropriate use of the rubrics on each campus will be thoroughly planned during the planning period to ensure that all teacher and principal evaluations meet the test of inter rater reliability. The fifteen (15) days of trainings will include topics like the following but not limited too: a) overview of classrooms (moving, checking and creating a positive rapport, using the board, sharing enthusiasm, preparing students for learning), b) curriculum expectations (building a standards driven curriculum, the planning process, the writing process), c) daily lesson planning (essential elements (the “do now”, the aim/objective, the “agenda”, the homework, d) instructional expectations (starting class, lesson pacing, maximizing class time, motivation, grouping, thinking and problem solving) creating, establishing and practicing procedures that become routines, transitioning, questioning, varying the lesson, f.) closing the lesson and checking for understanding. A specific sample instructional training schedule is provided below and all training schedules and plans will be finalized during the required planning period.

<b>TABLE A – SAMPLE TRAINING PLAN (INITIAL YEAR)</b>
<b>Initial Campus Specific Training</b>
<b>August –Day one: Vision</b>
3 hours: Administer the Instructional Skills Inventory Baseline-Evaluation. Video analysis to identify and come to common consensus of what good instruction looks like and what levels of teacher performance are expected at each school (Wagner, Kegan Lahey, Lemons, et. al., 2006, pp. 23-50). Establish common instructional values. Review Teaching Cycle and Learning Cycle (Johnson & Ruiz, 2009).
<b>August Day two: Mission (how this will be accomplished)</b>
3 hours: Review student performance indicators. Identify four main goals. Identify instructional learning priorities. Establish the teacher training cycle schedules for Phase One and Phase Two. (Principals, Career teachers and Lead teachers will receive observation training and practice 3 hours).
August- Day three: School Improvement System

3 hours: PBCS Instructional Expectations explained and practiced. Establish Student Acceptable Performance Standards.
<b>School site-level in-service Training Schedule Phase One:</b>
<b>Objective:</b>
Assure all teachers have mastered the Basic Instructional Skills Inventory. According teacher needs identified by the Instructional Skills Inventory evaluation results, the school site counsel will schedule their normal three days of in-service training and also design an after school or weekend training schedule up to 24 hours of training on the topics below (three hours each topic). Each teacher will also receive at least one follow-up visit to observe the current skills learned as they are applied in the classroom (up to 40 hours). These observations will be performed by the consultant in cooperation and collaboration with the Principal, the Expert Teachers and the Career Teachers. Feedback will be gathered using IPADs with the “Observation Data Cycle” web-based performance monitor which will track improvement over time and provide specific data to the teacher for skills enhancement (Johnson & Ruiz, 2009).
As part of the instructional improvement process, teachers will videotape themselves and will have opportunities to collaborate with their peers on how to improve their instruction. Some teachers may not need to take the basic instructional skills inventory courses, and may take the advanced skills courses in Phase Two. Teachers who are observed to not be proficient in the basic instructional skills will be assigned specific refresher sessions with additional observations and feedback.
Basic Instructional Skills Inventory
<ul style="list-style-type: none"> <li>• Lesson design</li> <li>• Student motivation and active engagement</li> <li>• Classroom management- Positive discipline</li> <li>• Effective questioning</li> <li>• Gathering and analyzing data through effective assessment</li> <li>• Technology in the classroom</li> <li>• Differentiation</li> <li>• Response To Intervention (as mandated by NCLB)</li> </ul>
<b>Training Schedule Phase Two:</b>
<b>Objective:</b> Establish a culture of excellence in instructional skills by providing an array of courses that can be taken to enhance instructional skills and increase student academic performance. Theses classes will be scheduled for after school and weekends for continuing education credit. Teachers enrolled in the sessions below will receive follow-up observations and feedback for each training completed (up to 18 hours). These observations will be performed by the consultant in cooperation and collaboration with the Principal, the Expert Teachers and the Career Teachers. Feedback will be gathered using IPADs with the “Observation Data Cycle” web-based performance monitor which will track improvement over time and provide specific data to the teacher for skills enhancement (Johnson & Ruiz, 2009).
Advanced Instructional Skills Inventory
<ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Inquiry Learning</li> <li>• Project-based Learning</li> <li>• Cooperative Group Learning</li> <li>• Total Physical Response</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher Collaboration</li> </ul>
<b>Additional Sample Site Training Plans</b>
<b>Site One</b>
All teachers will attend the three sessions of training in August.
Out of 25 teachers, this site has 10 new teachers (0-3 years experience) and 15 experienced teachers. After taking the Instructional Skills Inventory Evaluation, it was determined that of the 25 teachers, 20 would benefit from all of the Phase One Training using all 24 hours. Five teachers demonstrated knowledge in some of the Phase One topics. These teachers would be invited, but not required to attend all of the Phase One trainings. The site determined that the priority for Phase Two training are 1) Instructional Leadership, 2) Teacher Collaboration, 3) Total Physical Response and 4) Project-based Learning. These five teachers will focus on training in Phase Two topics of up to 18 hours, beginning with the priorities. Because of the high number of new teachers, Site One has determined that the new teachers will need extra assistance in improving their instruction and requested an additional 10 hours of Phase One training just for them. The principal, the Expert Teacher, the Career Teacher and the training consultant will collaborate on providing feedback on teacher progress towards instructional skills mastery. Teachers will videotape themselves for reflective and collaborative skills improvement.
The training goal for Phase One is that all teachers will demonstrate mastery after the first semester. The training goal for Phase Two is that 15 teachers will master at least three new priority skills by the end of semester two.
<b>References:</b>
Johnson, B. & Ruiz, P. (2009). Systemic data cycles: Making learning the way we do business. Unpublished manuscript.
Wagner, T., Kegan, R., Lahey, L., Lemons, R., Garnier, J., Helsing, D., Howell, A, & Rasmussen, H. (2006). Change leadership: A practical guide to transforming our schools. San Francisco, CA: John Wiley & Sons, Inc

**#2) Principals and Teacher Leaders Professional Development Academy** – Each year all high need campus leadership team members will participate in the week long Texas Effective Educator Institute (TEEI). This institute will focus as explained within this section, on all of the core elements and process of the TEP PBCS and will emphasize each year continuous improvement. New campus leadership members will attend each year and receive TEP core training as well as returning campus leaders. The budget narrative details the costs of presenting this important feature of the professional development core element.

Another of the features of the planned professional development is the focus on building capacity of each campus’ leadership team so that when the grant funded ceases, campus

leadership teams can continue. “The train the trainer” model is one strategy we will use to build capacity of each campus’ leadership team over the five year grant period.

Each school’s principal and teacher leaders (CTL’s and ETL’s) will be scheduled to receive a prototype of the following principal professional development sessions. The planned professional development to principals and to teacher leaders will focus on “creating highly trained, fully supported leaders of learning at the campus level” (JSD, April 2010). These professional development sessions are specifically designed to assist principals in performing effectively on their principal evaluations based upon Domain I and Domain II.

These sessions are necessary as a majority of the high-need schools have uncertified principals. This is not uncommon for Texas as no principal certification is required to be a principal. However, this could be a factor in the performance of the school’s students so with the TEP PBCS, we will ensure that each principal actively participates in these eight professional development sessions. In addition, TEP will support principals who return to seek their principal certification. The eight monthly Instructional Leadership (8) sessions are intended to ensure continuity and alignment of teaching – learning goals, objectives, evaluations, and activities as TEP Management Group, TEP professional staff, high need school’s principals, expert teacher leaders (ETL), and career teacher leaders (CTL) supervise the development of effective instruction at the classroom level measured by student outcomes. Teachers and principals working directly with students in the classroom must know and be able to interact effectively enough with their students to observe measurable achievement behaviors daily. The professional development sessions are designed to foster a climate of “clear and concise common language” among the school’s leadership staff so that a “common language” and a “common big picture” is

the same for all leadership staff: they must all articulate the same clear message about excellent instructional delivery.

These Instructional Leadership Professional Learning sessions will help instructional leaders develop, articulate, implement, and evaluate programmatic & campus consistency with classroom teachers resulting in increased student achievement. Sample sessions follow as an example of professional development to be provided. **Session 1**- Our Mission: A Clear Program of Teaching – Learning Lesson Design & Lesson Planning, Clarifying Organizational Communication, Articulating Instructional Rules, Roles, Relationships, & Responsibilities. Self Assessment for Professional School Leaders, McNeil’s Planning Competence Matrix, Mutually Agreed Upon Learning Time, Academic Excellence Indicator System Analysis & Interpretation, **Session 2** – What does it look like? Student behavior and teacher behavior, Madeline Hunter’s Six (6) Steps of Successful Teaching: Find, Tell, Demonstrate, Guided Practice, Independent Practice, Closure/Evaluation, Bloom’s Taxonomy of Cognitive Objectives, Recall, Compare/Contrast, Comprehension, Compare/Contrast, Application, Compare/Contrast, Analysis, Opinion/Explain, Synthesis, Opinion/Explain, Evaluation, Opinion/Explain, Behavioral Objectives & Criterion Test Items, Learning Conditions, Student–Centered Behaviors, Standards of Student Performance, Daily Reading Aloud/ Writing/Discussion Fluency Practice, Varied Subjects, **Session 3** - Follow-Up: Self Assessment for Professional School Leaders Administrative, Team Dialogue/ Discussion, Strength Identification, Need Identification, Interpretation and Professional Competence Strengthening, Vision of Learning, Climate/ Communication, Diversity, Culture, Values & Ethics, Curriculum, Instruction, Staff Evaluation & Development, Organizational Decision Making, Budget/ Finance/ Technology/Resource Management, Facilities, Safety/ Security Management, Team Professional

Growth & Campus Improvement Planning, Session 4 - Curriculum Assessment & Alignment survey design & implementation, cultural approaches interviews, Action research and application, Campus Improvement Plan adjustments Instructional Focus adjustments, Classroom Walk-throughs, Teacher Expectations Student Achievement (TESA), Session 5 – Clinical – Development Supervision of Teachers, Meeting Leading – Facilitation, Covey’s Stewardship Delegation while Working in Quadrant 2 & 3, Harry Wong’s or Charlotte Danielson’s Teacher Competence Work Study, Individual Professional Improvement Plans, Meaningfully Engaging Student Learning, Session 6 - Five (5) Types of Discipline: Subject Matter, Discipleship, Self Discipline, Self Corrective Punishment, Meaningfully Engaging Student Learning, Classroom Benchmark Test Data Analysis & Strategizing. Session 7 –Haberman Star Teacher Interview & Selection Study, McNeil Healthy School Organization Diagnostic. Session 8 –Final Written & Artistic Composition:, What have we OBSERVED and participated in? How many REFLECTIVE FEELINGS did you have? What INTERPRETATIONS have you concluded or realized? What DECISIONS have you made to help school improvement, teacher performance, and student success in the classroom and on State tests?

Per the requirement in (e) core element as described on page 12 of the application for this TIF grant, teachers and principals will be required to participate in TEP professional development training each year so that they can understand the specific measures of teacher and principal effectiveness included in the TEP PBCS, and receive professional development that enables them to use the data generated by the measures to improve their instructional practices in order to improve and increase student achievement. This means each year principals and teachers at the high-need schools will devote a significant amount of time to professional development

that reviews and emphasizes the core elements of the Teacher Effectiveness Process (TEP) as described within this application and what will be finalized during the planning period including all of the core processes and all of the tools that will be developed to implement the core processes. Principal and teacher input will be gathered, review and assessed after each professional development session is presented so that the next professional development can be improved through any necessary modifications based upon the teacher and principal input, assessments and feedback.

**TEP Core Process D – *Competitive Priority 5*** – It will be very important to the success of the TEP to plan for the recruitment and retention of effective teachers and principals at all of the high need schools. During the planning period, the TEP Project Director will lead the effort to finalize the training of the high need schools principals and lead staff in the recruitment and retention of effective teachers. Several resources have been made available to us and one such resource has been recommended by the McNeil Foundation called the Haberman Star Teacher survey. This survey uses the teachers’ responses and compares the answers to “star teachers” who are effective at teaching diverse children in poverty schools. The results from the surveys can be used as a starting point towards recruiting effective teachers and schools can use results from surveys to help retain current teachers. Some indicators from the survey are shared in the table below and all high-needs schools’ leaders will receive training on implementing strategies like the Haberman survey’s to increase the recruitment and retention of effective teachers.

<b>Indicators of Effectives from Survey Taken by Prospective Teachers</b>
1. Persistence predicts the propensity to work with children who present learning and behavioral problems on a daily basis without giving up on them for the full 180 day work year.
2. Organization and Planning refers to how and why star teachers plan as well as their ability to manage complex classroom organizations.
3. Values student learning predicts the degree to which the responses reflect a willingness to make student learning the teacher's highest priority.
4. Theory to Practice predicts the respondent's ability to see the practical implications of

generalizations as well as the concepts reflected by specific practices.
5. At-Risk Students predicts the likelihood that the respondent will be able to connect with and teach students of all backgrounds and levels.
6. Approach to Students predicts the way the respondent will attempt to relate to students and the likelihood this approach will be effective.
7. Survive in Bureaucracy predicts the likelihood that the respondent will be able to function as a teacher in large, depersonalized organization.
8. Explains Teacher Success deals with the criteria the respondent uses to determine teaching success and whether these are relevant to teachers in poverty schools.
9. Explains Student Success deals with the criteria the respondent uses to determine students' success and whether these are relevant to students in poverty schools.
10. Fallibility refers to how the teacher plans to deal with mistakes in the classroom.

TEP will offer all teachers at all campuses opportunities so that with evidence of their effectiveness their prospects for progressing as a professional teacher is enhanced and they will be more likely to be retained as an effective teacher at the high-need school. At the completion of this section is a Table depicting a **“sample day at a high need school implementing the TEP Evaluation Project.”**

TEP has identified three categories of teachers at each high-need school. First of all, all teachers will be included in the “professional teacher category”. Then those teachers who compete and are selected to be a Career Teacher Leader (CTL) or an Expert Teacher Leader (ETL) will make upward progressions as teachers at the school. The Teacher Effectiveness Process (TEP) will offer all teachers at the high need schools access towards embracing the teaching profession as professional teachers with progressions through their chosen career. Through planned Teaching Professional Progressions (TPP), the Teacher Effectiveness Process (TEP) will provide teachers with growth options to move from being a *professional teacher* to a *career teacher leader* or to an *expert teacher leader*. The progression through the higher levels of the teaching profession will be competitive, rigorous and performance-based so that all professional teachers will be able to work towards increasing their pursuit of the highest levels of

the teaching profession. This tool will be useful in recruiting effective teachers to the high-need schools as well as enhancing the retention rate of effective teachers in hard –to-fill subject areas like math, science and special education.

The *professional teacher (PT)* is the teacher who is either a new or established teacher who is working towards becoming a more effective teacher. All teachers are identified as professional teachers as they increase in effectiveness, they will have opportunities to compete for the additional roles as career teacher leader or expert career teacher leader.

The *career teacher leader (CTL)* is an effective teacher. Through a competitive process, these teachers will be identified by their performance data per their teacher evaluations and their student performance data. The career professional teachers will have teacher leadership roles while assuming additional duties involving assisting professional teachers towards achieving a greater degree of effectiveness as evidenced by increased student performance and improved teacher performance in the classroom. The CTL will qualify for additional pay of \$8,000 for the additional duties and the additional amount of time that will be required to complete the tasks and responsibilities required in the job descriptions. (Please see the draft job descriptions attachment and the attached budget narrative).

The *expert teacher leader (ETL)* is an effective, professional teacher. Through a competitive process, these teachers will be identified by their performance data per their teacher evaluations and their student performance data. The expert career professional teachers will have additional teacher leadership roles while assuming additional duties involving assisting career teacher leaders (CTL's) and professional teachers towards achieving a greater degree of effectiveness as evidenced by increased student performance and improved teacher performance in the classroom. The CTL's and ETL's will be hired through a competitive, rigorous,

performance-based selection process at the campus level. These teacher leaders can be from within the school or from outside schools. The ETL's at the high-need schools represent the most effective teachers on the campus and for their additional duties they will receive additional compensation at [REDACTED] per year and CTL's receive additional compensation of [REDACTED] per year.. The attached budget narrative and the attached draft Job Description provide additional details related to the Expert Teacher Leader (ETL)

The CTL's and the ETL's must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They will be required to take on additional responsibilities and authority, and are required to have a longer work year. These teacher leaders (CTL's and ETL's) will be held to a higher performance standard on their evaluation than the professional teachers in their school, and will be compensated accordingly.

**ANY GIVEN DAY TABLE**  
At a HIGH-NEED SCHOOL implementing the  
**TEACHER EFFECTIVENESS PROCESS**

<b>Campus Leadership Member</b>	<b>Example of daily activities</b>	<b>Time</b>
Campus Professional Teacher	A. teaches daily classes B. actively participants in the weekly professional development session with other teachers led by the ETL C. actively meets with CTL in a post conference covering the last evaluation of his/her classroom	A. throughout the day B. 50 minutes of planning time C. 60 – 90 minutes during planning time or at the end of the day.
Campus Career Teacher Leader (CTL)	A. conducts a teacher evaluation B. enters evaluation data into data management system C. within 48 hours conducts a post conference with the teacher	A. 50 minutes B. 20 – 30 minutes C. 60-90 minutes
Campus Expert Teacher Leader (ETL)	A. Prepare for leading campus level weekly Professional Development (PD) session with groups of teachers B. Conduct weekly PD session to teachers C. Conduct walk throughs, monitor what was taught in weekly sessions is being used in the classrooms	A. 2 – 3 hours  B. 50 minutes C. 1 - 2 hours

	D. Conduct evaluations throughout the day E. Meet with individual teachers during planning time F. Enter evaluative data into the system G. Conduct pre and or post conferences with teachers	D. 50 minutes each E. 50 minutes each F. 20 – 30 minutes G. 60-90 minutes each
Campus Principal	A. Prepare for TEP weekly leadership Team Meeting B. Conduct TEP weekly leadership Team Meeting C. Conduct evaluations throughout the day D. Meet with individual teachers during planning time E Enter evaluative data into the system F. Conduct pre and or post conferences with teachers	A. 60 – 90 minutes weekly B. 60 minutes weekly C. 50 minutes each D. 50 minutes each E. 20 -30 minutes each F. 60 -90 minutes each

**C. Adequacy of Support for the Proposed Project (25 points) The Teacher Effectiveness**

Process (TEP) being designed has some of San Antonio’s most dedicated and committed educators supporting the planning and implementation of the PBCS evaluation project along with the ten partnership schools. The TEP Management Group (TMG) includes of four (4) individuals representing four (4) organizations with over 105 years of educational experience with impressive results. The TEP management group (TMG) is poised to provide in-kind donations of space and time during the planning period to ensure four major goals/objectives are achieved effectively #1) the successful recruitment and selection of key TEP professional staff, #2) the successful training and development of the TEP staff on all TEP core processes (A – D) as described throughout this TEP application, #3) the oversight and monitoring of all of the effective completion of all of the planning period major activities described in the timelines presented in this section and the #4) the successful communication, training and information dissemination of TEP information and activities to all high-need school’s directors, principals and teachers.

**(1) The TEP's Management Group** is led by Youth Empowerment Services, Inc. (YES). YES has a long history of working with charter schools in the San Antonio area and statewide charter organizations. As the applicant representing all ten high-need charter schools, Youth Empowerment Services, Inc. (YES) will serve as an integral member of the TEP Management Group (TMG). YES's Higgs, Carter, King Gifted and Talented Charter Academy has enjoyed the most increase in student performance among the ten (10) schools as the only charter school in San Antonio to receive an EPIC gold gain award for increasing student achievement in 2009.

The McNeil Foundation has been dedicated to helping schools focus on strengthening the principal leadership role in charter schools for the past six (6) years. He has worked with over 400 school leaders in the State of Texas in training and preparing them for principal-ships throughout Texas. As a lead partner, he has and will continue throughout the planning period, to help finalize the development of the lead Texas Effectiveness Process' (TEP) Principal / Teacher Leader Training Initiative. He will assist in helping to select the TEP Process Director and Executive Expert Teachers and will work very closely with each school's leaders to help communicate TEP in each school beginning with the campus principals.

Mr. Pablo Ruiz, owner and principal partner of EDUTEKS has been providing data management services to high need charter schools for over four (4) years. His role as a part of the management team is to oversee the procurement of the value added data system for student data, the data management system for teacher and principal evaluations and observation and the linkage data systems to make sure the value added data is connected directly to the specific teacher and each individual student.

Johnson Education Group has been providing technical assistance to schools and school leaders and successfully turned a low performing school into State of Texas recognized status

over a three-year period. Ben Johnson serves as the head of this group and is a significant part of the TEP management group (TMG) and will lead the effort to work with the TEP staff and the professional development contractors to customize professional development training at each high need campus. All high need charter school leaders will serve as a part of the TMG as well.

The table below titled “TEP Management Group (TMG) Major Planning Period Activities Timeline” includes major activities occurring between October 2010 and July 31, 2011 so that that TEP can implement the PBCS August 1, 2011.

**TABLE I**

**TEP MANAGEMENT GROUP (TMG) MAJOR PLANNING PERIOD ACTIVITIES**

	<b>Major TEP Management Group (TMG) Planning Period Activities (October 2010 – July 31, 2011)</b>	<b><u>Begin</u></b>	<b><u>Complete</u></b>
<b>1</b>	Upon funding notification, schedule and conduct initial review of any revised planning or budget requirements from the Department of Education with entire TEP Group. Make decisions regarding required adjustments and changes.	10/1/2010	10/8/2010
<b>2</b>	Conduct rigorous selection process for Teacher Effectiveness Process Executive Level Staff including the TEP director and executive level TEP instructional staff. Include high-need schools’ principals in the selection process. Finalize TEP staff employment paperwork.	10/4/2010	10/29/2010
<b>3</b>	Create TEP training modules to utilize with newly selected TEP staff to train them on all aspects of the TEP project design and the planning period benchmarks, deadlines and requirements.	10/11/2010	10/29/2010
<b>4</b>	Finalize in-kind support from each member of the TEP Management Group (TMG)	10/1/2010	10/22/2010
<b>5</b>	Orientate and train all newly hired TEP Executive Level Staff in the TEP project design, the TEP staff’s responsibilities and tasks, and the requirements of the grant.	11/5/2010	11/19/2010
<b>6</b>	Begin providing support and monitoring assistance to the TEP Executive Level Staff	11/1/2010	Ongoing to 04/31/2011
<b>7</b>	Provide grant support, planning period support, and continue oversight and monitoring working together and alongside TEP Staff to implement TEP planning period objectives.	11/1/2010	Ongoing to 07/31/2011
<b>8</b>	Provide in-kind assistance and work together with TEP Executive staff to implement the TEP evaluation project during the five year grant.	08/1/2011	09/30/2015

As indicated in line number eight (8) above, the TEP management group (TMG) will provide the initial oversight of the TEP planning and implementation with the high-need charter schools that have agreed to partner together in this TIF evaluation project until the TEP Project Director is selected. TMG's role after the successful completion of the planning period will continue to be one in which each member of the group provides in-kind support and technical assistance to the TEP staff and charter schools as they continue to grow in their capacity as the TEP leaders. In conclusion, the role of the TEP Management Group (TMG) will be to provide the initial support to get TEP started with the selection, hiring and training of the TEP Project Director and Executive Expert Teachers. The TMG is also committed to providing oversight and start-up monitoring to TEP during the course of the planning period. Once the planning period has been completed, the TMG will be available for technical support and guidance to the TEP Project Director as he/she begins to fully implement the TEP Evaluation Project at the high-need schools.

**(2) Teacher Effectiveness Process (TEP) Professional Staff** – The Executive Project Director is the key staff to be selected whose role is to be the visionary for the final development of the TEP to provide for the delivery of the TEP PBCS to all high needs school's principals, teachers and community. It is expected that the person selected will have impeccable credentials including an earned doctorate, at least seven years experience in a leadership capacity, at least five years of administration in an educational institution, successful supervision of staff, successful teaching experience and success as a school principal and or superintendent would be desirable. The Executive Project Director will have to have demonstrated working knowledge of educational improvement issues, and demonstrated ability in the development of common

language, goals, and vision to guide the TEP project and have a commitment to provide definitive choices in providing exemplary educational solutions through leadership and innovation. In addition, the person selected to be the Executive Project Director will need to have a demonstrated commitment to excellence and continuous improvement and a demonstrated ability to collaborate with other entities and a demonstrated ability to handle multiple complex leadership efforts simultaneously.

The draft job descriptions in the attachment include detailed descriptions and additional duties, responsibilities and requirements of the TEP Executive Project Director and the Executive Expert Teachers and staff. The intent during the planning period will be to finalize all details on all job descriptions. Led by the TEP Process Director, the TEP Executive Expert Teachers will lead the implementation of the PBCS incentive fund grant to all high need campus identified in this application. The TEP Process Director will oversee the implementation of the PBCS initiative and each of the five (5) Executive Expert Teachers (EET), will hold an advanced degree and have successful classroom teaching experience as well as effective teacher leader experiences. The Executive Expert Teacher (1) (EET) for professional development will focus on designing the academics for principals and teacher professional developments while the, (2) EET for academics will focus on creating and designing professional development for all of the campus teachers in the core subject areas of reading and math and science, the (3) EET for academics will focus on creating and designing professional development for all of the campus teachers in the core subject areas of reading, (4) **EET for** campus level expert (ETL) and career professional teachers (CTL) will focus on helping all campus level teacher leaders grow in their roles as teacher leaders and the (5) EET for principal development will work closely with the high need campus principals so that they can become more effective principal instructional

leaders on their campuses. The data manager will have advanced skills in coordination as this position will be responsible for making sure each campus has the resources and meets all deadlines related to data collection.

The TEP Executive Director will be responsible for training all campus leaders on the data for value added and the data for principal and teacher evaluations. Campus Level Leadership Teams – As part of the **Effective Core Process D** (described above) – Each campus will be required to establish a TEP leadership team consistently of the principal as the instructional leader, one career professional teacher for every (6) teachers and one expert professional teacher for every two (2) career professional teacher. Campus principals will have total discretion in the selection of the career professional teacher (CPT) and the expert professional teacher (EPT) on the campus level. The TEP process director with TEP staff will create the minimum guidelines for the CPT and the EPT and the principals will have input into the job descriptions of these positions. The TEP process director and staff will spend time training the campus principals on the value and significance of the roles of the CTP and the EPT at the campus level and will get principal buy in to select the best possible teacher for the job at the campus level. The local campus is responsible for the base salary of all staff at the campus level. The TEP with TIF funds will provide the support for the additional responsibilities required of the CPT and the EPT. Each of these positions will be required to participate in campus leadership activities at the beginning and the end of each school year. At the beginning of the school year each campus's leadership team including the principal, the CPT's and EPT's will train with the TEP staff and prepare for the next school year for one week (5 days). At the end of the school year, TEP staff with the campus leadership teams, review the year's process, review the data, submit all data for value added analysis and begin planning for the next school

year based upon the school’s data. This will consist of another five days but may be scheduled for five full-day Saturday trainings beginning after May 5 and ending before June 30<sup>th</sup> of each year. So a total of ten (10) additional work days will be required for each leadership team member. In addition, at the campus level, the principals will develop their own calendar for additional requirements that could add another 3 – 5 days. In total each EPT may work up to about 20 additional days each school year and each CPT may work up to an additional 15 days each school year. Each principal will work about 25 – 30 additional days each school year. The funding for the base salary is kept with the school and the schools can not adjust the salary down for staff selected to be CPT and EPT due to the amount of additional compensation each will receive for the extra duties performed under the TEP process. The major activities to be completed during the planning period by TEP Executive Project Director and staff are described in Table 2 below.

**TABLE 2**

**TEP EXECUTIVE STAFF MAJOR PLANNING PERIOD ACTIVITIES**

<b>1.</b>	<b>TEP Executive Staff Major Planning Period Activities (November 2010 – July 31, 2011)</b>	<b><u>Begin</u></b>	<b><u>Complete</u></b>
<b>2.</b>	Plan, prepare, schedule and set up for multiple high-need schools orientation and information sharing with principals so that all ten (10) principals would have had an initial informational meeting regarding the TEP planning period responsibilities, tasks, benchmarks and requirements.	11/1/2010	12/18/2010
<b>3.</b>	Finalize contracts with all data management entities for the student value added assessments, the principal and teacher evaluation rubrics and the student/teacher linkage.	12/4/2010	1/31/2011
<b>4.</b>	Plan to attend all required Department of Education TIF Evaluation conferences and training	11/1/2010	07/31/2011
<b>5.</b>	Create and schedule meetings for input with all principal and teacher standards-based rubrics used for evaluations and observations. Finalize rubrics in time to provide to data management groups needing to use the rubrics to set up the systems.	11/29/2010	2/28/2011

<b>6.</b>	Finalize Teacher Effectiveness Process (TEP) information to be used to train all teachers, principals and other staff.	11/29/2010	2/28/2011
<b>7.</b>	Schedule and conduct trainings at all ten (10) schools on the TEP model so that all principals and teachers are well versed in the TEP model's rigorous requirements and standards including the standards-based rubrics and the evaluation processes	2/7/2011	04/11/2011
<b>8.</b>	Finalize the schedules for the week long July training for all campus' leadership teams to prepare for implementation of the PBCS at each school	01/31/2011	02/28/2011
<b>9.</b>	Provide each principal with support in selecting the campus leadership team of career teacher leaders (CTL's) and the expert teacher leaders (ETL's).	01/03/2011	03/31/2011
<b>10.</b>	Finalize schedules to visit each high-need campus during the planning period for campus observations and campus level introductory meetings and initial training sessions	01/03/2011	03/31/2011
<b>11.</b>	Conduct high-need campus visits	04/1/2011	04/29/2011
<b>12.</b>	Finalize the location for the week long initial campus leadership team training session	01/03/2011	03/11/2011
<b>13.</b>	Finalize all TEP materials (agendas, outlines, rubrics, evaluation, plans, training plans, annually training dates and schedules) to be used to train during the week long initial campus leadership team training sessions by July 31, 2011.	02/15/2011	06/31/2011
<b>14.</b>	Begin implementing the PBCS August 1, 2011	08/01/2011	09/31/2015

The staff identified, screened, and selected to staff the Teacher Effectiveness Process (TEP) will be qualified to carry out their responsibilities as detailed in the attached job descriptions. All TEP staff, led by the Project Director, will be allocated for 100% of the time to the TEP project for the five-year project period. In order to accomplish the ambitious goals and objectives of the TEP PBCS, it will be necessary for the success of the project that each TEP staff be committed 100% of the time to the TEP TIF project. In conclusion, the role of the TEP staff will be to fully implement the approved TEP PBCS over the five year period of the grant.

**(3)** The applicant consortium including the McNeil Foundation, EduTEKS, Johnson Education and Group and Youth Empowerment Services, Inc., will finalize a management agreement that includes local financial, non-federal support as well as in-kind donations of resources to support

the goals and objectives of the TEP project. In addition, each participating high need campus will be participating in cost-sharing from non federal funds to support the differentiated performance based compensation system (PBCS) during each year of the project as required by the TIF guidelines.

**Sustainability - Cost sharing** – During the planning period, TEP will finalize the commitment of each high-need school in support of a minimum of 5% of the PBCS payout to teachers each year to increase by 5% each year. By the fifth year of the project, high need schools will already be supporting 20% of the principals and teachers differentiated compensation and this will further ensure that the high need schools will be better able to sustain the program after the five year grant is completed please see the budget narrative. The letters of support from the Superintendents and the principals attest to their commitment to follow through on the requirements of the PBCS.

The information in the Budget Narrative Table below is from the attached budget narrative and provides some insight into the high-needs schools support of sustainability. Year One budget does not have a PBCS cost share because the PBCS will be implemented after the planning period in Year Two. What follows below is more info on the sustainability plan based upon discussions including the high need principals. What could change is that the percentage of cost share could increase during the planning period with the support of the high need principals but it will not be decreased. With the current economic environment, it is expected that a minimum all high need schools will have no significant issues in making their 5% cost share requirement.

**SHARED COST TABLE**

Cost Share of Budget  
(budget reduced by  
this amount

Year Two Budget – PBCS ( [REDACTED] ) @ 5% =

[REDACTED]

(share cost of year two at 5% of teacher and principal PBCS)	
Year Three Budget – PBCS (██████████) @ 10% =	██████████
(shared cost year two at 10% of teacher and principal PBCS)	
Year Four Budget – PBCS (██████████) @ 15% =	██████████
(shared cost year three at 15% of teacher and principal PBCS)	
Year Five Budget – PBCS (██████████) @ 20% =	██████████
(share cost year four at 20% of teacher and principal PBCS)	

**Please note** that as the project becomes more fiscally sustainable due to the shared cost from the high need schools of the differentiated performance based compensation being received by the teachers, the budget is reduced by the amount of the cost share so that by Year five (5) each school is sharing 20% of the cost of the PBCS. From year two – year five, the TEP Executive Project Director will work closely with each high need campus to help identify non-TIF funds to use to sustain the PBCS once the funding has ended. This will be a challenge for some of charter schools however, focusing on the need for sustainability at the beginning of the project will help ensure that by the end of the funded TIF project, each will be able to continue supporting the PBCS. Schools may need to adjust the amount of the payout after the fifth year but no school will include a payout pot per teacher less than ██████████ beginning in year five (5). The final details of this plan will be worked out with input from teachers and principals during the planning period and communications regarding the details will be shared with all stakeholders. Please also note that the budget remains static throughout the five year grant period in order to plan using the budget figures as a baseline of what funds will be available. It is important to note that the Executive Project Director will be expected to identify non-TIF funds to sustain the TEP staff salaries as they do not increase each year of the five year budget as TEP staff will be expected to seek additional funds in an effort to model sustainability to the TEP high need schools.

(4) The planning period budget including all project costs are necessary and sufficient to attain the project goals and reasonable in relation to the objectives and design of the project. The planning period budget includes estimated detailed costs of [REDACTED]. When the differentiated PBCS is added in year two through year five, the budget is [REDACTED]. All of the estimated costs details are included in the budget narrative and are reasonable and sufficient to meet the goals and objectives of this TIF competition. Please review the budget narrative for the budget details.

**D. QUALITY OF EVALUATION (5 points)**

The TEP Management Group (TMG) plans to work closely with TEP staff to finalize the evaluation protocol during the planning period. The intent is to also contract for an external evaluator as well as to conductive formative internal evaluations throughout the life of the project. The matrix below offers a preliminary, drafted view of the strong, measurable performance objectives, goals and evaluative data to be obtained through the evaluation of this project.

**TEP PRELIMINARILY DESIGNED EVALUATION MATRIX A**

*(During the planning period this matrix would be completely finalized)*

<b>TEP Goals aligned with the Teacher Incentive Fund (TIF)</b>	<b>Strong Measurable Performance Objectives</b>	<b>Evaluative data = quantitative and qualitative</b>
1. Improving student achievement by increasing effectiveness of teachers and principals	i. rate of increase in the achievement level of students based upon value added individual student performance? ii. # and % of teachers and principals qualifying for a payout at the 100% level? iii. # and % of teachers and principals scoring at the highest level on the average of their multiple evaluations?	Data collection activities to ascertain quantitative and qualitative levels of progress towards achieving the goals, objectives, plans, core elements will most like include but not be limited too. A. teacher surveys,

<p>2. Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement</p>	<p>i. # and % of teachers and principals qualifying for a payout at the 100% level, 95% level, 90% level, 85% level?</p> <p>ii. # and % of teachers who compete to become Career Teacher Leaders (CTL) and/or Expert Teacher Leader (ETL) each year</p> <p>iii. # and % of campuses that review the way they establish base pay for teachers and principals?</p> <p>iv. # and % of campuses that change their teacher and principal compensation to a system based 100% on increases in student achievement, 90% on increases in student achievement, and 80% on increases in student achievement.</p> <p>v. % percentage of teachers and principals that support via a survey questionnaire the use of student achievement in teacher and principal regular compensation systems.</p>	<p>questionnaires and evaluation of professional development data</p> <p>B. principal surveys, questionnaires and evaluation data</p> <p>C. student value added data</p> <p>D. teacher and principal evaluative value added data</p> <p>Questions to be considered include</p> <p>i) “how to best strengthen the teacher and principal skill set to improve teacher and principal performance</p>
<p>3. Increasing the number of effective teachers teaching low-income, minority, and disadvantaged students in hard-to-staff specialty areas and subjects</p>	<p>i. # and % of teachers deemed to be effective based upon their increase in student achievement that are <b>retained</b> and teach in hard to staff areas and teach low-income, minority students.</p> <p>ii. # and % of teachers deemed to be effective based upon their increase in student achievement that are <b>recruited</b> to teach in hard to staff areas and teach low-income, minority students</p>	<p>ii) “how to interpret and use data, including test scores, value added data, to identify areas of improvement for teachers and principals,</p> <p>iii) how to do more to ensure that best practices identified in new research about effective leadership training take hold in the high-need schools</p>
<p>4. Creating PBCS’s that are aligned with a coherent strategy for strengthening the educator workforce and are fiscally sustainable.</p>	<p>i. the extent to which the proposed TEP meets each core element of the TIF project</p> <p>ii. the extent to which the proposed TEP is able to impact the positive recruitment and retention of effective teachers at the high-need schools</p> <p>iii. the extent to which the high-need schools are able to continue to fund the PBCS after the TIF Evaluation cycle concludes in 2015</p>	<p>iv. how to improvement training and information dissemination so that all stakeholders are</p>

Included in the evaluation of the Teacher Effectiveness Process's (TEP) PBCS will be an planned internal evaluation of the planning period and implementation of the PBCS. A sample matrix of the evaluation measures is included in draft form below and will be completely finalized during the planning period. The Matrix B follows.

**TEP PRELIMINARILY DESIGNED EVALUATION MATRIX B**

<b>TEP PLANNING PERIOD Objectives/Benchmarks</b>	<b>Strong Measurable Performance Objectives</b>	<b>Evaluative data = quantitative and qualitative</b>
1. Orientating Principal and key high-need school staff	i. rate of increase in the achievement level of students based upon value added individual student	Data will be collected through surveys, questionnaires, interviews, and other media throughout the planning period and implementation period from all stakeholders including teachers, CDL's and EDL's and principals as well as community members as to what degree and level the communication regarding the TEP has been clear and effective so that the understanding regarding all core processes and elements are deeply understood so as to help ensure the student achievement increases due to teacher and principal increased
2. Selecting TEP staff and providing training and orientation	i. # and % of teachers and principals qualifying for a payout at the 100% level, 95% level, 90% level, 85% level? ii. #	
3. TEP management group completing major management planning period activities	i. To what extent were the high-need schools' directors involve in the TEP project director and staff recruitment and selection process ii. To what extent did TMG provide in-kind support to the project iii. To what extent did TEM train the TEP staff iv. To what extent did TEM provide oversight and monitoring to complete the planning period on time for implementation	
4. Completion of TEP staff major planning period activities	i. to what extent did all high need schools receive walk throughs, visits, observations and interviews ii. to what extent were all schools given multiple opportunities to provide input into finalizing all core elements of TEP iii to what extent were TEP staff accessible to each high need school's principals and teachers iv. to what extent did TEP staff communicate with high need school principals and teachers during the planning period to get input.	

	v. to what extent did TEP staff finalize the data management (including teacher evaluation system with standardized rubrics, value added student data systems and linkage systems and professional development contracts along with scheduling and finalizing all training, sites/locations.	effectiveness.
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Another part of the planned evaluation is to ensure that feedback and continuous improvement are more than adequate the use of evaluative questionnaires, surveys and assessments will be used extensive with every meeting, and with every professional development training session. Data from these feedback items will be used to correct, improve and edit or change future meetings and professional development training.

Finally, with a laser like focus on the recruitment and retention of effective principals and teachers, any final evaluation protocol would review teacher and principal performance standards in-depth. A sample chart table follows with some of the issues that will be finalized during the planning period to determine to what extent teaches and principal were effective in their practices..

Teacher Professional Standards	Principal Performance Standards
1) Improve student achievement	1) Improve student achievement
2) Engage in professional development work	2) Instructional leadership
3) Prof. Development committee	3) Classroom visits
4) Teachers engaged in meetings	4) Provides ideas for improvement
5) Uses of data to make instructional decisions	5) Data driven Culture
6) Benchmarks, TAKS, Student work, teacher observations	6) Professional development
7) Create supports for students falling behind	7) Engage parents and community
8) Works effectively with teachers and community	

In conclusion, the Need, the Project Design, the Management Plan and the Evaluation represent the comprehensively, designed Teacher Effectiveness Process, (TEP) Evaluation Project for differentiated PBCS. The four core process described throughout this project design are aligned with the Teacher Incentive Fund's (TIF) three (3) absolute priorities, three (3) competitive priorities, and five (5) core elements. The planning period requested is designed to finalize all of the core elements within core element a – effective communication to all stakeholders being one of the most important elements. The planning period will afford the TEP management group and TEP executive staff the time to effectively create all tools to be used to communicate all core elements of TEP to all high need schools principals, teachers, staff and the communities impacted by the TEP Evaluation Project so that student achievement increases in proportion to the increased effectiveness of the teachers and principals at the high-need schools.

Finally, it is important to note that while eight (8) of the ten high need schools are committed to school reform in order to “come out” of Title I school reform status, each of the high-need schools has strong community support backing the school's efforts to “turn around” so that student achievement is increased each year. This vehicle, the Teacher Effectiveness Process (TEP), a the teacher incentive fund grant project, is an absolutely necessary and significant tool that will be used to guarantee that each targeted high-need school #1) improves student achievement and #2) improves teacher and principal effectiveness through the create of the differentiated performance-based compensation system(PBCS)..

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **schools** Pages: **1** Uploaded File: **Schools.doc**

# HIGH NEED SCHOOLS DOCUMENTATION

## List of ten (10) targeted San Antonio Charter Schools for The Teacher Effectiveness Process (TEP) Evaluation Project

	School Name / Grade Span	Grade Span	Percent Minority Populations	Free & Reduced	Student Count
1	Por Vida Academy Charter HS	9 <sup>th</sup> – 12 <sup>th</sup>	100.0%	95.7	162
2	Cesar E Chavez Charter	K – 6 <sup>th</sup>	96.8%	84.9	93
3	Southwest Prep School	9 <sup>th</sup> – 12 <sup>th</sup>	77.6%	61.8	330
4	Southwest Prep Southeast	9 <sup>th</sup> – 12 <sup>th</sup>	93.0%	91.3	149
5	Southwest Prep School	9 <sup>th</sup> – 12 <sup>th</sup>	88.0%	66.3	240
6	George Gervin Academy	PK – 12 <sup>th</sup>	93.0%	95.4	526
7	George Gervin EDU. & TRA.	9 <sup>th</sup> – 12 <sup>th</sup>	95.6%	80.4	92
8	Positive Solutions Charter	9 <sup>th</sup> – 12 <sup>th</sup>	95.0	91.5	165
9	Higgs Carter King GT Academy	PK – 12 <sup>th</sup>	94.6%	97.9	561
10	George I Sanchez	9 <sup>th</sup> – 12 <sup>th</sup>	92.0%	64.3	129
	<b>TOTALS = (10) Schools</b>	-	<b>Avg.&gt;92%</b>	<b>Avg. &gt;83-</b>	<b>2,447</b>

	School Name / Grade Span	Campus ID	# of Teachers	# of Principals	Avg. Teacher Salary
	<b>State of Texas Average Salary</b>				██████████
1	Por Vida Academy Charter HS	015801001	10	1	██████████
2	Cesar E Chavez Charter	015801003	8	1	██████████
3	Southwest Prep School	015807001	15	1	██████████
4	Southwest Prep Southeast	015807002	12	1	██████████
5	Southwest Prep School	015807004	10	1	██████████
6	George Gervin Academy	015802001	25	1	██████████
7	George Gervin EDU. & TRA.	015802004	4	1	██████████
8	Positive Solutions Charter	015814001	12	1	██████████
9	Higgs Carter King GT Academy	015803101	29	10	██████████
10	George I Sanchez	015812001	9	1	██████████
	<b>Totals/Averages(10) Schools</b>	<b>n/a</b>	<b>134</b>	<b>10</b>	<b>Avg. ██████████</b>

The 10 high need schools' average teacher salary of ██████████ is ██████████ less than the State of Texas average of \$██████████. There exists a need for the TEP PBCS so that recruitment and retention of effective teachers is more likely for the high-need school.

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **ltsur** Pages: **19** Uploaded File: **committment- Principal\_letters.pdf**

# HIGH NEED SCHOOLS DOCUMENTATION

## List of ten (10) targeted San Antonio Charter Schools for The Teacher Effectiveness Process (TEP) Evaluation Project

	School Name / Grade Span	Grade Span	Percent Minority Populations	Free & Reduced	Student Count
1	Por Vida Academy Charter HS	9 <sup>th</sup> – 12 <sup>th</sup>	100.0%	95.7	162
2	Cesar E Chavez Charter	K – 6 <sup>th</sup>	96.8%	84.9	93
3	Southwest Prep School SW	9 <sup>th</sup> – 12 <sup>th</sup>	77.6%	61.8	330
4	Southwest Prep SE	9 <sup>th</sup> – 12 <sup>th</sup>	93.0%	91.3	149
5	Southwest Prep School North	9 <sup>th</sup> – 12 <sup>th</sup>	88.0%	66.3	240
6	George Gervin Academy	PK – 12 <sup>th</sup>	93.0%	95.4	526
7	George Gervin EDU. & TRA.	9 <sup>th</sup> – 12 <sup>th</sup>	95.6%	80.4	92
8	Positive Solutions Charter	9 <sup>th</sup> – 12 <sup>th</sup>	95.0	91.5	165
9	Higgs Carter King GT Academy	PK – 12 <sup>th</sup>	94.6%	97.9	561
10	George I Sanchez	9 <sup>th</sup> – 12 <sup>th</sup>	92.0%	64.3	129
	<b>TOTALS = (10) Schools</b>	-	<b>Avg.&gt;92%</b>	<b>Avg. &gt;83-</b>	<b>2,447</b>

	School Name / Grade Span	Campus ID	# of Teachers	# of Principals	Avg. Teacher Salary
	<b>State of Texas Average Salary</b>				\$ [REDACTED]
1	Por Vida Academy Charter HS	015801001	10	1	\$ [REDACTED]
2	Cesar E Chavez Charter	015801003	8	1	\$ [REDACTED]
3	Southwest Prep School	015807001	15	1	\$ [REDACTED]
4	Southwest Prep Southeast	015807002	12	1	\$ [REDACTED]
5	Southwest Prep School	015807004	10	1	\$ [REDACTED]
6	George Gervin Academy	015802001	25	1	\$ [REDACTED]
7	George Gervin EDU. & TRA.	015802004	4	1	\$ [REDACTED]
8	Positive Solutions Charter	015814001	12	1	\$ [REDACTED]
9	Higgs Carter King GT Academy	015803101	29	10	\$ [REDACTED]
10	George I Sanchez	015812001	9	1	\$ [REDACTED]
	<b>Totals/Averages(10) Schools</b>	<b>n/a</b>	<b>134</b>	<b>10</b>	<b>Avg. \$ [REDACTED]</b>
	The 10 high need schools' average teacher salary of \$ [REDACTED] is \$ [REDACTED] less than the State of Texas average of \$ [REDACTED]. There exists a need for the TEP PBCS so that recruitment and retention of effective teachers is more likely for the high-need school.				



June 22, 2010

Dear Sirs:

I am the principal of Por Vida Academy Charter High School. This letter confirms my commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

Por Vida Academy is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*George Pena*

George Pena  
Principal  
Por Vida Academy Charter High School



June 22, 2010

Dear Sirs:

I am the principal of Cesar E. Chavez Academy Academy. This letter confirms my commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. . We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

Por Vida Academy is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Sandra Valencia*

Sandra Valencia  
Principal  
Cesar E. Chavez Academy



# Southwest Preparatory School

## Northeast Campus

1258 Austin Highway  
San Antonio, Texas 78209  
(210) 829-8017  
Fax: (210) 829-8514

## Southeast Campus

735 S.W.W. White Rd.  
San Antonio, Texas 78220  
(210) 333-1403  
Fax: (210) 333-3024

## Northwest Campus

6335 Culebra Road  
San Antonio, Texas 78238  
(210) 432-2634  
Fax: (210) 432-5482

## New Directions Campus

1258 Austin Highway, Bldg. 2  
San Antonio, Texas 78209  
(210) 828-2161  
Fax: (210) 826-9962

July 1, 2010

Dear Teacher Effectiveness Process Team:

I am the principal at Southwest Preparatory School, Southeast Campus. This letter confirms my strong support and commitment to the goals, objectives and requirements of the Teacher Incentive Fund's Evaluation program. We are a high need San Antonio Charter School based upon the free and reduced economically disadvantaged population, comparison to the state's performance and the need to attract and retain more effective teachers.

I am willing to abide by the guidelines regarding the selection of schools for the evaluation groups – the 1% group and/or the differentiated PBCS (Performance Based Compensation System). I will involve my instructional staff in the processes that we will learn during the planning period and we will respect input from all instructional staff. We do not have a union but we support and respect our teachers' rights and look forward to continuing to get their input into the decisions regarding the planning for and the implementation of the Teacher Effectiveness Process.

This letter is a demonstration of my support as the principal for the Teacher Effectiveness Process (TEP). Thank you for this opportunity to bring performance based compensation systems (PBCS) to our schools. We look forward to working together.

Sincerely,

Jeff Palmer, Principal  
SWPS Southeast Campus



# Southwest Preparatory School

## Northeast Campus

1258 Austin Highway  
San Antonio, Texas 78209  
(210) 829-8017  
Fax: (210) 829-8514

## Southeast Campus

735 S.W.W. White Rd.  
San Antonio, Texas 78220  
(210) 333-1403  
Fax: (210) 333-3024

## Northwest Campus

6335 Culebra Road  
San Antonio, Texas 78238  
(210) 432-2634  
Fax: (210) 432-5482

## New Directions Campus

1258 Austin Highway, Bldg. 2  
San Antonio, Texas 78209  
(210) 828-2161  
Fax: (210) 826-9962

July 1, 2010

Dear Teacher Effectiveness Process Team:

I am the principal at Southwest Preparatory School, Northeast Campus. This letter confirms my strong support and commitment to the goals, objectives and requirements of the Teacher Incentive Fund's Evaluation program. We are a high need San Antonio Charter School based upon the free and reduced economically disadvantaged population, comparison to the state's performance and the need to attract and retain more effective teachers.

I am willing to abide by the guidelines regarding the selection of schools for the evaluation groups – the 1% group and/or the differentiated PBCS (Performance Based Compensation System). I will involve my instructional staff in the processes that we will learn during the planning period and we will respect input from all instructional staff. We do not have a union but we support and respect our teachers' rights and look forward to continuing to get their input into the decisions regarding the planning for and the implementation of the Teacher Effectiveness Process.

This letter is a demonstration of my support as the principal for the Teacher Effectiveness Process (TEP). Thank you for this opportunity to bring performance based compensation systems (PBCS) to our schools. We look forward to working together.

Sincerely,

Otis Spears, Principal  
SWPS Northeast Campus



# Southwest Preparatory School

## Northeast Campus

1258 Austin Highway  
San Antonio, Texas 78209  
(210) 829-8017  
Fax: (210) 829-8514

## Southeast Campus

735 S.W.W. White Rd.  
San Antonio, Texas 78220  
(210) 333-1403  
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## Northwest Campus

6335 Culebra Road  
San Antonio, Texas 78238  
(210) 432-2634  
Fax: (210) 432-5482

## New Directions Campus

1258 Austin Highway, Bldg. 2  
San Antonio, Texas 78209  
(210) 828-2161  
Fax: (210) 826-9962

July 1, 2010

Dear Teacher Effectiveness Process Team:

I am the principal at Southwest Preparatory School, Northwest Campus. This letter confirms my strong support and commitment to the goals, objectives and requirements of the Teacher Incentive Fund's Evaluation program. We are a high need San Antonio Charter School based upon the free and reduced economically disadvantaged population, comparison to the state's performance and the need to attract and retain more effective teachers.

I am willing to abide by the guidelines regarding the selection of schools for the evaluation groups – the 1% group and/or the differentiated PBCS (Performance Based Compensation System). I will involve my instructional staff in the processes that we will learn during the planning period and we will respect input from all instructional staff. We do not have a union but we support and respect our teachers' rights and look forward to continuing to get their input into the decisions regarding the planning for and the implementation of the Teacher Effectiveness Process.

This letter is a demonstration of my support as the principal for the Teacher Effectiveness Process (TEP). Thank you for this opportunity to bring performance based compensation systems (PBCS) to our schools. We look forward to working together.

Sincerely,

Brooks Green, Principal  
SWPS Northwest Campus

George Gervin Youth Center  
6903 Sunbelt Dr. South  
San Antonio, TX 78218



Monday, July 05, 2010

Dear Sirs:

I am the principal of the George Gervin Youth Center notice of commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

George Gervin Youth Center is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Manuel Villanueva*

Manuel Villanueva  
Principal  
Youth Gervin Youth Center



Dear Teacher Effectiveness Process Team:

I am the principal at the George Gervin Technology Center and this letter confirms my strong support and commitment to the goals, objectives and requirements of the Teacher Incentive Fund's Evaluation Program. We are a high need San Antonio Charter School based upon the free and reduced economically disadvantaged population, comparison to the state's performance and the need to attract and retain more effective teachers.

I am willing to abide by the guidelines regarding the selection of the schools for the evaluation groups- the 1% group and/or the differentiated PBCS (Performance Based Compensation System). I will involve my instructional staff in the processes that we will learn during the planning period and we will respect input from all instructional staff. We do not have the union but we support and respect our teachers' rights and look forward to continuing to get their input into the decisions regarding the planning for and the implementation of the Teacher Effectiveness Process.

This letter is a demonstration of my support as the principal for the Teacher Effectiveness Process (TEP). Thank you for this opportunity to bring performance based compensation systems (PBCS) to our schools. We look forward to working together.

Sincerely,

  
Charlie V. Landy, Jr.  
Principal

**Positive Solutions Charter School  
1325 N. Flores Street, Ste 100  
San Antonio, TX 78212**



Monday, July 05, 2010

Dear Sirs:

I am the principal of Positive Solutions notice of commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. This letter confirms my understanding that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

Positive Solution is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Arutero Saurez*

Arutero Saurez  
Superintendent  
Positive Solutions



## GO TIGERS

*Paving the Relentless Road to Excellence* *so that* *No Child is Left Behind* *as we* *Ensure each student's success*

Dear Teacher Effectiveness Process Team:

This letter confirms my strong support and commitment to the goals, objectives and requirements of the Teacher Incentive Fund's Evaluation Program. Our school has been identified as a "high needs" San Antonio Charter School due to the following:

- Our "Free and Reduced" economically disadvantaged population
- Comparison to the state's performance
- Need to attract and retain more effective teachers.

As principal, I will abide by the guidelines addressed in the selection of schools for the evaluation groups – the 1% group and/or the differentiated Performance Based Compensation System (PBCS.) I also will ensure that my instructional staff is fully involved, and their input respected during all processes that we will be taught during the planning period. Although we are not unionized, I fully support and respect our teachers' rights and will continue getting their insight during both the planning and implementation stages of the Teacher Effectiveness Process.

As this letter demonstrates, I fully support the Teacher Effectiveness Process and having the opportunity to bring PBCS to our schools. I look forward to our partnership in this worth while endeavor.

If you have any questions regarding this or any other matter, please feel free to contact me.

Sincerely

*Rick Maggio*

Rick Maggio  
Principal In Training



George I. Sanchez Charter High School  
 201 Meredith  
 San Antonio, TX 78228  
 T: (210) 270-8567  
 F: (210) 886-0816  
 www.aamainc.us

**Officers**

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Maria (Cris)  
 Garza  
 Community  
 Volunteer

Marcy E. Kurtz

June 25, 2010

Dear Teacher Effectiveness Process Team:

I am the principal at George I. Sanchez Charter High School – San Antonio Branch and this letter confirms my strong support and commitment to the goals, objectives and requirements of the Teacher Incentive Fund’s Evaluation program. We are a high need San Antonio Charter School based upon the free and reduced economically disadvantaged population, comparison to the state’s performance and the need to attract and retain more effective teachers.

I am willing to abide by the guidelines regarding the selection of schools for the evaluation groups – the 1% group and/or the differentiated PBCS (Performance Based Compensation System). I will involve my instructional staff in the processes that we will learn during the planning period and we will respect input from all instructional staff. We do not have a union but we support and respect our teachers’ rights and look forward to continuing to get their input into the decisions regarding the planning for and the implementation of the Teacher Effectiveness Process.

This letter is a demonstration of my support as the principal for the Teacher Effectiveness Process (TEP). Thank you for this opportunity to bring performance based compensation systems (PBCS) to our schools. We look forward to working together.

Sincerely,

Veronica A. Hernandez  
 Principal



June 22, 2010

Dear Sirs:

I am the Superintendent of Por Vida Academy. This letter confirms my commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. This includes Por Vida Academy and Cesar E. Chavez Academy. We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

Por Vida Academy is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Joseph G. Rendon, LMSW*

Joseph G. Rendon, LMSW  
Superintendent  
Por Vida Academy



# Southwest Preparatory School

1258 Austin Highway San Antonio, Texas 78209  
(210) 829-8017 Fax: (210) 829-8514

## **Northeast Campus**

## **Southeast Campus**

## **Northwest Campus**

### **New Directions Campus**

1258 Austin Highway

735 S.W.W. White Rd.

6535 Culebra

1258 Austin Highway, Bldg. 2

San Antonio, Texas 78209

San Antonio, Texas 78220

San Antonio, Texas 78238

San Antonio, Texas 78209

(210) 829-8017

(210) 333-1403

(210) 432-2634

(210) 828-2161

Fax: (210) 829-8514

Fax: (210) 333-3024

Fax: (210) 432-5482

Fax: (210) 826-9962

June 17, 2010

Dear Sirs:

This letter represents Southwest Preparatory School's notice of commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. This includes the NE Campus, Southeast Campus, Northwest Campus, and New Directions Campus. We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workforce.
- Participate in gathering "a value added" measure of the impact of teachers and/ or principals on student growth
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of Education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-releases/departments-begins-competition-437-million-teacher-incentive-fund-grants>)

Southwest Preparatory School is committed to making this program a success and will agree to cooperate with SATEC and, to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*James K. Neal*

*Gary L. Short, Ph.D.*

James K. Neal  
Deputy Superintendent  
Southwest Preparatory School District  
District

Gary L. Short, Ph.D.  
Superintendent  
Southwest Preparatory School

George Gervin Academy  
6903 Sunbelt Dr. South  
San Antonio, TX 78218



Monday, July 05, 2010

Dear Sirs:

I am the Superintendent of George Gervin Academy. This letter confirms my commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. This includes George Gervin Youth Center and George Gervin Educational Technology Center. We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

George Gervin Academy is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Barbara Hawkins*

Barbara Hawkins  
Superintendent  
George Gervin Academy

Positive Solutions Charter School  
1325 N. Flores Street, Ste 100

San Antonio, TX 78212



Monday, July 05, 2010

Dear Sirs:

I am the superintendent of Positive Solutions notice of commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

Positive Solution is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Arutero Saurez*

Arutero Saurez  
Superintendent  
Positive Solutions



**GO TIGERS**

*Paving the Relentless Road to Excellence so that No Child is Left Behind as we Ensure each student's success*

Monday, July 05, 2010

Dear Sirs:

I am the Superintendent of Higgs Carter King Gifted & Talented Charter Academy. This confirms my commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant.

We understand that commitment to participate in the consortium will involve the following requirements from our institution:

- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workplace.
- Participate in gathering “a value added” measure of the impact of teachers and/or principals on student growth.
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-release/department-begins-competition-437-million-teacher-incentive-fund-grants>).

Higgs Carter King Gifted & Talented Charter Academy is committed to making this program a success and will agree to cooperate with SATEC; and to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

Sincerely,

*Claudette Yarbrough*

Claudette Yarbrough  
Superintendent  
Higgs Carter King Gifted & Talented Charter Academy

**Chairman of the Board**

Oscar L. Garza  
Deloitte Tax LLP

**Chairman-Elect**

Raul Dominguez  
Concur Technologies

**Treasurer**

Rupal Gokhale  
CPW America, Inc

**Vice-Chair, GIS**

Eric Bruce  
EBruce, CPA

**Vice-Chair, HHS**

Oscar Gonzalez  
El Paso Corporation

**Vice-Chair, Development**

Laura Jaramillo  
Wells Fargo

**Vice Chair, Adelante**

Vanessa Sola  
Frierson, Sola & Associates

**Director Emeritus**

Maria (Cris) Garza  
Community Volunteer

**Directors**

Michelle Arnold

Manuel Delgado  
Agua Marketing

Ken Hamilton  
Comcast

Marcy E. Kurtz  
Bracewell & Giuliani LLP

Paula Mendoza  
Possible Missions

Terrance Ransfer  
ARAMARK

Jesse Saldivar  
Shell

Drew Wilson  
Thomson Reuters

**President and CEO**

Beatrice G. Garza

June 30, 2010

Mr. Ben Johnson:

This letter represents George I. Sanchez Charter School's notice of commitment to the San Antonio Teacher Effectiveness Consortium (SATEC), which is applying for the Federal Teacher Incentive Funds (TIF) grant. We understand that commitment to participate in the consortium will involve the following requirements from our institution as funded by the grant should it be awarded:

- Agree to procure at least 75% support (of those responding) for participation in this grant and the consortium.
- Agree to reward teachers and principals that improve student achievement using fair and transparent evaluations based on multiple measures including student growth.
- Establish a high level of local educator support and involvement.
- Agree to participate in a plan for financial sustainability after the 5 year grant award period.
- Agree to implement performance-based compensation as part of a coherent and integrated strategy for strengthening the educator workforce.
- Participate in gathering "a value added" measure of the impact of teachers and/ or principals on student growth
- Follow collaborated plans to attract and retain effective teachers to hard to staff subject or specialty areas or to serve high needs students.
- Agree to participate in the TIF evaluation grant either group 1 or group 2 as determined by the U.S. Department of Education.
- Provide timely data and reports to the fiscal agent.
- Cooperate with the U.S. Department of Education on any evaluations that they may find necessary. (Taken from the TIF Grant announcement available on <http://www.ed.gov/news/press-releases/department-begins-competition-437-million-teacher-incentive-fund-grants>).

George I. Sanchez Charter School is committed to making this program a success and will agree to cooperate with SATEC and, to the extent that we are able, we will share time, resources, and personnel as it becomes necessary.

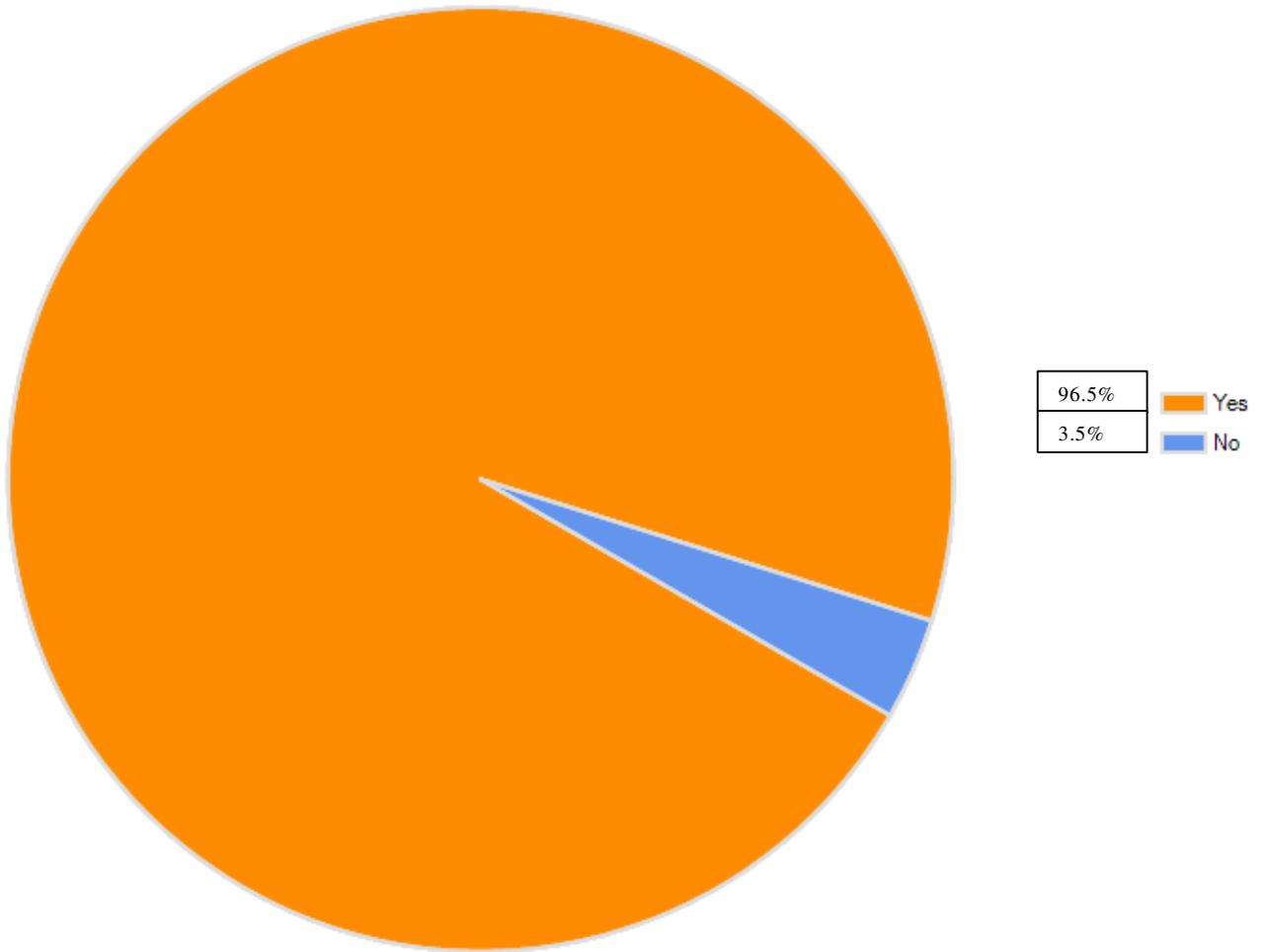
Sincerely,



Edward Vargas  
Superintendent

# Teacher survey results from the TEP charter schools

**Do you support your campus pursuing an opportunity that would provide teacher bonuses up to \$8000.00 to improve student performance?**



# Project Narrative

## Other Attachments

Attachment 1:

Title: **tocdesc** Pages: **10** Uploaded File: **Table of Contents Job Des.pdf**

# TEACHER INCENTIVE FUND EVALUATION PROJECT

## Teacher Effectiveness Process (TEP) San Antonio Charter Schools

### TABLE OF CONTENTS

A.	NEED (10 Points)	Page 1
1)	TEP Evaluation Project	
	Chart #1 High – Need School Comparability Demographics	Page 1
	Chart #2 High – Need School Teachers Salaries Compared to State	Page 2
	Chart – TIF High – Need School Average Free and Reduced Rates	Page 3
	i) TEP Recruitment Need	Page 3
	ii) TEP Retention Need	Page 5
2)	High Need Schools Comparable Performance	Page 5
	TIF Math Performance Comparable Chart	Page 6
	TIF Science Performance Comparable Chart	Page 7
3)	Comparability of Schools criteria	Page 8
B.	PROJECT DESIGN (60 Points)	Page 9
1)	Planning Period – Absolute and Competitive Priorities	Page 9/10
	<b>TEP Core Process A – Differentiated Performance-based Compensation System</b>	<b>Page 14</b>
	i) Differentiated PBCS reference to Absolute Priority	Page 16
	ii) TEP’s Teacher and Principal differentiated PBCS	Page 16/18
2)	Meaningful involvement of high need schools	Page 21
3)	TEP’s Rigorous, transparent and fair evaluation explained	Page 23
	<b>TEP Core Process B – Instructionally Focused Evaluations</b>	<b>Page 24</b>
4)	Data Management Systems	Page 28
	i) value added models for student performance	Page 28
	ii) linkage data management	Page 29
	iii) teacher and principal evaluation data management	Page 29
	iv) Data Systems Oversight plan for managing data	Page 30

5)	Professional Development	Page 30
	<b>TEP Core Process C – Professional Development</b>	<b>Page 31</b>
	#1) Campus Level Teacher Professional Development Academies	Page 33
	Table A – Sample Training Plan	Page 34
	#2) Principals and Teacher Leaders Professional Development Academies	Page 36
	<b>TEP Core Process D – Recruitment and Retention Plan based upon Teacher Professional Progressions</b>	<b>Page 40</b>
	Table – Any Given Day at a TEP Implementation High Need School	Page 43
<b>C.</b>	<b>ADEQUACY OF SUPPORT (25 Points)</b>	<b>Page 44</b>
	#1) TEP’s Management Group (TMG)	Page 45
	Table 1 – TEP Management Group (TMG) Major Planning Activities	Page 46
	#2) TEP Professional Staff	Page 47
	Table 2 – TEP Professional Staff Major Planning Activities/timelines	
<b>D.</b>	<b>EVALUTION (5 Points)</b>	<b>Page 54</b>
	TEP Preliminarily Designed Evaluation Matrix A	Page 54
	TEP Preliminarily Designed Evaluation Matrix B	Page 56
<b>PART 3:</b>	Abstract	
<b>PART 5:</b>	Budget Narrative	
<b>PART 6:</b>	<b>ATTACHMENTS</b>	
	Table of Contents	
	Job Descriptions (drafted to be finalized during planning period)	
	Commitment Survey Pie Chart	
	Superintendent and Principal Commitment Letters	
	High Need School Documentation per the Grant Requirements	
	Indirect Cost Rate Agreement (Not Applicable at this time)	

## **DRAFT**

# **Teacher Effectiveness Process (TEP) EXECUTIVE PROJECT DIRECTOR**

## **JOB DESCRIPTION**

### **Minimum Qualifications**

1. A PH.D preferred in education
2. Ten to twelve years of experience in a senior leadership position.
3. Demonstrated ability to establish and maintain effective relationships and partnerships with key stakeholders.
4. Demonstrated experience in leading and managing complex projects that are strategic in nature and national in scope.
5. Knowledge of teacher labor force strategies would be an asset.
6. Excellent organizational skills with demonstrated ability to execute projects on time and on budget.
7. Strong interpersonal, communication, facilitation and presentation skills.
8. Strong analytical and problem solving skills.
9. Ability to work independently and with minimal supervision
11. Good computer skills, proficient with ms office applications.
12. Experience with the federal government funding process is an asset.
13. Knowledge of workforce strategies developed in other sectors is an asset.
14. Must be able to apply innovative and effective management techniques to maximize employee performance.
15. Thorough understanding of educational practices, processes, standards etc. And their impact on the TIF project activities is vital.
16. Superior communication and interpersonal (tact, diplomacy, influence etc.).

### **KEY TASKS OF PROJECT DIRECTOR**

1. Manages all aspects of TEP evaluation project - Plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters.

2. Reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project.
3. Establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel.
4. Confers with project staff to outline work plan and to assign duties, responsibilities, and scope of authority.
5. Directs and coordinates activities of project personnel to ensure project progresses on schedule and within prescribed budget.
6. Reviews status reports prepared by project personnel and modifies schedules or plans as required. Prepares project reports for management, client, or others.
7. Confers with project personnel to provide technical advice and to resolve problems.
8. May also coordinate project activities with activities of evaluators
9. Responsible for overall quality and management of major projects or programs.
10. Research current education and training needs.
11. Research grant funding sources.
12. Develop grant proposals.
13. Oversee budget and ensure financial accountability.
14. Hire personnel for program/project implementation.
15. Train staff.
16. Typically responsible for supervision of classified staff.
17. Supervise program delivery, assess client needs.
18. Recognize and solve potential problems and evaluate project/program effectiveness.
19. Established operating procedures for project/program. Ensure procedures meet program goals.
20. Provide program content expertise, which may include delivering in-service training and direct programming.
21. Conducts research and write reports/articles.
22. Network with local, state and national agencies for future program development.



# DRAFT

(to be finalized during planning period with input from campus principals and teachers.)

## **Teacher Effectiveness Process (TEP) EXECUTIVE EXPERT TEACHER LEADERS**

### **Minimum Requirements/Qualifications**

- a) We seek Ph.D. level teachers with evidence of successful teaching and leading experience.
- b) Must have a record of effective leadership of other educators and or educational institutions.
- c) Must have a minimum of seven (7) years classroom experience
- d) Must have a certification in education

### **Basic Roles**

#### **Development of Training Curriculum**

1. The Executive Expert Teachers (EET's) will be work together with the project director, selected Professional Development consultants to finalize the professional development to be delivered to the campus principals and teacher leaders
2. They will work together to develop the TEP training that will be provided to the campus principals and teachers.

#### **Establish Accountability – with the TEP Core Processes**

3. They will be responsible for training the campus leadership team on all TEP core processes and the all TIF requirements.

### **Required Duties and Responsibilities:**

- Assess the needs, problems, and phases of professional teachers
- Conduct classroom visitation and provide feedback strategies on effective teaching strategies.
- Provide leadership, expertise, and ongoing support to principals, other teacher leaders and professional teachers
- Work together with the principal and teacher leaders to develop and facilitate training
- Provide leadership in knowledge, methods, and materials
- Maintain confidentiality
- Maintain professional growth through graduate and/or staff development courses, professional organizations, seminars, and/or professional literature
- Get involved in solving specific problems with curriculum and instruction
- Monitor TEP at the campus level throughout the year
- Solicit feedback from teachers, other teacher leaders and principals
- Point teachers towards professional expertise and engage them in ongoing inquiry and experimentation
- Mentor them to assume leadership within the learning community.
- Assist in the teacher hiring process: reviewing online applications, conducting phone or in person interviews and participating in final decisions
- Work closely with the principal to review the curriculum each year
- Collaborate with the principal CTL's and ETL's in planning, organizing and implementing the 15 day staff training with the TEP staff
- Design and facilitate discipline-specific workshops (e.g. curriculum development, collaborative learning, assessment, etc.)
- Design and facilitate 2-3 general teacher workshops (classroom management, organization, lesson planning, etc.)

- Serve as the teacher leader to no more than six professional teachers.
- Assist teachers in developing and revising lesson plans plans.
- Hold teachers accountable for quality teaching while allowing for differences in levels of confidence and maturity.
- Conduct evaluations and observations and follow the protocol for conducting pre and post conferences.
- Communicate with principals about the quality of teaching and whether curriculum is meeting students' needs.

# High Need School Teacher Leader Positions

## Career Teacher Leader (CTL) and Expert Teacher Leader (ETL)

### DRAFT Job Description

(to be finalized during planning period with input from campus principals and teachers.)

### Career Teacher Leader (CTL) and Expert Teacher Leader (ETL) Job Description, Roles and Responsibilities at the Campus Level

**Please Note The Following:** Both the Career Teacher Leader (CTL) and the Expert Teacher Leader (ETL) will need to meet similar criteria to be selected. The difference in the CTL and the ETL is that the ETL has more responsibilities and has a greater role in the helping teachers. The CTL and the ETL are considered masters of their trades but the ETL does more and receives a more funds due to longer work days and extra work days required to complete the additional tasks. The significance of both of these positions is that both require evidence of effectiveness in the classroom so that they can help other teachers become effective in the classroom. The final job descriptions will be developed during the planning period.

#### Minimum Requirements/Qualifications

- e) Must have an advanced degree or an equivalent of five (5) years of effective classroom teaching experiences as evidenced by i) student increases in performance in reading, math and/or science over a continuous five (5) year period and ii) must have two (2) recommendation letters from supervisors attesting to your effectiveness in the classroom
- f) Must have a minimum of seven (7) years classroom experience
- g) Must have a certification in education

#### Basic Roles

##### Development of Curriculum

4. The Career Teacher Leader (CTL) and the Expert Teacher Leader (ETL) will be weigh in heavily with their opinion about the current curriculum and to be able to suggest and develop new classes and courses for students. The ETL teacher should be able to pinpoint any weaknesses in the curriculum and have ideas to fix them immediately, as well as oversee the implementation of new courses.

##### Mentoring to the teachers they support through the TEP Core Processes

5. ,CTL's and ETL's are expected to guide the professional teachers at each campus. They will be expected to share new and advanced instructional techniques and may be in charge of coordinating or leading staff development workshops.

##### Establish Accountability – with the TEP Core Processes

6. They must implement or follow the TEP PBCS' core elements including the value added data related to student performances progress and that of the respective teachers working with the students. They will evaluate the effectiveness of the instruction, the curriculum, and to what extent

students are comprehending it, how hard teachers are working and how effective certain teaching practices are.

### **Set an Example**

7. The CTL's and the ETL's will set the example by constantly seeking to better themselves by taking professional development workshops and participating in all professional development trainings. They are expected to follow equal employment and nondiscrimination policies; follow state laws, school boards policies and the professional standards.

### **Required Duties and Responsibilities:**

- Provide mentoring to professional teachers
- Assess the needs, problems, and phases of professional teachers
- Conduct classroom visitation and provide feedback strategies on effective teaching strategies.
- Provide leadership, expertise, and ongoing support to principals, other teacher leaders and professional teachers
- Work together with the principal and teacher leaders to develop and facilitate training
- Provide leadership in knowledge, methods, and materials
- Maintain confidentiality
- Maintain professional growth through graduate and/or staff development courses, professional organizations, seminars, and/or professional literature
- Get involved in solving specific problems with curriculum and instruction
- Monitor TEP at the campus level throughout the year
- Solicit feedback from teachers, other teacher leaders and principals
- Point teachers towards professional expertise and engage them in ongoing inquiry and experimentation
- Mentor them to assume leadership within the learning community.
- Assist in the teacher hiring process: reviewing online applications, conducting phone or in person interviews and participating in final decisions
- Work closely with the principal to review the curriculum each year
- Collaborate with the principal CTL's and ETL's in planning, organizing and implementing the 15 day staff training with the TEP staff
- Design and facilitate discipline-specific workshops (e.g. curriculum development, collaborative learning, assessment, etc.)
- Design and facilitate 2-3 general teacher workshops (classroom management, organization, lesson planning, etc.)
- Serve as the teacher leader to no more than six professional teachers.
- Assist teachers in developing and revising lesson plans plans.
- Hold teachers accountable for quality teaching while allowing for differences in levels of confidence and maturity.
- Conduct evaluations and observations and follow the protocol for conducting pre and post conferences.
- Communicate with principals about the quality of teaching and whether curriculum is meeting students' needs.

### **Commitment:**

- **Time:**
  - Career Teacher Leaders (CTL) work an additional 10 – 15 days each school year
  - Expert Teacher Leaders (ETL) work an additional 15 – 20 days each school year
- **Compensation:**

- CTL's receive additional pay for their increased duties 5 – 15 days at \$8,000 in addition to their base salary
- ETP's receive additional pay for their increased duties at \$12,000 in addition to their base salary
- **Expert Teacher Leader (ETL) additional duties – ETL's lead the weekly professional development that happens weekly at the campus level**
- **Support:**
  - CTL's support no more than six teachers throughout the school year.
  - ETL's support no more than two (2) CTL's who support six teachers each. ETL's will support 14 staff (up to two (2) CTL's and with each of their six teachers.)
- **Teacher Functions:**
  - CTL's continue to serve as full time teachers with release time each week for up to four (4) hours
  - ETL's continue to serve as part time teachers spending 20% or less of their time actually teaching in the classroom while spending the remaining 80% of their time fulfilling the duties and responsibilities described above.

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **bud nar** Pages: **15** Uploaded File: **bud nar.doc**

**BUDGET NARRATIVE – U.S. Department of Education Funds  
YEAR ONE (1) – October 2010 – September 2011**

**I. PERSONNEL – Teacher Effectiveness Process (TEP) Staff – Year 1 – Planning Period** – The teacher effectiveness project (TEP) staff is not a part of the PBCS payouts. Only campus level principals and teachers are part of the PBCS of this TEP project.

	<b>Personnel:</b> The following requested personnel will all be hired as employees of the TEP Evaluation Project	<b># of Staff</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
1	<b>Executive Project Director</b> – The person selected to lead the TEP project will be responsible for oversight, monitoring, implementing and managing the differentiated Performance-Based Competency System (PBCS) to all ten (10) of the high-need schools. Details regarding the job description can be found on page of the TEP application.	1	100%	██████	██████
2	<b>Executive Expert Teacher Leaders</b> – Executive level teachers will be hired to support the TEP and their major requirements are to support the implementation of all TEP core elements at the campus level working with and training the campus level leadership team of CTL’s and ETL’s at the ten (10) high-need schools. These positions are described in detail on page of the TEP application.	4	100%	██████	██████
3	<b>Executive Expert Professional Developer</b> – This position is critical to the grant and the responsibilities include identifying all of the campus area professional development needs, scheduling and initiating contracts for professional development contractors when outside contractors are needed and finalizing the fifteen (15) day calendar of professional development to be provided to each campus’ teachers and principals	1	100%	██████	██████
4	<b>Program Specialist – Data Clerk III</b> – This position will coordinate all of the data management contracts with the consultants and the project director. This position will work closely with all campus level staff to make sure that all data deadlines are met. This position will work with all TEP staff when planning training schedules to ensure that data management training is included in the professional development calendars. Please find a more detailed description on page.	1	100%	██████	██████
5	<b>Grant Secretary</b> – The position will work closely with the project director to ensure that all grant deadlines are met, all grant paperwork is submitted on time and will coordinate the travel arrangements and training locations for all professional development activities. See a more detailed description on page.	1	100%	██████	██████
	<b>TOTAL PERSONNEL</b>	8	n/a	n/a	██████

**2. FRINGE BENEFITS: Total Salaries of ██████ @13.37 fringe benefit rate = ██████**  
The 13.37% rate is the rate calculated by the company that plans to handles the taxes and and benefits for the eight (8) TEP staff persons to be hired.

**3. TRAVEL**

	<b>Travel Details</b>	<b># Trips</b>	<b>\$ per trip</b>	<b>Total</b>
1	To Washington, D.C. from San Antonio, Texas for up to three (3) participants including the project director with airfare budgeted at ██████ per, hotel budgeted at ██████ per, local transportation of ██████ per and per diem of ██████.	Three (3)		

	<p>A. TIF Annual Grantee Meeting (3 people) – Technical assistance meeting for grantees for 1.5 full days as required by the U.S. Department of Education.  ( ) + ( ) x 2nights + ( ) + ( ) x 3 days.) x 3 staff</p> <p>B. TIF Annual Topical Meeting – (2 people) This 1.5 day meeting will provide in depth information on a PBCS topic related to implementation.  ( ) + ( ) x 2nights + ( ) + ( ) x 3 days.) x 2 staff</p>	<p>including Project Director</p> <p>Two (2) including project dir.</p>	<p>( )</p> <p>( )</p>	<p>( )</p> <p>( )</p>
2	<p>TEP's – <b>Texas Educator Effectiveness Institute (TEEI)</b> – Annual Campus Leadership Five (5) day training for leadership staff each year to establish the annual school plan, review the data, review the evaluation model, review the value added model, train in depth on the TEP model. This conference will always be held in Texas but not in San Antonio so travel costs will incur.</p> <p>A. Includes each school's principal (<b>10 principals</b>) ( ) per hotel for four (4) nights + ( ) per diem for five days and mileage at ( ) cents per mile for 100 miles one way x 2 (round trip). All training sites will be within driving distance of San Antonio, Texas.)</p> <p>B. Includes each school's Career Teacher Leaders (CTL's) (<b>23 total</b> based upon current teacher numbers at one career teacher leader per every six teachers on a campus) and Expert Teacher Leaders (ETL's) (<b>12</b> based upon current teacher numbers at one for every two career teacher leaders who is supporting six teachers.) (different every year but currently based upon 134 total teachers at the campus level)  ( ) per hotel for four nights for 18 rooms where staff from the schools can share a room up to two (2) people + ( ) per day x 35 CTL's and ETL's teacher leaders + ( ) per mile for 100 miles each way for 10 cars (so that staff can car pool)</p> <p>C. Includes all TEP staff (<b>8</b>) – TEP project and executive level staff will conduct the training institute, creating and designing agendas and outline based upon the needs of the ten (10) schools and the requirements of the PBCS.  ( ) per night for four nights for 4 rooms (staff will share rooms) ( ) per diem for five days x 8 staff and .52 per mile for 100 miles one way x 2 for four cars.</p>	<p>10 principals</p> <p>23 + 12 staff = 35 campus teacher leaders</p> <p>( ) x 4 nights x 18 hotel rooms for 35 staff</p> <p>35 staff</p> <p>( ) x 10 cars x 200miles</p> <p>( ) x 4 rooms x 4 nights</p> <p>( ) x 5 x 8 staff</p> <p>( ) x 200x4</p>	<p>( )</p>	<p>( )</p>
	<p>TOTAL cost for annual effectiveness institute (please see additional details on page regarding this institute.)  The total costs of ( ) o implement this annual institute, is ( ) per person. This is a reasonable expense with regards to the in depth training each year each principal and teacher will receive in order to increase their effectiveness through the core elements of the TEP PBCS.</p>	n/a	n/a	( )
3	<p>Local travel – mileage rate at ( ) per mile for the Project Director and five staff persons including the (4) Executive Experts and the (1) Executive Professional Developer. These positions are described in detail on page and they will travel extensively to all ten (10) high-</p>	<p>5 x 2,000 miles x ( ) cents per mile</p>	( )	( )

	need schools throughout the five year period.			
4	<p>Conference for the Advancement of Mathematical Teaching (CAMT), Texas</p> <p>A. This is the best math training conference in the southwest offering over 1000 sessions each year to over 10,000 teachers. Campus leadership staff will select up to two (2) teachers each year to attend this conference to bring back effective math strategies to share at each campus.</p> <p>(10 campus' x 2 staff x [redacted] registration fee x [redacted] per mile x 100 miles one way x [redacted] per diem @ three (3) days x [redacted] lodging per night x 2 nights</p> <p>B. One TEP executive expert teacher leader will attend CAMT each year</p> <p>([redacted] registration fee x [redacted] per mile x 100 miles one way x [redacted] per diem x three (3) days) x [redacted] lodging x 2nights</p>	<p>10 campus' x 2 leadership staff = 20</p> <p>1 TEP staffer</p>	[redacted]	[redacted]
5	Conference for the Advancement of Science Teaching (CAST) Please note that the costs for the CAMT and CAST training are similar.	See #4 above	[redacted]	[redacted]
6	International Reading Association Conference – One TEP Executive Expert Teacher Leader Lodging = 3 nights @ [redacted] per, Per Diem = 4 days @ [redacted] per, travel = [redacted] registration = [redacted]	1 TEP staffer	[redacted]	[redacted]
7	National Professional Development Conference – One TEP Executive Expert Teacher Leader Lodging = 3 nights @ [redacted] per, Per Diem = 4 days @ [redacted] per, travel = [redacted] registration = [redacted]	1 TEP staffer	[redacted]	[redacted]
8	<p>Local Travel for ten (10) campus leadership teams to travel to professional development sessions in the city.</p> <p>A. Mileage [redacted] per 300 miles per year per an average of three (3) leadership team members per ten (10) high-need schools. [redacted] x 300 x 3 x 10</p> <p>B. Meals for approximately 30 staffers plus TEP staff (six – Project Director and five executive expert teacher leaders) for a minimum of one PD session off campus each month (12 months)</p> <p>36 people @ \$ [redacted] per breakfast and [redacted] per lunch x 12 months (See more details regarding training sessions on page</p>	<p>30 Campus level leadership staffers</p> <p>12 local PD sessions @ \$15 x 36 x 12 months</p>	[redacted]	[redacted]
Total	Total Teacher Effectiveness Process (TEP) Travel Costs	n/a	n/a	[redacted]

**4. EQUIPMENT** – No items meeting the definition of “equipment” will be purchased with the TIF funds. All equipment and furniture meeting the definition of “equipment” will be in-kind donations from local universities and businesses that have historically provided such equipment for our use. The definition of “equipment” is tangible property costing [redacted] or more per individual unit AND having a useful life of one year.

**5. SUPPLIES – An itemized estimate of materials and supplies need for the TEP project each year.**

**a) Evaluation Supplies**

Detailed Descriptions / Explanations	Number	Estimated Costs
i) Each campus leader (principal and CTL’s and ETL’s) will need the electronic device to record the observations/evaluation and classroom walk throughs – During the planning period, the evaluation/ observation rubrics will be developed and finalized and all campus leadership teams will be trained on the use of the electronic device for recording evaluation data.		
ii) We estimate about 35 campus CTL’s and ETL’s and ten (10) campus principals (Total of 45)	██████	██████
iii) Each TEP Executive staffer (Project director and five expert teacher leaders) will require an electronic device for the purpose of evaluative training and support of the campus level leadership teams. (Total of 6)	██████	██████
iv) the costs estimates are a ██████ each x 51(45 + 6) = ██████		
<b>subtotal – Evaluation Supplies</b>	<b>51</b>	██████

**b) Office Supplies**

Detailed Descriptions / Explanations	Number	Estimated Costs
i) basic office supplies will be needed to prepare all information related to the TEP project		
ii) estimated costs are at ██████ per month x 12 months	██████	██████
iii) paper costs are estimated at ██████ per month x 12 months	██████	██████
<b>subtotal – Office Supplies</b>	██████	██████

**c) Training supplies**

Detailed Descriptions / Explanations	Number	Estimated Costs
i) specific training supplies include poster boards, poster tablets, writing pads, markers, highlighters, pens, folders,		
ii) at a minimum of one professional development session per month the costs are estimated at about ██████ per session x 12 months	██████	██████
iii) paper costs are estimated at ██████ per month x 12 months for Professional Development	██████	██████
<b>subtotal – Training Supplies</b>	██████	██████
<b>TOTAL ESTIMATED COSTS - SUPPLIES</b>	<b>n/a</b>	██████

**6. CONTRACTUAL – TEP will follow procurement guidelines per EDGAR and OMB regulations**

Detailed Description of Services/Products/Purposes	Costs Basis	Estimated Costs
Data Management – Student Value Added system – TEP’s PBCS will have as a core element a reliance on individual student value added data to determine principal and teacher PBCS effectiveness and payouts. Please see page for further details.	2,447 students linked with 134 teachers at a cost per teacher of ██████ and a cost per	██████

	student of [REDACTED]	[REDACTED]
<b>Data Management</b> – Student/Teacher Linkage system – We will need to contract to ensure that accurate student and teacher linkages are established before the individual value added analysis can be completed. This will be a campus cost based upon a rate that will be provided from the contractor.	10 campus @ an estimated rate of about [REDACTED] per campus	[REDACTED]
<b>Data Management</b> – The TEP Teacher / Principal Evaluation system – The teacher / principal evaluation systems will provide data to determine what practices are effective and will provide valuable information to each principal and teacher for improvement. The contract will be designed so that the contractor will design a system that incorporates all of the standards based rubrics, provides for training on the system and provides easy accessibility to each campus leadership team as they implement the rubrics on each campus	134 teachers, 10 principals, 35 teacher leaders, six (6) executive level TEP staff = total of 176 @ [REDACTED] each	[REDACTED]
<b>Professional Development</b> – Ten (10) campus’ receiving 15 professional development days each year. See page in the narrative for additional details regarding each of the 15 days of training being planned per campus based upon their needs	10 campuses @ 15 days @ [REDACTED] per day	[REDACTED]
<b>Professional Development</b> – Principal & Teacher Leader Academies – We will contract to provide the type of principal training detailed in the project narrative on page. It is expected that the eight sessions for ten principals and their leadership staff (35 teacher leaders) will be half day training sessions coupled with a half day of applied professional developed based upon the sessions’ focus principal training detailed on page will	8 sessions for 45 campus level leadership staff @ an average cost of [REDACTED] per	[REDACTED]
<b>External Evaluator</b> – The Teacher Effectiveness Process (TEP) will contract with an evaluator evaluation of the TEP project to conduct a local evaluation using both qualitative and quantitative data analysis. We will work closely to have monthly or bimonthly formative and a summative evaluation reports so that we can better track the effectiveness of the implementation of TEP.	12 months @ an average evaluator’s costs of [REDACTED] per month	[REDACTED]
<b>Systems Operations Consultant</b> – TEP expects to have a need for an experienced systems orientated consultant who will be charged with managing all data contracts to ensure continuity in oversight of all of the student and teacher data as part of the data management, professional development and external evaluation. Several data managers have required that one point of contact be established for the flow of data information and it is expected the contracted systems operator will service this purpose as well. We expect to fully define this role within TEP during the planning project.	12 months @ an average of 2 days per week @ [REDACTED] per day or [REDACTED] per week (2 days per week) = [REDACTED] per month x 12	[REDACTED]
<b>TOTAL CONTRACTUAL ESTIMATED COSTS</b>	n/a	[REDACTED]

**7. CONSTRUCTION**

Not Applicable

**8. OTHER**

<i>Other: Items related to direct project operations</i>	Basis for cost	Estimates	Costs
Communications – includes email accounts, phone lines, cell phone usage, reimbursement costs, and website costs	Monthly	██████	██████
Printing – A significant number of documents will be required to be produced containing TEP for all campus level staff and community information dissemination activities.	Monthly	██████	██████
Postage – TEP will utilize a variety of avenues to communicate with campuses, campus leadership staff and teachers and the community	Monthly	██████	██████
Utilities – Utilities for electricity, gas and water will be needed for the rental facilities	Monthly	██████	██████
Rental square footage – TEP staff offices will be located in proximity to the targeted high-need campus and rental costs will average .90 per square foot for about 1,200 – 2,000 square feet costed out at 1,800 square foot (██████ per month)	Square footage monthly	██████ 1,800 x 12 months	██████
Rental of Copier – Copier usage will be for TEP staff to copy all TEP related printed materials @ about 20,000 copiers per month	Monthly	██████	██████
<b>Subtotal Other:</b>	<b>n/a</b>	<b>n/a</b>	██████
<i>Other: Items related to payouts to campus staff for incentives and additional responsibilities pay</i>			
A. Additional Responsibility pay for each school’s Career Teacher Leaders. These positions are described in detail on page and for working additional days during the school year with TEP responsibilities, each CTL will receive ████████	23 CTL’s	██████ ██████	██████
B. Additional Responsibility pay for each school’s Expert Teacher Leaders These positions are described in detail on page and for working additional days during the school year with TEP responsibilities, each CTL will receive ████████	12 ETL’s	██████ ██████	██████
C. PBCS Payouts per school will begin in the 2 <sup>nd</sup> year of TEP’s evaluation project due to the first year being requested to be used as the planning period	0	0	0
TIF Evaluation Project additional ████████ per school selected up to ████████ – The TEP will have two (2) schools with similar grade spans that can qualify for the TEP evaluation project. This would provide a total additional budget of ████████. We plan to fully develop a budget and costs estimates for the ████████ hat we would qualify for and we need the planning period			
A. Additional professional development for all campus principals and teachers	20%		██████
B. Substitute teacher provided for release time for teachers to participate in professional development	20%		██████
C. Specific professional development on training and supporting	20%		██████

peer tutoring and applied problem based community project based learned tied directly to instruction and curriculum	20%		██████████
D. Incentives to additional teachers at schools who are identified for leadership roles in helping other teachers become effective	20%		██████████
E. Additional training for TEP staff to better support campus level leadership staff			
<b>Subtotal Other:</b>	<i>n/a</i>	<i>n/a</i>	██████████
<b>TOTAL OTHER:</b>	<b>n/a</b>	<b>n/a</b>	██████████
<b>TOTAL DIRECT COST YEAR ONE</b>	<b>n/a</b>	<b>n/a</b>	██████████
<b>Total indirect costs year one (10% of personnel)</b>	<b>n/a</b>	<b>n/a</b>	██████████
<b>TOTAL BUDGET YEAR ONE</b>	<b>n/a</b>	<b>n/a</b>	██████████

Total Year One Budget is ██████████  
plus 10% indirect cost based upon salaries and wages of ██████████ is ██████████  
+ ██████████ = a total budget of ██████████  
for the planning period first year of the TIF Evaluation grant.

**BUDGET NARRATIVE – U.S. Department of Education Funds  
YEAR 2, 3, 4, and 5 – October 2011 – September 2015\***

\*During the planning period all budget amounts will be finalized however, it is expected that the amounts budgeted represent the best estimate of the costs of implementing the TEP PBCS. The only difference in the planning budget found on pages 1 – 7 and this budget is in the OTHER CATEGORY. The planning budget does not include the PBCS expenses and the Year 2 – 5 budgets do include the PBCS payout expenses.

**I. PERSONNEL – Teacher Effectiveness Process (TEP) Staff – Year 1 – Planning Period** – The teacher effectiveness project (TEP) staff is not a part of the PBCS payouts. Only campus level principals and teachers are part of the PBCS of this TEP project.

	<b>Personnel:</b> The following requested personnel will all be hired as employees of the TEP Evaluation Project	<b># of Staff</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>Total</b>
<b>1</b>	<b>Executive Project Director</b> – The person selected to lead the TEP project will be responsible for oversight, monitoring, implementing and managing the differentiated Performance-Based Competency System (PBCS) to all ten (10) of the high-need schools. Details regarding the job description can be found on page of the TEP application.	1	100%	████████	████████
<b>2</b>	<b>Executive Expert Teacher Leaders</b> – Executive level teachers will be hired to support the TEP and their major requirements are to support the implementation of all TEP core elements at the campus level working with and training the campus level leadership team of CTL’s and ETL’s at the ten (10) high-need schools. These positions are described in detail on page of the TEP application.	4	100%	████████	████████
<b>3</b>	<b>Executive Expert Professional Developer</b> – This position is critical to the grant and the responsibilities include identifying all of the campus area professional development needs, scheduling and initiating contracts for professional development contractors when outside contractors are needed and finalizing the fifteen (15) day calendar of professional development to be provided to each campus’ teachers and principals	1	100%	████████	████████
<b>4</b>	<b>Program Specialist – Data Clerk III</b> – This position will coordinate all of the data management contracts with the consultants and the project director. This position will work closely with all campus level staff to make sure that all data deadlines are met. This position will work with all TEP staff when planning training schedules to ensure that data management training is included in the professional development calendars. Please find a more detailed description on page.	1	100%	████████	████████
<b>5</b>	<b>Grant Secretary</b> – The position will work closely with the project director to ensure that all grant deadlines are met, all grant paperwork is submitted on time and will coordinate the travel	1	100%	████████	████████

	arrangements and training locations for all professional development activities. See a more detailed description on page.				
	<b>TOTAL PERSONNEL</b>	8	n/a	n/a	████████

**2. FRINGE BENEFITS: Total Salaries of \$457,000 @13.37 fringe benefit rate = \$61,001**  
 The 13.37% rate is the rate calculated by the company that plans to handles the taxes and and benefits for the eight (8) TEP staff persons to be hired.

**3. TRAVEL**

	Travel Details	# Trips	\$ per trip	Total
1	<p>To Washington, D.C. from San Antonio, Texas for up to three (3) participants including the project director with airfare budgeted at █████ per, hotel budgeted at █████ per, local transportation of █████ per and per diem of █████.</p> <p>C. TIF Annual Grantee Meeting (3 people) – Technical assistance meeting for grantees for 1.5 full days as required by the U.S. Department of Education.            (█████ + █████ x 2nights + █████ + █████ x 3 days.) x 3 staff</p> <p>D. TIF Annual Topical Meeting – (2 people) This 1.5 day meeting will provide in depth information on a PBCS topic related to implementation.            (█████ + 200 x 2nights + █████ + 35 x 3 days.) x 2 staff</p>	<p>Three (3) including Project Director</p> <p>Two (2) including project dir.</p>	<p>████████</p> <p>████████</p>	<p>████████</p> <p>████████</p>
2	<p>TEP's – <b>Texas Educator Effectiveness Institute (TEEI)</b> – Annual Campus Leadership Five (5) day training for leadership staff each year to establish the annual school plan, review the data, review the evaluation model, review the value added model, train in depth on the TEP model. This conference will always be held in Texas but not in San Antonio so travel costs will incur.</p> <p>D. Includes each school's principal (10 principals) █████ per hotel for four (4) nights + █████ per diem for five days and mileage at █████ cents per mile for 100 miles one way x 2 (round trip). All training sites will be within driving distance of San Antonio, Texas.)</p> <p>E. Includes each school's Career Teacher Leaders (CTL's) (23 total based upon current teacher numbers at one career teacher leader per every six teachers on a campus) and Expert Teacher Leaders (ETL's) (12 based upon current teacher numbers at one for every two career teacher leaders who is supporting six teachers.) (different every year but currently based upon 134 total teachers at the campus level)            (█████ per hotel for four nights for 18 rooms where staff from the schools can share a room up to two (2) people + █████ per day x 35 CTL's and ETL's teacher leaders + █████ per mile for 100 miles each way for 10 cars (so that staff can car pool)</p> <p>F. Includes all TEP staff (8) – TEP project and executive level staff will conduct the training institute, creating and designing agendas and outline based upon the needs of the ten (10) schools and the requirements of the PBCS.            █████ per night for four nights for 4 rooms (staff will share rooms) █████ per diem for five days x 8 staff and █████ per mile</p>	<p>10 principals</p> <p>23 + 12 staff = 35 campus teacher leaders</p> <p>█████ x 4 nights x 18 hotel rooms for 35 staff</p> <p>35 staff</p> <p>█████ x 10 cars x 200miles</p> <p>█████ x 4 rooms x 4 nights</p> <p>█████ x 5 x 8 staff</p> <p>████████</p>	<p>████████</p>	<p>████████</p> <p>████████</p> <p>████████</p> <p>████████</p> <p>████████</p> <p>████████</p> <p>████████</p> <p>████████</p> <p>████████</p>

	for 100 miles one way x 2 for four cars.			
	TOTAL cost for annual effectiveness institute (please see additional details on page regarding this institute.) The total costs of [REDACTED] to implement this annual institute, is [REDACTED] per person. This is a reasonable expense with regards to the in depth training each year each principal and teacher will receive in order to increase their effectiveness through the core elements of the TEP PBCS.	n/a	n/a	[REDACTED]
3	Local travel – mileage rate at [REDACTED] per mile for the Project Director and five staff persons including the (4) Executive Experts and the (1) Executive Professional Developer. These positions are described in detail on page and they will travel extensively to all ten (10) high-need schools throughout the five year period.	5 x 2,000 miles x [REDACTED] cents per mile	[REDACTED]	[REDACTED]
4	Conference for the Advancement of Mathematical Teaching (CAMT), Texas C. This is the best math training conference in the southwest offering over 1000 sessions each year to over 10,000 teachers. Campus leadership staff will select up to two (2) teachers each year to attend this conference to bring back effective math strategies to share at each campus. (10 campus' x 2 staff x [REDACTED] registration fee x [REDACTED] per mile x 100 miles one way x [REDACTED] per diem @ three (3) days x [REDACTED] lodging per night x 2 nights D. One TEP executive expert teacher leader will attend CAMT each year ([REDACTED] registration fee x [REDACTED] per mile x 100 miles one way x [REDACTED] per diem x three (3) days) x [REDACTED] lodging x 2nights	10 campus' x 2 leadership staff = 20  1 TEP staffer	[REDACTED]  [REDACTED]	[REDACTED]  [REDACTED]
5	Conference for the Advancement of Science Teaching (CAST) Please note that the costs for the CAMT and CAST training are similar.	See #4 above	[REDACTED]	[REDACTED]
6	International Reading Association Conference – One TEP Executive Expert Teacher Leader Lodging = 3 nights @ [REDACTED] per, Per Diem = 4 days @ [REDACTED] per, travel = [REDACTED] registration = [REDACTED]	1 TEP staffer	[REDACTED]	[REDACTED]
7	National Professional Development Conference – One TEP Executive Expert Teacher Leader Lodging = 3 nights @ [REDACTED] per, Per Diem = 4 days @ [REDACTED] per, travel = [REDACTED] registration = [REDACTED]	1 TEP staffer	[REDACTED]	[REDACTED]
8	Local Travel for ten (10) campus leadership teams to travel to professional development sessions in the city. C. Mileage [REDACTED] per 300 miles per year per an average of three (3) leadership team members per ten (10) high-need schools. [REDACTED] x 300 x 3 x 10 D. Meals for approximately 30 staffers plus TEP staff (six – Project Director and five executive	30 Campus level leadership staffers  12 local PD sessions @	[REDACTED]  [REDACTED]	[REDACTED]  [REDACTED]

	expert teacher leaders) for a minimum of one PD session off campus each month (12 months) 36 people @ [REDACTED] per breakfast and [REDACTED] per lunch x 12 months (See more details regarding training sessions on page	[REDACTED] x 36 x 12 months		
Total	Total Teacher Effectiveness Process (TEP) Travel Costs	n/a	n/a	[REDACTED]

**4. EQUIPMENT** – No items meeting the definition of “equipment” will be purchased with the TIF funds. All equipment and furniture meeting the definition of “equipment” will be in-kind donations from local universities and businesses that have historically provided such equipment for our use. The definition of “equipment” is tangible property costing [REDACTED] or more per individual unit AND having a useful life of one year.

**5. SUPPLIES** – An itemized estimate of materials and supplies need for the TEP project each year.

**a) Evaluation Supplies**

Detailed Descriptions / Explanations	Number	Estimated Costs
i) In Year two – five, these evaluation supplies might not be the same as year one but we expect to have a need for additional evaluative support to the principals and teachers based upon the final evaluation protocol development by the data consultant who earns the contract. Because the need for additional supply items are not known at the time of the preparation for this TIF competition, the amount of funding for additional evaluative supplies will remain static until such time as the planning period is over and all data management contracts have been finalized and we have a detailed description of additional evaluation supplies items that might needed.		
<b>subtotal – Evaluation Supplies</b>	<b>n/a</b>	[REDACTED]

**b) Office Supplies**

Detailed Descriptions / Explanations	Number	Estimated Costs
i) basic office supplies will be needed to prepare all information related to the TEP project		
ii) estimated costs are at [REDACTED] per month x 12 months	[REDACTED]	[REDACTED]
iii) paper costs are estimated at [REDACTED] per month x 12 months	[REDACTED]	[REDACTED]
<b>subtotal – Office Supplies</b>	[REDACTED]	[REDACTED]

**c) Training supplies**

Detailed Descriptions / Explanations	Number	Estimated Costs
i) specific training supplies include poster boards, poster tablets, writing pads, markers, highlighters, pens, folders,		
ii) at a minimum of one professional development session per month the costs are estimated at about [REDACTED] per session x 12 months	[REDACTED]	[REDACTED]
iii) paper costs are estimated at [REDACTED] per month x 12 months for Professional Development	[REDACTED]	[REDACTED]
<b>subtotal – Training Supplies</b>	[REDACTED]	[REDACTED]

<b>TOTAL ESTIMATED COSTS - SUPPLIES</b>	n/a	████████
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**6. CONTRACTUAL – TEP will follow procurement guidelines per EDGAR and OMB regulations**

<b>Detailed Description of Services/Products/Purposes</b>	<b>Costs Basis</b>	<b>Estimated Costs</b>
Data Management – Student Value Added system – TEP’s PBCS will have as a core element a reliance on individual student value added data to determine principal and teacher PBCS effectiveness and payouts. Please see page for further details.	2,447 students linked with 134 teachers at a cost per teacher of █████ and a cost per student of █████	████████
<b>Data Management</b> – Student/Teacher Linkage system – We will need to contract to ensure that accurate student and teacher linkages are established before the individual value added analysis can be completed. This will be a campus cost based upon a rate that will be provided from the contractor.	10 campus @ an estimated rate of about █████ per campus	████████
<b>Data Management</b> – The TEP Teacher / Principal Evaluation system – The teacher / principal evaluation systems will provide data to determine what practices are effective and will provide valuable information to each principal and teacher for improvement. The contract will be designed so that the contractor will design a system that incorporates all of the standards based rubrics, provides for training on the system and provides easy accessibility to each campus leadership team as they implement the rubrics on each campus	134 teachers, 10 principals, 35 teacher leaders, six (6) executive level TEP staff = total of 176 @ █████ each	████████
<b>Professional Development</b> – Ten (10) campus’ receiving 15 professional development days each year. See page in the narrative for additional details regarding each of the 15 days of training being planned per campus based upon their needs	10 campuses @ 15 days @ █████ per day	████████
<b>Professional Development</b> – Principal & Teacher Leader Academies – We will contract to provide the type of principal training detailed in the project narrative on page. It is expected that the eight sessions for ten principals and their leadership staff (35 teacher leaders) will be half day training sessions coupled with a half day of applied professional developed based upon the sessions’ focus principal training detailed on page will	8 sessions for 45 campus level leadership staff @ an average cost of █████ per	████████
<b>External Evaluator</b> – The Teacher Effectiveness Process (TEP) will contract with an evaluator evaluation of the TEP project to conduct a local evaluation using both qualitative and quantitative data analysis. We will work closely to have monthly or bimonthly formative and a summative evaluation reports so that we can better track the effectiveness of the implementation of TEP.	12 months @ an average evaluator’s costs of █████ per month	████████
<b>Systems Operations Consultant</b> – TEP expects to have a need for an experienced systems orientated consultant who will be charged with managing all data contracts to ensure continuity in oversight of all of the student and teacher data as part of the	12 months @ an average of 2 days per week @ █████ per day or	████████

data management, professional development and external evaluation. Several data managers have required that one point of contact be established for the flow of data information and it is expected the contracted systems operator will service this purpose as well. We expect to fully define this role within TEP during the planning project.	█████ per week (2 days per week) = █████ per month x 12	
<b>TOTAL CONTRACTUAL ESTIMATED COSTS</b>	n/a	█████

**7. CONSTRUCTION**  
Not Applicable

**8. OTHER**

<i>Other: Items related to direct project operations</i>	Basis for cost	Estimates	Costs
Communications – includes email accounts, phone lines, cell phone usage, reimbursement costs, and website costs	Monthly	█████	█████0
Printing – A significant number of documents will be required to be produced containing TEP for all campus level staff and community information dissemination activities.	Monthly	█████	█████
Postage – TEP will utilize a variety of avenues to communicate with campuses, campus leadership staff and teachers and the community	Monthly	█████	█████
Utilities – Utilities for electricity, gas and water will be needed for the rental facilities	Monthly	█████	█████
Rental square footage – TEP staff offices will be located in proximity to the targeted high-need campus and rental costs will average █████ per square foot for about 1,200 – 2,000 square feet costed out at 1,800 square foot (█████ per month)	Square footage monthly	█████ █████ █████	█████
Rental of Copier – Copier usage will be for TEP staff to copy all TEP related printed materials @ about 20,000 copiers per month	Monthly	█████	█████
<b>Subtotal Other:</b>	<b>n/a</b>	<b>n/a</b>	█████
<i>Other: Items related to payouts to campus staff for incentives and additional responsibilities pay</i>			
A. Additional Responsibility pay for each school’s Career Teacher Leaders. These positions are described in detail on page and for working additional days during the school year with TEP responsibilities, each CTL will receive █████	23 CTL’s	█████ █████	█████
B. Additional Responsibility pay for each school’s Expert Teacher Leaders These positions are described in detail on page and for working additional days during the school year with TEP responsibilities, each CTL will receive █████	12 ETL’s	█████ █████	█████

<p>C. PBCS Payouts per school will begin in the 2<sup>nd</sup> year and continue for the year 2, 3, 4, and 5.</p> <p>i) Teacher PBCS Pot of [REDACTED] per at 134 teachers – Because each teacher rarely receives 100% of the amount in the pot based upon the value added student achievement data, no adjustment in amounts should be necessary through each year of the project due to the fact that the schools have to support 5% each year and due to the fact that as teachers progress and new teachers arrive, the number of teachers should still remain around 134 teachers.</p> <p>ii) Principal PBCS Pot of [REDACTED] per ten principals – This number of principals will not change and at this time there is no provision for other staff to be included in the pay out. This amount should remain and continue from Year 2, 3, 4 and 5 of the evaluation project.</p>	<p>134 teachers at 10 campuses</p> <p>10 principals</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>TIF Evaluation Project</b> additional [REDACTED] per school selected up to [REDACTED] – The TEP will have two (2) schools with similar grade spans that can qualify for the TEP evaluation project. This would provide a total additional budget of [REDACTED]. We plan to fully develop a budget and costs estimates for the [REDACTED] that we would qualify for and we need the planning period</p> <p>F. Additional professional development for all campus principals and teachers</p> <p>G. Substitute teacher provided for release time for teachers to participate in professional development</p> <p>H. Specific professional development on training and supporting peer tutoring and applied problem based community project based learned tied directly to instruction and curriculum</p> <p>I. Incentives to additional teachers at schools who are identified for leadership roles in helping other teachers become effective</p> <p>J. Additional training for TEP staff to better support campus level leadership staff</p>	<p>20%</p> <p>20%</p> <p>20%</p> <p>20%</p> <p>20%</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
<p><b>Subtotal Other:</b></p>	<p>n/a</p>	<p>n/a</p>	<p>[REDACTED]</p>
<p><b>TOTAL OTHER:</b></p>	<p>n/a</p>	<p>n/a</p>	<p>[REDACTED]</p>
<p><b>TOTAL DIRECT BUDGET (each year of project)</b></p>	<p></p>	<p></p>	<p>[REDACTED]</p>
<p><b>Indirect cost (10% of personnel)</b></p>	<p></p>	<p></p>	<p>[REDACTED]</p>
<p><b>TOTAL BUDGET</b></p>	<p></p>	<p></p>	<p>[REDACTED]</p>

\*the only costs to change from year two – year five

Please see additional notes below related to the cost share and sustainability requirement

Year One budget does not have a cost share because the PBCS will be implemented after the planning period in Year Two. What follows below is the plan based upon discussions with the TMG And the high need principals. What could change is that the percentage of cost share could increase but it will not be decreased. With the current environment, it is expected that a minimum all high need schools will have no significant issues in making their 5% cost share requirement.

		<u><i>New Total Budget</i></u>
Year Two Budget	██████████ – PBCS (██████████ @ 5% = ██████████ (share cost of year two at 5% of teacher and principal PBCS)	██████████
Year Three Budget	██████████ – PBCS (██████████ @ 10% = ██████████ (shared cost year two at 10% of teacher and principal PBCS)	██████████
Year Four Budget	██████████ – PBCS (██████████ @ 15% = ██████████ (shared cost year three at 15% of teacher and principal PBCS)	██████████
Year Five Budget	██████████ – PBCS (██████████ @ 20% = ██████████ (share cost year four at 20% of teacher and principal PBCS)	██████████

**Please note** that as the project becomes more fiscally sustainable due to the shared cost from the high need schools of the differentiated performance based compensation being received by the teachers, the budget is reduced by the amount of the cost share so that by Year five (5) each school is sharing 20% of the cost of the PBCS. From year two – year five, the TEP Executive Project Director will work closely with each high need campus to help identify non-TIF funds to use to sustain the PBCS once the funding has ended.

This will be a challenge for some charter schools however, focusing on the need for sustainability at the beginning of the project will help ensure that by the end of the funded TIF project, each will be able to continue supporting the PBCS. Schools may need to adjust the amount of the payout after the fifth year bur no school will include a payout pot per teacher less than ██████████ beginning in year five (5). The final details of this plan will be worked out with input from teachers and principals during the planning period and communications regarding the details will be shared with all stakeholders.

Please also note that the budget remains static throughout the five year grant period in order to plan using the budget figures as a baseline of what funds will be available.

**Finally**, a non-TIF budget has been submitted and a detailed narrative of all in-kind donations will be developed and finalized during the planning period.