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 # S385A100109

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

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

Application for Federal Assistance SF-424 Version 02

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

* 3. Date Received:	4. Applicant Identifier:
7/6/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
CDFA 84.385	Teacher Incentive Fund

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Louisiana Department of Education

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

d. Address:

* Street1:	Clairborne Bldg., North Third Street, Suite 3-200
Street2:	P.O. Box 94064
* City:	Baton Rouge
County:	
State:	LA
Province:	
* Country:	USA
* Zip / Postal Code:	70804

e. Organizational Unit:

Department Name:	Division Name:
Louisiana Department of Education	Division of Educator Support and Evaluation

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

Prefix:	Mrs.	* First Name:	Sheila
Middle Name:			

* Last Name:	Talamo
Suffix:	
Title:	State TAP Director
Organizational Affiliation:	
Louisiana Department of Education	
* Telephone Number: [redacted]	Fax Number: [redacted]
* Email: [redacted]	

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund 84.385

13. Competition Identification Number:

Title:

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

Ascension Parish, DeSoto Parish, Jefferson Parish, St. Mary Parish, St. Helena

Parish, Point Coupee Parish, Tangipahoa Parish, West Baton Rouge Parish

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

Louisiana Teacher Incentive Fund-5YR/8 School Districts/70-high need schools/33623 students/2747-Career, Mentor, and Master teachers/69-Assistant Principals/70-Principals

Attach supporting documents as specified in agency instructions.

Attachment:
Title : LA TIF Map
File : I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\LATIF Map.doc

Attachment:
Title : LA TIF Table of Contents
File : I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\Table of Contents\Table of Contents_Louisiana TIF_final_FINAL.pdf

Attachment:
Title :
File :

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:
* a. Applicant: LA-006 * b. Program/Project: LA-006, 001, 002,003

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	
c. State	
d. Local	
e. Other	
f. Program Income	
g. TOTAL	

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

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

review on .

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

[X] c. Program is not covered by E.O. 12372.

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

[ ] Yes [X] No

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

[X] **** I AGREE**

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

Authorized Representative:

Prefix:	Mr.	* First Name:	Paul
Middle Name:	G		
* Last Name:	Pastorek		
Suffix:			

Title: State Superintendent of Education

* Telephone Number: [redacted]

[redacted]

* Signature of Authorized Representative:

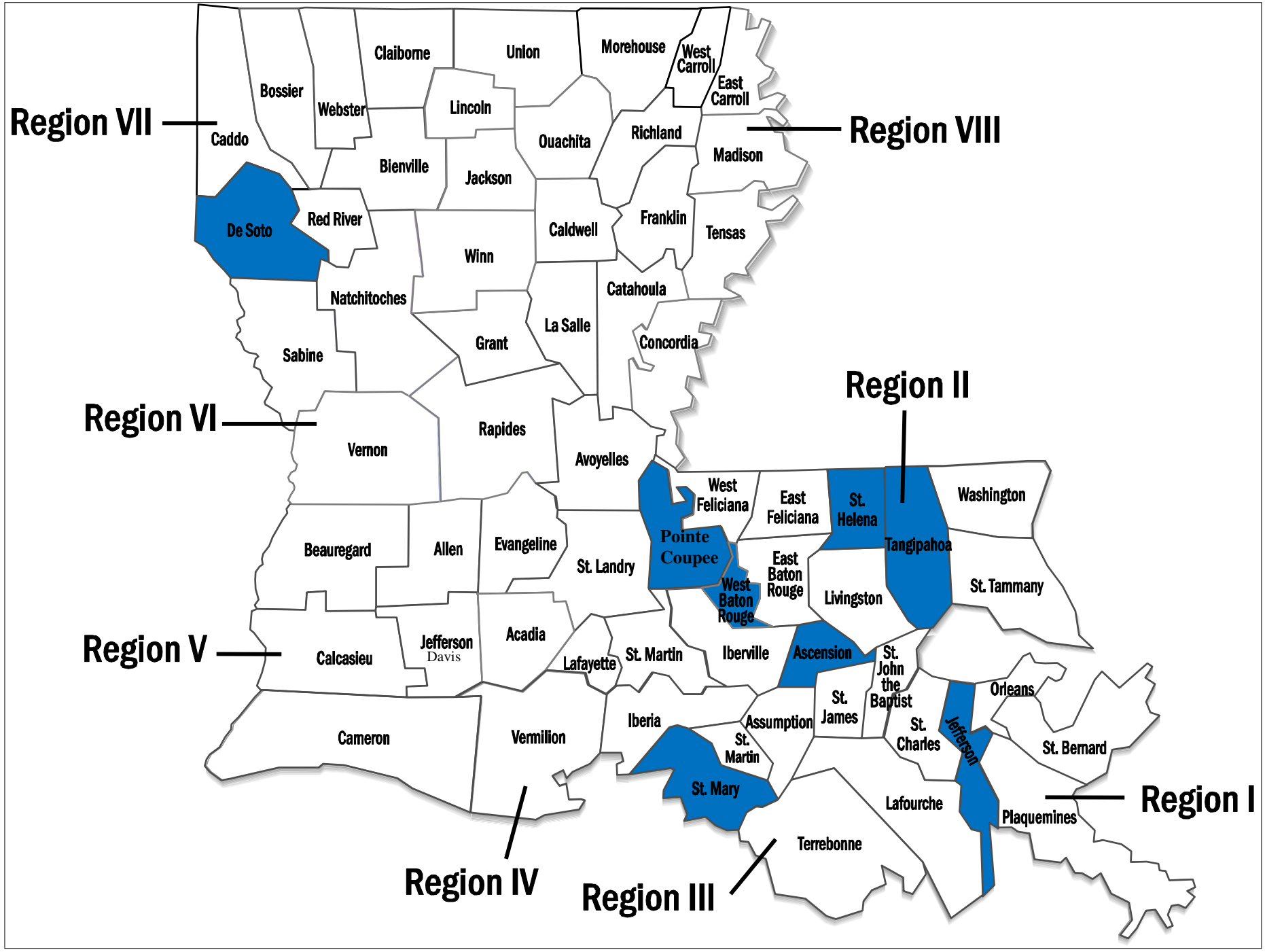
* Date Signed:

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.

Louisiana Teacher Incentive Fund (LaTIF)



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A-3 LEA Memorandum of Understanding
A-4 LEA Detailed Commitment Information
A-5 LEA PBCS Strategic Plan Template
A-6 LEA Strategic Plans – Projected Costs and Revenue Sources
A-7 Louisiana's Education Reform Plan
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U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Louisiana Department of Education

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	$ 3,724,620	$ 6,292,844	$ 8,967,829	$ 7,637,341	$ 6,313,406	$ 32,936,040
2. Fringe Benefits	$ 876,915	$ 1,460,433	$ 2,068,206	$ 1,767,992	$ 1,469,321	$ 7,642,867
3. Travel	$ 156,684	$ 156,684	$ 156,684	$ 156,684	$ 156,684	$ 783,420
4. Equipment	$ 14,750	$ 0	$ 0	$ 0	$ 0	$ 14,750
5. Supplies	$ 29,795	$ 55,950	$ 92,850	$ 92,850	$ 92,850	$ 364,295
6. Contractual	$ 138,840	$ 196,200	$ 255,200	$ 255,200	$ 255,200	$ 1,100,640
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 4,941,604	$ 8,162,111	$ 11,540,769	$ 9,910,067	$ 8,287,461	$ 42,842,012
10. Indirect Costs*	$ 719,321	$ 1,191,668	$ 1,684,952	$ 1,446,870	$ 1,209,969	$ 6,252,780
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 5,660,925	$ 9,353,779	$ 13,225,721	$ 11,356,937	$ 9,497,430	$ 49,094,792

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: [X] ED [ ] Other (please specify): _____ The Indirect Cost Rate is 14.6%
(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%

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Louisiana Department of Education

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: Paul G. Pastorek
Title: State Superintendent of Education
Date Submitted: 06/30/2010

Approved by OMB 0348-0046 Exp.

Disclosure of Lobbying Activities

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

1. Type of Federal Action: [ ] Contract [X] Grant [ ] Cooperative Agreement [ ] Loan [ ] Loan Guarantee [ ] Loan Insurance	**2. Status of Federal Action:** [ ] Bid/Offer/Application [X] Initial Award [ ] Post-Award	**3. Report Type:** [X] Initial Filing [ ] Material Change **For Material Change only:** Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: [X] Prime [ ] Subawardee Tier, if known: 0 Name: Louisiana Department of Education Address: 1201 North Third Street City: Baton Rouge State: LA Zip Code + 4: 70804-9064 **Congressional District, if known:** 06	**5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:** Name: Address: City: State: Zip Code + 4: - **Congressional District,** if known:	
6. Federal Department/Agency: State Department of Education	**7. Federal Program Name/Description:** Teacher Incentive Fund/Main TIF CFDA Number, if applicable: 84.385	
8. Federal Action Number, if known:	**9. Award Amount,** if known: $0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	**b. Individuals Performing Services** (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	Name: Paul G. Pastorek Title: State Superintendent of Education Applicant: Louisiana Department of Education Date: 06/30/2010	
Federal Use Only:		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

Statement for Loan Guarantees and Loan Insurance.

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

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

APPLICANT'S ORGANIZATION Louisiana Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Prefix: Mr. First Name: Paul Last Name: Pastorek Title: State Superintendent of Education	Middle Name: G Suffix:
Signature: _____	Date: 06/30/2010

ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Applicants should use this section to address the GEPA provision.

Attachment:
Title : LA GEPA
File : I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\LA TIF GEPA\LA TIF GEPA statement.doc

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENTS

SECTION 427 OF GEPA

In accordance with Section 427 of the General Education Provisions Act (GEPA), the Louisiana Department of Education ensures equity of access and participation of all persons – students, teachers, principals, district leaders – in all aspects of the *Louisiana Teacher Incentive Fund (LaTIF)* initiative. All activities of the *LaTIF* initiative and the Teacher Advancement Program (TAP) model integrated in LaTIF, are designed without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability, or age. All activities of the LaTIF initiative planning process and implementation process include equity concerns so as to involve full participation in the execution of the plan without barriers. The Louisiana Department of Education ensures that each participating school district will include a description of how each local applicant will comply with Section 427 in grant application each year of funding. The following strategies will be used to help comply with Section 427 of GEPA:

1. Information relative to participation in the program will be made available via both print and electronic media, as well as in technical assistance meetings to which all eligible participants will be invited.
2. All prospective high-need schools identified by local systems will be provided face-to-face technical assistance in the planning and implementation phases of the process to assure that all participating schools have equal opportunities to succeed.
3. Recruitment of mentor and master teachers, critical to the success of the program, will be statewide and widely publicized in statewide newspapers and on Teach Louisiana (www.teachlouisiana.net).

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Sheila		Talamo	

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* City: Baton Rouge

County:

* State: LA* Zip / Postal Code: 70804 * Country: **USA**

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(225)342-6975	(225)342-3385

Email Address:

SHEILA.TALAMO@LA.GOV

2. Applicant Experience

Novice Applicant [X] Yes [ ] No [ ] Not applicable

3. Human Subjects Research

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

[ ] Yes [X] No

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

[ ] Yes Provide Exemption(s) #:

[ ] No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:
Title :
File :

Project Narrative

Project Abstract

Attachment 1:
Title: **LA TIF Abstract** Pages: **1** Uploaded File: **I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\Narrative\LA TIFabstract_final.pdf**

Louisiana Teacher Incentive Fund Project Abstract

The Louisiana Department of Education (LDOE) is applying to the Teacher Incentive Fund under the Main Competition. LDOE will partner with the National Institute for Excellence in Teaching, an independent 501(c)(3) public charity, and eight Louisiana local educational agencies: Ascension Parish, Desoto Parish, Jefferson Parish, Pointe Coupee Parish, St. Helena Parish, St. Mary Parish, Tangipahoa Parish, and West Baton Rouge Parish. This partnership is requesting a TIF grant of $ 4[redacted] over five years for the implementation of a performance-based compensation system, *TAP: The System for Teacher and Student Advancement,* in 70 high-need partner LEA schools, impacting over 2,800 educators and 33,500 students. The goals to **(1) Increase the percent of effective educators in LEA partner schools, (2) Build the capacity of the partner LEAs to implement and sustain a performance-based compensation system for teachers and principals; and, (3) Increase student achievement in the partner LEAs** will be achieved through implementation of TAP.

Louisiana's proposed performance-based compensation system (PBCS) includes a significant differentiated compensation plan, aligned with the state's approach to reform and reliant upon value-added measures of student achievement. It is targeted to serve the highest need students through the recruitment and retention of effective teachers, strong evaluation systems, and high quality professional development. The intent of the project is to increase teacher effectiveness, thereby closing student achievement gaps and improving the educational experience for all students. It is designed to be self-sustaining—Louisiana is approaching this PCBS expansion with the goal of modeling a district-sustainable TAP system that is supported by non-TIF funds, so that beyond the period of the grant, reforms in teacher quality will continue.

Project Narrative

Application Narrative

Attachment 1:
Title: **LA TIF Narrative** Pages: **64** Uploaded File: **I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\July 5 final\Narrative_TIF_FINAL_070510.pdf**

Louisiana TIF Project Narrative

Introduction

The Louisiana Department of Education (LDOE) is applying to the Teacher Incentive Fund under the Main Competition.

In recent years, Louisiana has made great strides toward educational excellence, especially in its focus on teacher quality and creating a future where every child in every classroom is taught by an effective teacher. Bold reform in the area of teacher quality has set the stage for successful implementation of a comprehensive performance-based compensation system (PBCS). Louisiana has built a strong accountability system for teacher and leader preparation programs, beginning a decade ago and long before it became a focus of national attention. Using a nationally recognized, Value-Added Teacher Preparation Program Assessment Model, Louisiana assesses both undergraduate and alternative preparation programs every year. To date, Louisiana is the only state in the nation that has a statewide accountability model to identify and report on the effectiveness of every teacher preparation pipeline in the state.

Policy work has also addressed teachers already in the workforce. In 2002, the State Board of Elementary and Secondary Education (BESE) adopted a three-level licensure structure that ended lifetime certification of teachers and required renewal every five years. This licensure structure reflects the state's conviction that serving as an educator is a continuous process of renewal, growth and professional development that must be cultivated to ensure effectiveness. In addition, improving the pipeline through which teachers enter the state system has been addressed through policy that has created multiple alternate certification pathways that afford individuals with non-education degrees the opportunity to become certified teachers, expanding the prospects for potential effective teachers to work in the classroom.

Louisiana's progress has been recognized in ***Education Week***'s annual *Quality Counts* assessment, which addresses state-level efforts to improve public education. In 2002, Louisiana was ranked 16th in the nation for its efforts to improve teacher quality in terms of policy, law and practices. In the wake of bold reforms over the last decade, Louisiana's national ranking has been in the top 5 every year since 2005. Louisiana's efforts to provide quality learning opportunities and effective educators to all students remains at the forefront of state reform efforts. Louisiana's *Education Reform Plan* (Appendix A-7) is based on four critical areas. The first and foundational area is *Great Teachers and Leaders*: improve teacher and principal effectiveness based on performance, ensure equitable distribution of effective teachers and provide effective support to teachers and leaders. Louisiana's progress to date, and proposed future reforms, set the stage for the effective implementation of a PBCS called for in the state's *Education Reform Plan* and in the USDOE Teacher Incentive Fund initiative. The three other critical areas in the *Education Reform Plan* are: (1) *Standards and Assessments.* (2) *Turn Around the Lowest-Achieving Schools, and* (3) *Data Systems to Support Instruction*. The work toward innovation in these areas is also well underway.

Louisiana established a standards-based accountability plan superior to any other in the country in 1997. In 2003, the state made the bold move to takeover schools that have continued to fail academically utilizing a progressive turn-around strategy. It was then that Louisiana became recognized nationally as a model for accountability, high expectations, school turnaround and educational results. Louisiana recognizes that improving student learning and teacher effectiveness requires collecting, making accessible and using reliable data about student performance. Underlying Louisiana's reforms are the data systems that make analysis of trends, effectiveness and progress possible. Louisiana is one of a very few states with the current

capability to link teacher and student performance at the classroom level. The state's progress in this area ranks Louisiana second in the nation for ability to measure education progress (Editorial Projects in Education Research Center, 2009).

Louisiana has made great strides in advancing the quality of its education system to ensure that each child in Louisiana has access to a quality education. These innovations are firmly rooted in programs that place emphasis on teacher quality as a key factor in improving student achievement. However, with nearly 350,000 of the state's students living in poverty and an estimated 200,000 students in Louisiana still performing below grade level, there is still much work to be done, and the LDOE is continuing to advance and promote bold reforms. Most recently, Louisiana Act 54 (Appendix A-10) was passed in June 2010 requiring an annual evaluation of teachers and the statewide implementation of Louisiana's value-added assessment model. Under the law, student growth will be the basis of 50% of a teacher's evaluation.

As part of its larger-scale education reform plan, Louisiana has placed continued emphasis on improving teacher effectiveness as the greatest single factor in influencing student achievement. In 2003, Louisiana began piloting TAP™: The System for Teacher and Student Advancement, a comprehensive initiative proven to increase teacher effectiveness and increase the recruitment and retention of effective teachers. Louisiana is applying under the Teacher Incentive Fund to expand and enhance TAP, as part of its larger state-wide plan to improve education, ensuring an effective teacher in each classroom to increase student achievement. Under TIF, Louisiana proposes programming toward the following goals:

Goal 1: Increase the percent of effective educators in local educational agency (LEA) partner schools.

Goal 2: Build the capacity of partner LEAs to implement and sustain a performance-based compensation system for teachers and principals using the TAP System.

Goal 3: Increase student achievement.

In partnership with the National Institute for Excellence in Teaching (NIET), an independent 501(c)(3) public charity, Louisiana seeks to expand the TAP system to serve more than 2,800 educators and 33,500 students in 70 schools and 8 school districts through a grant from the Teacher Incentive Fund, but the overall goal is much more significant than simply expanding the number of TAP schools. Louisiana is approaching this proposal as an opportunity to build district capacity to sustain and support TAP. Louisiana has learned that real growth in TAP results from multiple layers of support – classroom, school, district, state, and national. This proposal will provide the eight targeted LEAs with a strategic plan for implementing a PBCS in their districts; moreover, these eight LEAs will serve as models of how district support and focus can advance the success of a PBCS. The approach to this proposal is deeply rooted in ensuring that TAP will continue to improve teacher effectiveness long after the grant period through a district TAP infrastructure that flourishes along with the state TAP infrastructure.

The partner LEAs have identified and agreed to a high standard of commitment and implementation in order to obtain their place in the proposed grant activities (Appendix A-4). They have identified targeted schools and provided a rationale for the selection of those schools. They have secured the support of district leadership, school leadership, unions (as applicable to specific LEAs), professional organizations and community leaders. They have developed a 5-year strategy for expanding TAP in the LEA, a plan that includes projected annual expenses for the five-year expansion and includes projected, specific revenue sources to meet those expenses. Each partner LEA participated in a full-day training during which they received financial

cost/revenue tools and templates that allowed them to design a budget for assuming increasing shares of the financial costs for the program, ultimately taking on the full cost at the district-level through non-TIF funds. The LEA PBCS Strategic Plan template and the individual LEA strategic plans are provided in Appendices A-5 and A-6, respectively.

Louisiana has excelled and broken new ground in education reform over the past two decades because state leaders realized that drastic change was needed. The expansion of TAP and creation of district capacity to support TAP is a building block to further increasing the quality of education for some of the nation's most at-risk children.

Alignment with Teacher Incentive Fund Priorities

Throughout this proposal, Louisiana will demonstrate how it will address the three absolute priorities and the three competitive priorities of the TIF Competition. The information below provides an abbreviated perspective of Louisiana's strategy as it relates to these priorities.

Priority 1 (Absolute): Differentiated Compensation for Effective Teachers and Principals

The TAP System that Louisiana will expand through this TIF proposal rewards, at differentiated levels, teachers and principals who demonstrate effectiveness by improving student achievement. A significant weight, 50% of the educator's differentiated compensation, is based on student value-added growth. The other 50% is based on observation assessments. In addition to the differentiated compensation provided to educators for their effectiveness as measured in terms of student growth and professional practices, TAP provides differentiated compensation to teachers who assume leadership roles. TAP master and mentor teachers have prescribed responsibilities that are defined specifically to increase effectiveness of other teachers in the school. In this proposal incentive amounts, for teacher and principal performance compensation, will be identified and shown to be substantial and relevant to effective practice.

Priority 2 (Absolute): Fiscal Sustainability of the Performance-Based Compensation System

Louisiana seeks to expand TAP as a sustainable PBCS by building district vision, leadership, and capacity to support the program with existing funds. Louisiana has grown TAP from five TAP schools in 2003-2004 to 41 TAP schools in 2009-2010. This growth has been accomplished with limited state funds, limited district support, and no previous TIF award. Rather, Louisiana's early efforts have focused on working with individual schools to redirect existing resources to TAP implementation. A TIF award, along with Louisiana's experience and success in building and sustaining TAP with existing school resources, will allow the state to substantially extend TAP's long-term impact by building district capacity and fiscal sustainability to implement TAP. Each LEA partner has submitted projected costs associated for the PBCS implementation during the project period and beyond, and each has accepted the responsibility to provide differentiated compensation to teachers and principals. As districts participate through the TIF, they will provide an increasingly greater share of the performance-based pay paid to teachers and principals, ultimately fully absorbing the costs for the program. Louisiana seeks to not only sustain the program in districts participating under TIF, but to have these districts serve as models for additional districts to implement and sustain TAP at the district level. A template provided by the state to LEAs to budget for long-term TAP implementation is included in Appendix A-5.

Priority 3 (Absolute): Comprehensive Approaches to the PBCS

Louisiana TIF provides a PBCS that is aligned with the state's broader strategy for strengthening the educator workforce and is an integral component of the state's comprehensive and aggressive approach to broad educational reform. Louisiana's *Education Reform Plan* is based on increasing the effectiveness of educators to create a new reality for Louisiana's

children. The implementation of a PBCS is a key element to this plan. In addition, the goals and activities of Louisiana TIF complement the recently enacted Louisiana Act 54 (Appendix A-10) and the 2009-2010 recommendations of the state's Blue Ribbon Commission for Educational Excellence (Appendix A-8). TAP aligns performance pay with teacher career advancement, highly effective professional development, and meaningful evaluations. Professional development is informed by the outcomes of teacher evaluations at the individual and school-wide levels. Louisiana TIF will balance Louisiana's ongoing efforts to strengthen the educator workforce, using data and evaluations for professional development, as well as retention and tenure decisions, well beyond the duration of the grant. This application will highlight TAP's comprehensive approach to the PBCS, as well as the integration of the PBCS with the state's overall approach to reform.

Priority 4 (Competitive): Use of Value-Added Measures of Student Achievement

Since 2004, Louisiana's TAP schools have effectively and successfully used the Williams Sanders value-added measures of student achievement to inform the differentiated compensation awards to TAP educators. At least half of the performance incentives for teachers and principals in TAP schools are linked to value-added data. These value-added measures have been accomplished using the robust data systems within the LDOE and a partnership agreement with SAS® EVASS®. In addition, already underway within the LDOE, as part of the **state's** *Education Reform Plan*, is the development of a statewide value-added measure system (based on the Sanders model) that will extend value-added measures to schools statewide. This application will propose the continued use of the SAS® EVASS® value-added method during TAP expansion, with a transition by the end of the grant period to the statewide value-added system. This application will also explain how, within TAP, there are communication tools that

allow districts and the state a means to explain the value-added model to teachers and to enable them to use the data to improve instruction.

Priority 5 (Competitive): Recruitment and Retention to Serve High-Need Students

Successful implementation of a TAP System has resulted in positive outcomes in recruitment and retention. TAP principals report the programs positive impact on teacher recruitment, citing more and better qualified applicants (Agam, Reifsneider & Wardell, 2006). In national surveys of TAP teacher attitudes, 70% of teachers in TAP schools report high levels of collegiality and job satisfaction (Agam, Reifsneider & Wardell, 2006). Louisiana will implement TAP, based on the methods that achieved these positive retention and recruitment outcomes. Poverty and high-need are a stark reality in Louisiana, and Louisiana's children are among the highest-need in the nation. The vast majority of schools in Louisiana are high-need, and all schools included in this application are exceptionally high-need. Louisiana TIF will utilize TAP strategies that will better recruit and retain effective teachers for high-need students and in hard-to-staff subjects and specialty areas in the state's very high-need schools. Additionally, Louisiana will create a signing bonus pool to participating districts for the purpose of providing incentives to applicants for hard-to-staff subjects and specialty areas.

Priority 6 (Competitive): New Application to the Teacher Incentive Fund

Louisiana is a new applicant to the Teacher Incentive Fund.

Core Elements

Louisiana meets all of the Core Elements of a PBCS for the Teacher Incentive Fund and does not require a planning period to precede implementation. A brief explanation of how these core elements are currently being addressed is provided below. Later in the application, these core elements will be revisited and expanded upon within the Program Design narrative.

Core Element 1: A Plan for Communicating

Louisiana utilizes a multi-pronged approach to communicate the components of TAP to teachers, administrators, and the community-at-large. A key component of the state's efforts is Louisiana's Pre-TAP school initiative. Through Pre-TAP, teachers and administrators at interested schools study TAP for one year. The study includes coordinated field trips to practicing TAP schools, overview presentations to the entire faculty, and state-sponsored workshops around key TAP elements. In addition, the state TAP team provides a schedule of TAP school visits for state policymakers, university faculty, and other educational stakeholders. These visits communicate TAP in ways that far exceed printed information or oral presentations. Participants "see TAP in action" and hear directly from those who are implementing the PBCS at the ground level. Also, TAP informational workshops are held every January – March for the purpose of providing interested educational leaders with an in-depth look at the TAP System in Louisiana. During 2010, four of these informational workshops were attended by more than 400 participants. The Louisiana TAP website, http://www.doe.state.la.us/lde/tap/tap.html, provides interested stakeholders with extensive information on TAP efforts and success in Louisiana. Louisiana TIF will expand upon the communications plan that is already effectively underway.

Core Element 2: Involvement and Support

Since its inception of TAP, Louisiana has acknowledged the importance of the involvement of teachers and principals. Every TAP school in Louisiana must submit an application that documents (1) a teacher vote in support of TAP implementation (Appendix A-15); (2) a signed principal commitment form; and, (3) a signed district superintendent commitment form. In addition, through this TIF proposal, partner districts have signed memorandums of agreement (Appendix 3) and secured support of their school board, principals,

district leaders, multiple community leaders, and unions, as applicable (Attachment 1, *Letters of Commitment*). Through TIF, involvement and support will be strengthened and expanded.

Core Element 3: Evaluation Systems

Rigorous, transparent, and fair evaluation systems are integral to Louisiana's TAP initiative. TAP evaluation is based on an objective, research-based set of rubrics. Evaluations occur a minimum of four times per year and are performed by multiple, trained evaluators. In the Project Design section, this application will detail the current evaluation process and document the system's objective, evidence-based rubric, the process for multiple evaluations by trained individuals, and the collection and evaluation of additional forms of evidence.

Core Element 4: Data Management

As evidenced in Louisiana's successful implementation of TAP, in particular the performance pay component of TAP, Louisiana has a data-management system that can link student achievement data to teacher and principal payroll and human resources systems. The LDOE data system is used in combination with SAS® EVASS® and a third party web-based application, the Comprehensive Online Data Entry system (CODE). CODE tracks evaluation scores and value-added data to determine differentiated compensation payouts. This capacity is already being used in current TAP schools, and this application will further describe the system.

Core Element 5: Plan for ensuring that teachers and principals understand specific measures and receive professional development to use data generated by these measures

The TAP System incorporates a full complement of strategies to ensure that teachers and principals understand the specific measures that are used and receive professional development to effectively utilize the data generated by these measures. These strategies include (a) an eight-day TAP Core Training required of leadership team members at all TAP school prior to TAP

implementation; (b) the TAP Evaluation and Compensation (TEC) guide and training provided to all TAP schools; (c) TAP Start-Up School Workshops; (d) TAP Master Teacher and Principal Networking and Support Meetings throughout the year; and (e) weekly cluster meetings for all TAP educators. This application will illustrate the alignment of professional development, effectiveness measures, and the use of these tools to improve practice.

SELECTION CRITERIA 1: Need for the Project (10 points)

The Louisiana TIF project involves eight local educational agencies (LEAs) across the state, 70 schools (from primary through high schools), 2,800 professional educators (teachers and administrators), and 33,500 students who come from high-poverty, high-minority families and communities. The participating districts and schools have demonstrated high need for a program with TIF goals. They share similar challenges such as low student achievement, high teacher turnover, low socioeconomic status (on average, more than 77% of the students are eligible for free and reduced price lunch), and high minority populations (on average, more than 68% of the students represent minorities). Each of the eight partner LEAs – Ascension Parish, DeSoto Parish, Jefferson Parish, Pointe Coupee Parish, St. Helena Parish, St. Mary Parish, Tangipahoa Parish, and West Baton Rouge Parish – face unique challenges in increasing student achievement and in recruiting, supporting, and retaining effective teachers and principals. The partner districts represent both small and large school districts in rural, urban, and suburban locations. In addition, the partnership is representative of Louisiana in terms of demographics and geographic locations, which makes our project more replicable across the state.

Sub-Criterion 1.1: Recruitment/Retention of Effective Educators in High-Need Schools

Teachers are the most important school-based factor affecting student achievement (Hanushek & Rivkin, 2006), but all too often, students in high-need schools have less effective

teachers. Research demonstrates that several consecutive years of highly effective teachers can produce substantial learning gains and close achievement gaps (Sanders &Rivers, 1996; Hanushek & Rivkin, 2006), yet many schools and districts lack the resources and capacity to identify, recruit, develop, reward and retain highly effective teachers. This lack of a consistent, experienced, and effective teaching force contributes to the achievement gap and fails the neediest students. The need for effective teachers is even greater in high-needs schools with low-income and high-minority populations where teachers are often likely to be new or leave after two to three years due to working conditions and other factors.

Teacher experience and turnover rates at the schools targeted in the Louisiana TIF application demonstrate the challenge of providing the students most in need with effective teachers. Currently, one-third of the teachers in the participating schools have turned over in the last three years. Moreover, more than one-fourth of them have less than five years of teaching experience. A few examples further exemplify the magnitude of this problem.

- St. Helena Central High, St. Helena Parish: 55% of the teachers with less than 3 years at the school and 71% with less than 5 years of experience, serving 320 students with 99% minority, 88% free/reduced lunch (FRLP), 53% below proficient in math and 70% below proficient in ELA.
- Donaldsonville High, Ascension Parish: 54% of the teachers with less than 3 years at the school and 34% with less than 5 years experience, serving 626 students with 93% minority, 83% FRLP, 54% below proficient in math, 66% below proficient in ELA.
- Mansfield Elementary, Desoto Parish: 50% of the teachers with less than 3 years at the school and 40% with less than 5 years of experience, serving 913 students with 89% minority, 93% FRLP, 58% below proficient in math,56% below proficient in ELA.

These profiles are typical of the schools that will be served by Louisiana TIF and indicate the breadth and depth of the need in the seventy targeted schools.

The current challenges of recruiting, supporting, and retaining effective teachers are compounded by the lack of district-wide policies that allow schools and districts to differentiate between effective and ineffective teachers, as well as their lack of aligned systems to develop and retain the most effective teachers. As outlined in the table below, the partner districts do not have key policies in place to differentiate effective from ineffective teachers, to provide the incentives for teachers to advance professionally through expanded career opportunities, or to recognize and reward teaching excellence.

District Policies	Ascension	DeSoto	Jefferson	Pt Coupee	St Helena	St Mary	Tangipahoa	W Baton Rouge
Career advancement w/in the classroom	No	No	No	No	No	No	No	No
Multiple classroom observations per year for all teachers	No	No	No	No	No	Yes	No	No
Trained and certified evaluators	No	No	No	No	No	No	No	No
Student growth data used in evaluating teacher effectiveness	No	No	No	No	No	No	No	No
Multiple measures (any) used on annual basis to evaluate teacher effectiveness	No	No	No	No	No	No	No	No
Weekly professional development on school site	No	No	No	Yes	No	No	No	Yes
Reward teachers for effectiveness with performance-based compensation	No	Yes	No	No	No	No	No	No

In addition to the lack of aligned, effective policies, partner schools are challenged to hire, retain or build effective teachers in hard-to-staff subjects such as math, science, and special education. For example, the need for more effective math teachers is evident in the performance of the students: Overall, 40.5% of the participating schools' students are performing below

Basic on math in tested grades on the state achievement tests. The state average is 33% of the students scoring below Basic. None of the participating districts employ recruitment practices that promote hiring incentives for hard-to-staff and high-need subjects/schools.

A growing body of research indicates that strong school leadership is critical to teacher retention. In addition to high teacher turnover, high principal turnover has been linked to low student achievement and is common in high need, hard-to-staff schools. In an effort to reduce principal turnover rates, the Louisiana TIF grant will enhance the TAP model to provide incentives to retain effective principals in these high need schools.

TAP, the performance-based compensation system proposed in the Louisiana TIF application, provides partner districts and the targeted schools within those districts with an exceptional and integrated approach to human capital development policies and practices and, in doing so, helps schools align and integrate their overall operations so both teachers and students can succeed. TAP increases teacher effectiveness first by developing the effectiveness of individual teachers, and second by contributing to greater retention of effective teachers and greater turnover of ineffective teachers. Louisiana TIF will address the critical need for effective teachers in the partner districts.

Sub-Criterion 1.2: Student Achievement

Student achievement performance in the targeted schools further substantiates the need for the proposed PBCS. Often, the most experienced, effective teachers go to more affluent districts (Clotfelter et al., 2007) and higher achieving schools (Boyd et al., 2005). Therefore, high-need students do not receive an equitable education, and their achievement falls behind their more affluent peers. Louisiana is applying for the TIF to expand and enhance the TAP

system in 70 high-need schools in eight districts. For the purposes of identifying need and comparable data, this application will use state and district averages for comparison.

In Louisiana, 50.8% of students are minorities, yet the minority students impacted by this proposal total 68.17%. 63.2% of Louisiana students qualify for Free or Reduced Lunch, but that figure leaps to 77.29% in the schools included in this program. Not only do the students in the participating schools exceed state averages for risk factors traditionally associated with low educational achievement, their educational attainment data show that they are falling behind the students in the rest of the state. As illustrated below, 41.43% of the students impacted through this proposal are scoring below Basic in English and 40.10% below Basic in Math. The state numbers are substantially better: 33.2% below Basic in English, and 33% below Basic in Math.

District	**Number of TIF Students**	**2009-10 (%) Free or Reduced Lunch**	**2009-10 (%) Minority**	**2009-10 (%) Below BASIC in ELA**	**2009-10 (%) Below BASIC in Math**
Ascension	2,742	85.91%	81.15%	54.50%	54.14%
DeSoto	4,769	65.69%	51.89%	38.51%	37.74%
Jefferson	9,651	75.97%	69.97%	41.63%	39.53%
Pointe Coupee	2,681	74.35%	61.39%	40.05%	41.83%
St. Helena	763	93.23%	95.52%	86.84%	62.29%
St. Mary	3,121	75.45%	65.66%	40.20%	35.93%
Tangipahoa	7,166	85.98%	76.87%	38.87%	41.42%
West Baton Rouge	2,730	71.30%	56.24%	29.43%	25.55%
TOTAL TIF	**33,623**	**77.29%**	**68.17%**	**41.43%**	**40.10%**
State Totals	681,038	63.2%	50.8%	33.2%	33%

The magnitude of student need is even more apparent when the above chart is expanded to provide specific school level data for <u>each</u> of the seventy targeted schools in relation to the other schools in their respective district. (See *High Needs School Documentation, Attachment 2.*) All schools in the Louisiana TIF partner LEAs serve a free or

reduced-price lunch (FRPL) population above 50% with several schools (26) serving at or above 90%. Almost all schools serve minority populations above their district averages, and most schools are primarily comprised of minority students.

The achievement level for the economically disadvantaged, minority populations in the targeted schools is grim. Twenty-three (23) of the schools have 50% or more of their students achieving below Basic in ELA and 24 of the schools have 50% or more of their students achieving below Basic in math. All Louisiana TIF campuses demonstrate a critical need to increase student achievement. The need becomes more sharply focused with a few examples:

- At Stella Worley Middle School in Jefferson Parish Schools, where 93% of the students are economically disadvantaged and 73% are minority, only 49% passed the state assessment in ELA and only 54% passed mathematics. Worley's most recent School Performance School of 60.9 places it in jeopardy for state takeover.
- At Rosenwald Elementary School in Pointe Coupee Parish System, 56% of the students scored below Basic in ELA and 58% below Basic in Mathematics. 99% percent of Rosenwald's students are minority and 89% are economically disadvantaged.
- At Port Allen Middle School in West Baton Rouge Parish School System, 84% of the students are low SES, and 86% are minority. The passage rate for these middle school students was 32% passing math and 40% passing ELA.

The state proposes funding under TIF for the implementation of a PBCS to impact students who are performing, on average, 20-25% below the state average. Louisiana's children are already behind most of the nation, and this proposal seeks to impact the nation's highest-need students.

SELECTION CRITERIA 2: Project Design (60 points)

In the past two decades, Louisiana has made several challenging, unprecedented, high-result changes to advance its education system. The Louisiana *Education Reform Plan* outlines a continuing strategy for increasing student achievement, and a PBCS is central to the plan. To complement the *Education Reform Plan*, the Louisiana TIF proposal is based on the components of a proven PBCS, the TAP System. This system emphasizes differentiated compensation, accountability, on-the-job support and career paths to motivate and develop effective employees.

Louisiana recognizes that the single greatest factor in student achievement lies in the effectiveness of teachers and leaders. Louisiana further recognizes that improving student learning and teacher effectiveness requires collecting, making accessible and using reliable data about student performance (Wright, Horn and Sanders, 1997; Rivkin, Hanushek and Kain, 2001; Rowan, Correnti and Miller, 2002; Rockoff, 2004; Gordon, Kane, and Staiger, 2006).

With this focus on teacher and principal effectiveness, Louisiana has embraced TAP™: The System for Teacher and Student Advancement. TAP is a proven, cost-effective teacher effectiveness reform model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive compensation. Developed by the Milken Family Foundation and designed to attract, develop, motivate, and retain high-quality teachers in high-need schools, TAP is now operated by the National Institute for Excellence in Teaching (NIET). Nationally, TAP has achieved consistent student academic achievement growth in high-need schools over multiple years and has increased the retention of effective teachers while reducing the retention of ineffective teachers (Daley and Kim, 2010). This success has been particularly evident in Louisiana's implementation of TAP.

An independent study of TAP schools in Louisiana covering 2004 through 2009 (Kirby, 2009) found that TAP schools closed achievement gaps by surpassing the growth of non-TAP schools statewide. In 2008-2009, in eight of sixteen grade-subject combinations studied (e.g. 9th grade Math, 9th grade English, etc.), TAP schools at least doubled the state rate of gains in the percent of students scoring Basic or above. In all but two of the sixteen grade-subject combinations, TAP met or exceeded the state rate of gains. Averaging over all grades, this represents a TAP effect of more than two-thirds higher than statewide gains in the percent of students scoring Basic or above. This exceptional growth occurred in TAP schools that have a much larger minority population (86.8%) and more economically disadvantaged (low SES) students (87.0%) than the state average (51% and 65% respectively). Thus, TAP has meaningfully closed achievement gaps for low SES and minority students.

These results, the grave student need, and the reform climate in the state support the proposed strategic growth of TAP in Louisiana. Across the 8 partner districts, this TIF proposal will support 19 TAP Schools in 2010-2011, 45 TAP Schools in 2011-2012, and 70 TAP Schools in 2012-2013 and beyond.

The diagram below illustrates the four TAP Elements of Success, distinct but related elements designed to increase teacher effectiveness, impact student achievement, and increase recruitment and retention of effective educators. The TAP System addresses the most important element in a school – human capital – and it does so by working with teachers and principals to systematically increase their skills and thereby increase student achievement. Often school systems and schools try to increase teacher effectiveness by addressing one aspect of the problem, such as evaluation.

They then discover that to solve one problem, they create another. For example, a new evaluation tool might not result in any real change if there are not sufficient trained and certified evaluators to apply the tool or time in the schedule for meaningful evaluations, feedback and follow-up support. TAP approaches the multifaceted problem of teacher and principal effectiveness with a multifaceted and aligned approach. TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating educator talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools.

Multiple career paths: The TAP model allows teachers to serve in advanced capacities as master and mentor teachers. Master and mentor teachers receive higher compensation with the added responsibilities of providing support to career teachers (regular classroom teachers). Master and mentor teachers form a leadership team, along with the principal, to deliver school-based professional support and to conduct classroom observations. Providing powerful opportunities for professional leadership increases teacher retention, builds instructional capacity and recruits highly effective educators to TAP schools as master and mentor teachers.

Master teachers plan and deliver weekly professional development through cluster groups, provide ongoing coaching of teachers, teach model lessons, observe classroom instruction, and analyze data to identify student and teacher needs. Mentor teachers maintain their own classrooms, but they are released several hours a week to provide classroom support for career teachers, to collaborate with master teachers in the planning of professional development, and to conduct evaluations.

Participating LEAs will position master and mentor teachers at each TAP school. Given the level of instructional leadership required of master and mentor teachers, only highly effective

teachers are placed into these positions. Master and mentor teachers receive annual stipends based on their performance of these new roles.

Ongoing applied professional growth: Ongoing applied professional growth means that teachers receive continuous, job-embedded development during the regular school day focused on specific student and teacher needs. Master and mentor teachers, in cooperation with the school's leadership team, lead weekly cluster group meetings. In cluster groups, which bring together teachers in specific disciplines or grade levels, teachers work together to examine student data, plan collaboratively and learn instructional strategies specific to the issues being addressed and that are research-based and field-tested best practices. Master and mentor teachers provide further support at the classroom-level. The role of high quality professional growth opportunities will be further explained in Sub-Criterion 2.5 (pages 39-47).

Instructionally focused accountability: Instructionally focused accountability consists of formal and informal classroom observations conducted by trained and certified mentor and master teachers and the principal. TAP has developed a rigorous, transparent, research-based, fair evaluation system that differentiates effective from ineffective teachers. Teachers in Louisiana TAP schools are observed four or more times per year by multiple certified evaluators. Leadership teams monitor the reliability and consistency of evaluation scores checking for inter-rater reliability and allowing for meaningful differentiation in teacher effectiveness. The pivotal role of the TAP evaluation process will be more fully delineated in Sub-Criterion 2.1 and 2.3.

Performance-based compensation: Performance-based compensation recognizes student learning growth and instructional/teaching performance with performance pay incentives. Educator effectiveness in TAP is evaluated using multiple measures: classroom observation scores, classroom achievement growth, and school-wide achievement growth. Achievement

growth is measured using value-added methodology, which measures student growth over the year as opposed to a level of attainment. The combined potential of these performance pay incentives and salary augmentations for master and mentor teachers affords teachers in TAP schools the opportunity to earn up to 20% above base pay.

The comprehensive and integrated nature of the TAP System, along with Louisiana's early successes with TAP implementation, supports Louisiana's decision to submit a TIF proposal that ***strategically expands*** (increases in number) ***and enhances*** (adds administrator compensation and a district focus) ***TAP*** as a vehicle to advance Louisiana's reform efforts. The strength of TAP as the core of the Project Design will be explained in Sub Criteria 2.1-2.5.

Sub Criterion 2.1: Strategy for improving the process of rewarding teachers/principals in high-need schools based on effectiveness, determined in significant part by student growth.

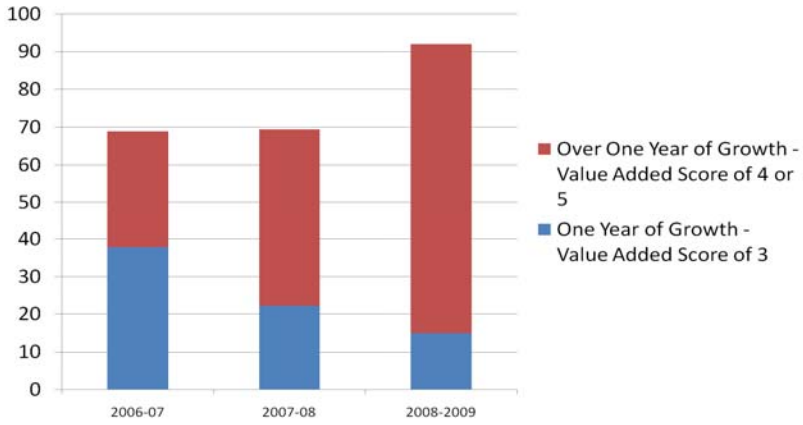
As cited earlier, Louisiana's broader educational reform efforts call for evaluation systems that reward and recognize educators based on their effectiveness as measured in a significant amount by student value-added growth. This direction is called for in the Louisiana *Education Reform Plan*, the 2010 recommendations of the Louisiana Blue Ribbon Commission on Educational Excellence, and in Act 54 of the 2010 Louisiana Legislature. The TAP System, which is the foundation of the Louisiana TIF proposal, provides a structure and a tested and proven process for such a system of rewards.

Methodology that includes valid and reliable measures of student growth

The enhanced TAP system, proposed in this application, uses multiple valid and reliable measures to evaluate teacher <u>and</u> principal effectiveness: (1) value-added student growth assessments, and (2) classroom/school observations. TAP uses a statistical method called "value added" to measure the contributions of teachers and schools to student achievement growth

during a school year. This method requires matching each student's statewide assessment test scores to his or her own previous scores in order to measure the student's progress during the year – not only the student's attainment at the end of the year. Value-added separates the impact of a school year on a student from the student's prior experiences in and out of school, individual characteristics, socioeconomic status and family conditions. As a result, schools and teachers can become more accountable for how well they teach rather than how advantaged or disadvantaged their students were at the beginning of the year. Value-added data report how much the teacher and school have contributed to student learning compared to other schools and teachers with similar students. Value-added data, measured at the classroom and school levels, accounts for half of teacher and principal annual pay incentives under the proposed PBCS.

Louisiana's experience with measuring value-added student growth in TAP schools to inform differentiated compensation provides evidence of the power of the comprehensive TAP system to improve student learning. When calculating value-added school scores, a value-added score of "3" indicates that students grew an expected year's growth; a score of "4" or "5" indicates growth 1 and 2 standard deviations above a year's growth, respectively. In 2006-2007, over 68% of the Louisiana TAP schools demonstrated student growth of at least one year, with 31% demonstrating over one year of growth (i.e. value added scores of 4 or 5). In 2007-2008, over 69% of the Louisiana TAP schools demonstrated student growth of at least one year, with 47%



demonstrating over one year of growth (value added scores of 4 or 5). In 2008-2009, over 92% of the schools demonstrated student growth of at least one year, with 77% demonstrating over one year of growth. (*Source: SAS® EVAAS®, North Carolina)*

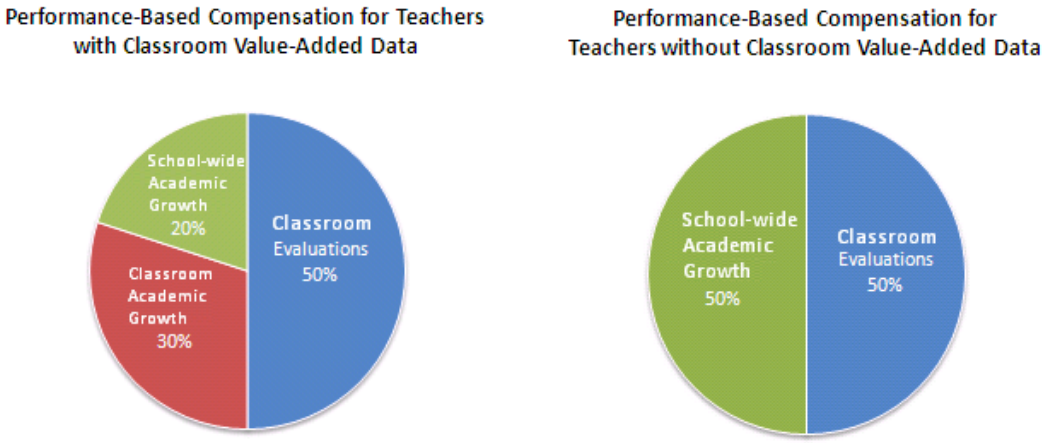
Along with value-added scores as a metric of teacher effectiveness, teacher effectiveness in TAP schools is measured by meeting or exceeding proficiency in SKR scores (Skills, Knowledge and Responsibilities). Further explanation of the TAP classroom observation instruments and process is provided in Sub-Criterion 2.3. It is significant to note at this time that in TAP schools, higher classroom observation scores for teachers during the school year are associated with higher value-added assessment scores for their students at the end of the year (using data for 1,780 teachers in 2006-2007 and 2007-2008). The relationship between teacher observation scores and student achievement growth holds true regardless of the school's overall level of performance (Daley & Kim, 2010). This provides an important validation of the TAP system's teacher evaluation process and its link to improved student achievement. It also illustrates that TAP uses valid and reliable measures to assess student growth and teacher effectiveness. The TAP SKR Score (from classroom observations) measures the same thing as the value-added score – excellence in teaching. When teachers demonstrate strong instructional practices as measured by the TAP evaluation methods and rubric, their students show higher academic growth. The methodology used in the TAP performance compensation system to determine educator effectiveness includes valid and reliable measures of student growth.

Awards of sufficient size and for which educator effectiveness is clearly defined for the PBCS

The proposed enhanced TAP system rewards teachers and principals in multiple ways for their effectiveness. Additionally, the rewards proposed as part of the Louisiana TIF application are of a size and nature to affect the behavior and decisions of the impacted educators. On an

annual basis, all teachers and principals may earn rewards for increasing school-wide student academic growth. Teachers are also eligible for awards based on the growth of students in their individual classrooms, and the results of their multiple classroom evaluations.

In Louisiana TIF, TAP teachers will draw from a performance incentive pay pool of $2,500 per teacher – 5% of the average Louisiana teacher base pay. Actual performance amounts for teachers will vary based on teacher effectiveness. Historically, in Louisiana TAP schools there has been a wide variation in annual bonus amounts for TAP teachers, ranging from $0 to over $6,800. For teachers in tested subjects and grades, 50% of the annual incentive award is based on student growth (split 30% classroom and 20% school-wide), and 50% on the evaluation score. For teachers in non-tested subjects or grades, 50% by their evaluations and 50% on school wide value-added growth. The diagram below illustrates that distribution.



For principals and assistant principals in Louisiana TIF, TAP schools will put $10,000 and $5,000, respectively, into the principal and assistant principal performance incentive pools. Bonus amounts will be awarded based on principal and assistant principal effectiveness as measured by multiple observation tools and school-wide value-added student growth, as well as additional leadership measures. Leader (principal and assistant principal) effectiveness will be calculated in a manner that parallels the methodology of teacher effectiveness: 50% based on

student achievement growth as evidenced in the school-wide value-added score and 50% based on leader performance as evidenced in multiple observations. For principals, the 50% leader performance component will be calculated using the Vanderbilt Assessment of Leadership in Education (VAL-ED) instrument (30%) and the TAP Annual Review (20%). For assistant principals, the 50% leader performance will be calculated using the TAP Annual Review (since the VAL-ED instrument is not validated for principal leadership).

VAL-ED is a paper and on-line assessment which utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures core components and key processes. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. Key processes refer to how leaders create those core components. Effective learning-centered leadership is at the intersection of the two dimensions: core components created through key processes. The conceptual framework for VAL-ED is based on a review of the learning-centered leadership research literature and alignment to the Interstate School Leaders Licensure Consortium (ISLLC) standards. As with other aspects of Louisiana TIF, Louisiana is well-positioned for the use of the VAL-ED instrument as a measure of principal effectiveness. It has been piloted in over 100 Louisiana schools during the past two years as part of the state's Wallace Leadership Grant and is supported by both the Board of Elementary and Secondary Education (BESE) and Board of Regents (BoR).

In addition to the VAL-ED instrument, the TAP Annual Review will inform principal and assistant principal effectiveness. The TAP Annual Review measures how fully and effectively TAP is being implemented at a school site. It consists of both quantitative and qualitative components. The quantitative indicators address practices and outcomes related to training,

certification and basic implementation and structure of the four TAP elements. The qualitative indicators include practices and outcomes related to cluster group operations, master/mentor instructional leadership, principal leadership, cluster meetings, and leadership team meetings. The Annual Review is conducted by TAP state staff, over multiple site visits and observations. The *TAP Program Review: School Guidance Booklet* describes the nine Quantitative Indicators and the five Qualitative Indicators (Appendix A-11).

Each educator must meet minimum effectiveness definition/standards to be eligible to earn portions of the award set aside for each criterion. For the observation component in which a five-point rating scale is used, career teachers must earn an SKR score of no less than 2.5, mentor teachers no less than 3.5, and master teachers no less than 4. For the student value-added growth portion (classroom and school), a value-added score of no less than 3 must be obtained. A similar model is applied to principals (Appendix A-13).

Significant performance pay incentive pools will be generated based on the $2,500 per teacher allocation, $5,000 per assistant principal, and $10,000 per principal. These amounts were selected based on their relationship to average base salary in Louisiana, Louisiana's early experience with TAP implementation, and current best research in regards to "sufficient size of performance pay." As the following chart indicates, the per educator performance pay pool amounts represent a minimum of 5% of the current average salary.

Position	Average Salary	Incentive Pay	Percent of Salary
Teacher	[redacted]		
Assistant Principal			
Principal			

Although research is limited in this area, there is agreement that incentives must be large enough to matter to educators or they will have little effect on their performance. Research also

suggests that it is important to recognize short- and long-term effects of incentives when determining how large the incentives need to be. The incentive serves dual purposes in that regard: a motivation effect for those currently in the work force and a recruitment effect for those who might consider joining the teaching force. McAdams and Hawk (1994) found that the median target payout in many private-sector bonus plans studied was 5%. Additional research recommends that for bonuses to have motivational value they must be a meaningful addition to teacher compensation, at least 5 percent of base pay (Heneman and Milanowski, 1999). Odden and Wallace (2007) offers similar guidance, citing that "a general principle is that the average bonus awards should be at least between 4 and 8 percent of base pay."

In addition to the performance pay pool amounts, the proposed Louisiana TIF will provide additional differentiated compensation in the form of a salary augmentation to teachers who take on additional job responsibilities and leadership roles as master and mentor teachers. TAP master and mentor teachers are hired through a competitive, performance-based selection process. These teacher leaders can be from within or from outside schools or districts. They must have expert curricular knowledge, outstanding instructional skills, and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to have a longer work year. Master and mentor teachers form a TAP Leadership Team with the principal. The TAP Leadership Team members drive school planning, lead weekly professional development sessions and become trained teacher evaluators. Mentor and master teachers in the Louisiana TIF TAP schools will receive annual $5,000 and $10,000 salary addendums, respectively. **Combining these opportunities, teachers in TAP schools could earn up to 20% or more above base pay.**

Through Louisiana TIF, participating LEAs will be granted the full cost of these differentiated compensation pools for the first year. In subsequent years, participating LEAs are required to take on the cost of these pools with other funding streams at levels increasing by 20% in the second year of TIF and 10% each subsequent year, until ultimately absorbing the cost entirely in Year Five of the grant.

In addition to TAP's differentiated compensation structure, the Louisiana TIF application proposes an auxiliary incentive – a pool of $6,000 annually in recruitment incentives for each campus during the first two years. As mentioned earlier, the majority of the TIF campuses struggle with teacher recruitment and retention. The purpose of the recruitment incentive pool is to attract effective teachers to TIF schools – particularly in hard to staff subjects such as mathematics, science, and special education. The recruitment incentive pool will be used to provide bonuses in amounts not less than $[redacted] and no more than $[redacted] o teachers who have proven to be effective in increasing student achievement seeking employment in a Louisiana TIF schools. The specific compensation amounts will be determined by the school and district based on need and priority will be given to hard-to-staff subjects areas for teachers.

Sub Criterion 2.2: Support of teachers, principals, certified personnel and unions.

Louisiana's proposal to expand TAP addresses involvement of stakeholders at the state, district and school levels. Extensive support has been part of Louisiana's early and continuing implementation of TAP. The number of TAP schools in Louisiana is now 8 times greater in 2009-2010 than in 2003-2004, an indicator of its acceptance and popularity among educators who elect to be part of the comprehensive PBCS provided through TAP. More recently and specifically for the purposes of this application, broad-based district and school communications and support have been a high priority.

Support of State-Level Educators, Educational Leaders, and Policymakers

The Louisiana Blue Ribbon Commission for Educational Excellence, created by the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) during April of 1999 to develop recommendations to recruit, prepare and retain quality teachers and principals, has continued to meet on a yearly basis to develop recommendations to improve the effectiveness of teachers and educational leaders. The Commission includes 38 members including two members of the BoR, two members of the BESE, the State Superintendent of Education, school district staff, principals, teachers, university representatives, school board members, parents and community representatives, the Louisiana Federation of Teachers President, Director of Instructional Advocacy for the Louisiana Association of Educators, and the Executive Director of the Associated Professional Educators of Louisiana (Appendix A-9).

The Commission made one central recommendation in its 2009-2010 Educational Excellence Report: To support the use of a Comprehensive Teacher Compensation Framework and a corresponding Action Plan to enhance teacher effectiveness and improve student achievement in Louisiana. The Framework specifically called for increased use of PBCSs citing TAP as an example of an effective system that would address all requirements of the framework. The Commission's recommendation was adopted by the BESE and the BoR. Through the work of the Blue Ribbon Commission, teachers, principals and other personnel have been involved in the development of Louisiana's plan to expand PBCSs through programs such as TAP.

In addition, broad-based support at the state level is built through periodic, hosted site visits to TAP schools for State Board members, higher education leaders and faculty, legislators, professional organization members, union leaders, and upper level leaders in the State Department of Education. Site visits allow educational "movers and shakers" to witness TAP in

action – attend cluster meetings and debriefings, observe TAP classrooms, and interview TAP educators. These visits serve to build knowledge, understanding and support of the TAP System and the ways in which TAP supports teacher growth and student achievement.

For the purposes of the expansion of TAP through this TIF proposal, in addition to letters of support from school/district stakeholders, letters of support have been offered from members of the U.S. Congressional delegation, the Governor, chairs of the Louisiana House and Senate Education Committees, the Louisiana Association of Principals, the Louisiana School Board Association, Associated Professional Educators of Louisiana, the La Association of Business & Industry, and the Council for a Better Louisiana. (See *Letters of Commitment,* Attachment1.)

District and School Level Support

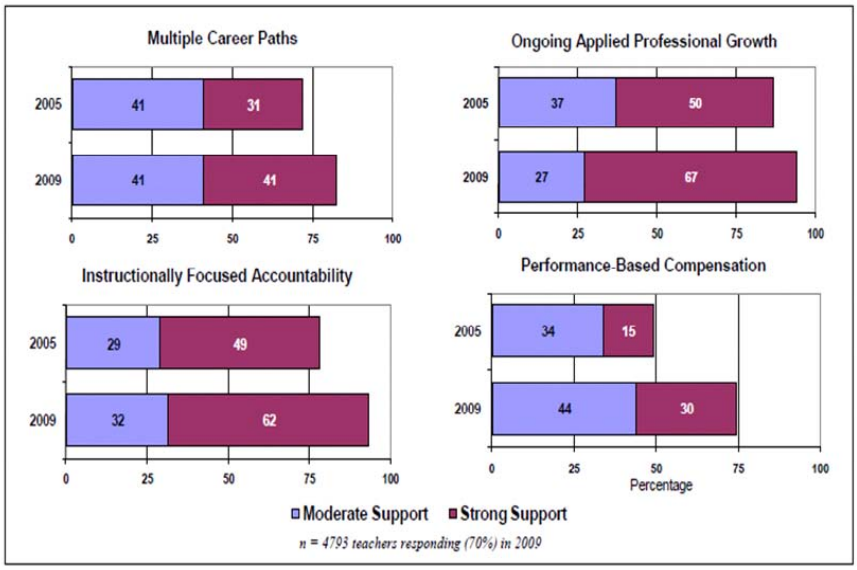
The implementation of TAP requires strong teacher and school leadership support and input. School and district leaders learn about TAP through hosted visits to TAP schools, state-sponsored TAP informational and training workshops, and TAP overview presentations to the entire faculty. A vote is taken at the school before TAP can be implemented, and there must be evidence of strong support. In Louisiana, teachers in most prospective TAP schools exhibit 80% or greater approval to implement TAP. Sample teacher vote results are provided in Appendix A-15.

For the purposes of the expansion of TAP under the TIF, all participating LEAs have signed memoranda of understanding and have obtained letters of support from superintendents, the principals in each participating school, unions, and other critical educational and community stakeholders, ensuring the involvement and participation of each participating schools' stakeholders. Copies of each memorandum of understanding and letter of support are included in Appendix A-3 and in Attachment 1 *Letters of Commitment and Support,* respectively.

In addition, teams of educators from TIF partner districts and schools have already attended two days of training that included a full-day study of the core elements of TAP and the corresponding responsibilities, a ½ day overview of the requirements of the Louisiana TIF proposal, and a ½ day workshop on projecting costs of the PBCS and identifying revenue sources. The combined communications and trainings have built a solid foundation of support while providing critical input into the direction of Louisiana TIF.

As TAP expands through Louisiana TIF, the state will continue building a base of support through a comprehensive communications and training campaign, to ensure that all teachers, unions and leaders are well-informed and offered opportunities for input throughout the implementation process. Louisiana's opportunities for mobilizing and sustaining support are greatly enhanced by the strong TAP implementation currently in place and the ready access to successful TAP schools as models for others considering the implementation of a PBCS.

NIET administers an annual teacher survey to monitor career, mentor and master teachers attitudes and support for TAP at their school sites. Teachers indicated that levels of support for the elements of TAP including accountability and performance-based compensation are high and growing, as shown in the chart below.



In addition, survey results indicated a high degree of collegiality in TAP schools. In 2009, 94% of teacher respondents in TAP schools agreed that collegiality was strong at their schools. When combined with applied and collaborative professional growth opportunities, accountability through classroom evaluations and performance-based compensation are compatible with increased collegiality.

Sub Criterion 2.3: Rigorous, transparent, fair evaluation that differentiates effectiveness

TAP evaluations depend on two types of teacher performance measures: (1) classroom observations utilizing a best practices rubric for several dimensions of teacher quality; and, (2) student outcomes based on value-added analysis of student achievement. Teachers in Louisiana TAP schools, funded through this TIF proposal, will be evaluated four times a year by members of the school leadership team (principal, assistant principal(s), master and mentor teachers). Three of the four evaluations will be unannounced; one will be announced.

To ensure the rigor of the TAP observations/evaluations, the school team must undergo an initial 8-day training and an annual one-day training and recertification test in the understanding and use of TAP's research-based evaluation standards, known as the *TAP Skills, Knowledge and Responsibilities Performance Standard*s (Appendix A-12). The standards establish a 19-indicator, scaled rubric of effective teaching, spanning the major domains of instruction, designing and planning instruction, and the learning environment. These standards were developed based on education psychology and cognitive science research focusing on learning and instruction, and an extensive review of publications from national and state teacher standards organizations (Daley & Kim, 2010). The rubric offers a content-neutral, objective means to evaluate teacher effectiveness. The table below illustrates one of the nineteen instructional indicators on the rubric.

Academic Feedback	Exemplary (5)	Proficient (3)	Unsatisfactory (1)
	• Oral and written feedback is consistently academically focused, frequent and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent and high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.

The TAP System incorporates structures and practices to ensure that the evaluation process is transparent to those being evaluated. *TAP Skills, Knowledge and Responsibilities Performance Standard*s become the common language of all educators in schools. Teachers and administrator review the TAP Rubric before voting to approve TAP implementation. Therefore, when a school votes to adopt TAP, they are also selecting the TAP rubric as their evaluation instrument. The indicators contained in the rubric are modeled and incorporated into weekly cluster meetings attended by all teachers. Teachers learn more than the words of the rubric; they learn what the indicators "look and sound like" in their school. To further facilitate transparency, teachers receive written and oral feedback, including a required post-conference meeting, on specific areas of improvement identified through their observations. In conjunction with each observation, teachers are also required to complete self-evaluations to facilitate

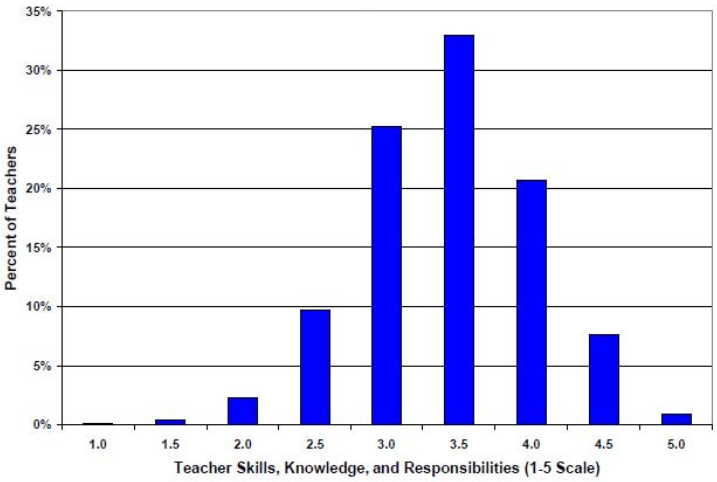
reflections on their teaching. A written report with their averaged ratings in the *Skills, Knowledge and Responsibilities Performance Standard*s is provided each year. At each of these opportunities, as well as in informal coaching sessions, teachers are provided feedback and support to address areas in need of improvement.

Fairness is addressed in the evaluation process in additional ways beyond the training required of evaluators and the ongoing, immediate feedback provided to evaluatees. TAP requires that teachers are observed by several different members of their school leadership team to ensure that evaluations are fair, accurate, and consistent. The frequency of the evaluations is made possible by the shared leadership model in TAP schools that includes mentor and master teachers in the school's evaluation process along with administrators.

To further guarantee fairness and consistency of evaluations, all evaluation data are entered into the TAP Comprehensive Online Data Entry (CODE) system. The CODE system allows TAP leadership teams to monitor inter-rater reliability of evaluators, as well as scoring inflation or deflation. This system will flag cases where there appear to be discrepancies in teachers' assigned evaluation scores. TAP teacher evaluations produce more than a score; after each observation teachers have a post-conference with their evaluator to discuss the evaluator's findings. Evaluators must present evidence supporting the score they assigned to the teacher, further increasing the credibility, relevancy, and transparency of the evaluation system.

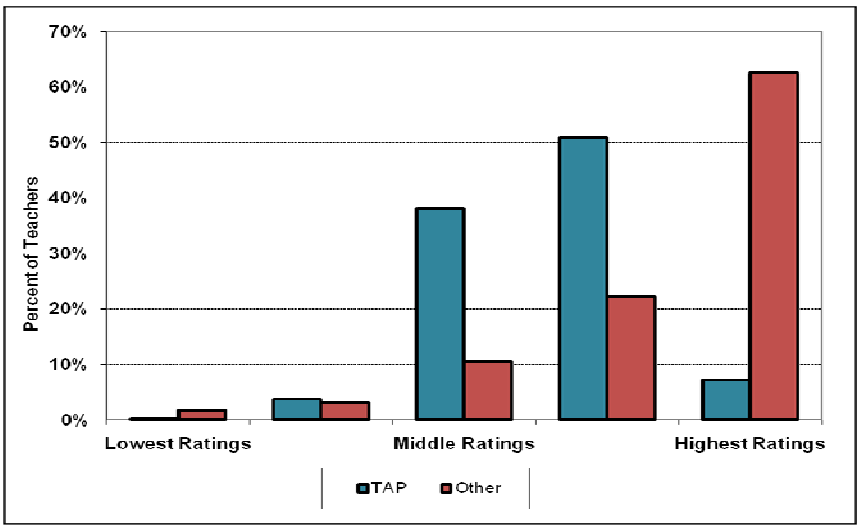
The TAP rubrics set high expectations for what effective teaching is. The TAP rubrics are designed to identify a range of proficiency on various indicators thus providing a mechanism for differentiating effective from ineffective teaching. On a 1-5 scale, a score of 1 represents unsatisfactory performance in a certain standard. A 3 represents proficiency in a certain standard. A score of 5 represents true excellence above and beyond what is expected of a

proficient teacher on a certain standards. It is not expected that a teacher should receive a score of 5 on every indicator. As a result, there is a wide distribution of teacher performance ratings in TAP schools, providing a more accurate representation of teachers' instruction. For example, during 2007-2008 school year, averaged teacher ratings on the TAP Rubric ranged from a score of 1 to 4.95, with a median score of 3.57, as shown in the following chart.



Distribution of teacher evaluations in TAP using 1-5 scale with half-point increments.

The next chart shows the vast difference between the TAP evaluation system's distribution of teacher rating, and the skewed ratings typically found in other evaluation systems (Weisberg et al, 2009)



In addition to teacher performance as measured in classroom observations, student growth data is applied to teacher evaluation using a value-added calculation. Louisiana uses the services of SAS® EVAAS® as the provider for value-added calculations. This proven system measures student achievement in terms of student growth, rather than just average achievement for all students, thereby allowing for improvements in growth for each individual student to be the measure for teacher effectiveness. The reliability, validity, and processes associated with the use of student growth value-added metrics were previously explained in Sub-Criterion 2.1.

The teacher observation data and student value-added data are integrated and reported in CODE and are interfaced with human resources and payroll systems, to calculate and inform incentive compensation amounts and decisions.

In a manner similar to the teacher evaluation system, evaluation and performance incentive compensation for administrators in the Louisiana TIF partner schools will be based on (1) student growth data and (2) administrator performance data. Principal and assistant principal compensation will be measured by the same student-level value-added data that is used for teacher evaluations with 50% of the administrator evaluation based on the school-wide value-added score. In a manner similar to the scoring levels for teacher observations (levels 1-5), TAP school-wide and classroom value-added statistics are converted to a 5-point scale: a 1 represents significantly lower than one year of growth for students of previous achievement, a 3 represents one year of expected academic growth for similar students, and a 5 represents significantly higher than one year of growth for similar students. The validity, reliability, and transparency associated with value-added growth measurement for teacher evaluation is applicable to the use of the data as a component of administrator evaluation.

The administrator performance component of determining leader effectiveness will utilize the Vanderbilt Assessment of Leadership in Education (VAL-ED) and the TAP Annual Review. VAL-ED measures the effectiveness of school leadership behaviors known to influence teacher performance and student learning. According to a February 2010 report, VAL-ED has become one of the most widely used and respected measures of school leadership performance assessment (Condon & Clifford, 2010). It assesses principal performance by gathering information from principals, teachers, and principal supervisors. The results produce a quantitative diagnostic profile linked to the ISLLC standards. The Condon & Clifford analysis of VAL-ED indicates both high validity and reliability of the VAL-ED instrument. The TAP Annual Review measures how effective the leadership has been in implementing TAP. VAL-ED and the TAP Annual Review were explained more fully in Sub-Criterion 2.1.

For principals, the 50% leader performance will be calculated using the Vanderbilt Assessment of Leadership in Education (VAL-ED) instrument (30%) and the TAP Annual Review (20%). For assistant principals, the 50% leader performance will be calculated using the TAP Annual Review (since the VAL-ED instrument has not been validated for principal leadership). These instruments allow for the performance of administrators to be observed and evaluated at multiple times throughout the year by multiple evaluators. Both the VAL-ED instrument and TAP Annual Review instrument have been used in pilot schools during the past two years in Louisiana. Administrators have found the data to be informative and useful in determining areas of strength and areas of potential improvement. The scoring of the VAL-ED instrument and the TAP Annual Review will also be converted to a 1 – 5 scoring scale. A more detailed explanation about the weighting of these evaluation factors to determine compensation payouts for administrators is provided in Appendix A-13.

The evaluation process proposed in Louisiana TIF requires rigorous, transparent and fair measurements of student growth and educator performance as part of an integrated system. The TAP system provides professional development, offers increased responsibilities, values accountability, and compensates educators based on effectiveness, with significant weight on student achievement as a measure of effectiveness. The strength of the proposed evaluation structure results from the manner in which evaluation is part of that comprehensive system. Evaluations for teachers and administrators are closely aligned and integrated with professional growth opportunities, multiple career paths, and differentiated compensation.

Sub-Criterion 2.4: Data system that links student achievement to teacher/principal HR

Louisiana's current TAP schools have demonstrated the state's ability to implement data-management systems to link student achievement data to teacher and principal payroll and human resources systems. Using the SAS ®EVAAS® and CODE systems described in Sub-Criterion 2.1, this proposal outlines a strong strategy for linking student achievement to performance data, and subsequently to performance pay incentives.

Louisiana's longitudinal data system (LDS) fulfills and fully implements all criteria identified in the 12 elements of America COMPETES Act. Additionally, Louisiana is one of 11 states that have all 10 essential elements of a high quality LDS (Data Quality Campaign, 2009). Louisiana already ranks second among the 50 states in how education progress is measured, (Blum, 2009) and is one of two states that has the ability to reliably link student performance to individual teachers and leaders (Anderson, 2009). The robust nature of Louisiana's data system, combined with the value-added methodology of SAS ®EVAAS®, provides the connections that generate value-added student growth scores for TAP classrooms and schools.

The existing TAP schools in Louisiana have an established agreement with Dr. William Sanders at SAS ®EVAAS® to calculate value-added growth in their schools and classrooms. Dr. Sanders's work in Tennessee sets the gold standard for value-added research. Through this TIF proposal, this agreement will be extended to all partner TAP schools.

Data collection and processing is further enhanced through the TAP CODE System. CODE integrates the classroom evaluation scores with the value-added scores to produce a performance pay incentive report for all participating educators in the TAP schools. The electronic data in the performance pay report are transferred to district payroll systems to generate annual teacher payouts based on their performance scores and value-added scores.

Sub-Criterion 2.5: High-quality professional development

The TAP System's central purpose is to ensure teacher and principal effectiveness for the purpose of student achievement. Recruiting and retaining quality educators is a key part of fulfilling this purpose, but more importantly, TAP offers a particularly strong professional development platform to help teachers and principals already working in schools to develop the skills and the expertise for maximum effectiveness to raise student achievement.

TAP Professional Development is based on needs assessed at the high need schools

An essential element of the TAP System is ongoing, job-embedded professional developed designed to support educators in increasing their skills and effectiveness. TAP schools incorporate professional development activities into the normal school day in a collaborative and practical "cluster group" setting. Cluster groups can be populated according to grade and/or subject matter. Every TAP educator participates in weekly cluster meetings. Master teachers, assisted by mentor teachers, present research-based instructional strategies that they have "field-tested" and refined with students in that school, ensuring that strategies are

tailored to the specific needs of students. In cluster groups, teachers have an opportunity to work on issues that are directly relevant to areas of low achievement at their specific grade, subject area or classroom. Professional development in TAP is totally based on the needs of the school and, even more specifically, on the direct needs of the students of the teachers in a particular cluster group. The process begins with the identification of a school goal based on the needs of the school as determined from an analysis of the statewide assessment results. The need is further refined and narrowed through the use of benchmark testing. Using the narrowed need, master teachers identify research-based strategies to address the student needs. A strategy is selected and then field-tested in the school – with pre- and post-testing data analyzed – to determine the effectiveness of the strategy in meeting the identified need and to determine modifications that might be needed.

This field-tested at the school-site and research-based strategy is the basis for the professional development provided in cluster meetings, is analyzed and modified in leadership team meetings, and is supported through classroom follow-up that is provided to career teachers by master and mentor teachers. The focus on need does not end there. Once the new learning (the strategy that was selected to address a particular need) is introduced in clusters, the career teachers apply the strategy with their students and content areas. Again, analyzing how the strategy impacts student achievement in the subsequent clusters further focuses teachers on the needs of students. Student work and student need drive professional development in TAP.

The protocol that is used in cluster and in leadership team meetings is called the Five Steps for Effective Learning: Step One - Identify the Need; Step Two – Obtain New Learning; Step Three – Develop New Learning; Step Four – Apply New Learning; and Step Five – Evaluate. This cyclical process assures that the continual emphasis of professional development

remains on student need and student work. For Louisiana's high-need schools and hard-to-staff subjects, the TAP System is especially appropriate for providing the specific support those schools' and teachers' needs in a manner that is customized to their teachers and their students, thereby boosting the success of those teachers, ultimately increasing retention in those hard-to-staff subjects and high-need schools.

TAP Professional Development is targeted to individual teachers' and principals' needs as identified in the evaluation process.

Professional development is carefully aligned to educator evaluation in the TAP system. The TAP evaluation structure provides feedback for professional growth. Analysis of evaluation results – areas of strength and weakness - allows master and mentor teachers to provide targeted modeling and follow-up support to individual teachers in classrooms and in clusters.

Teachers engage in collaborative professional learning based on the standards of performance that are applied in their evaluations. In clusters, master and mentor teachers continually model these performance standards. Through a technique called "step-outs," the master teacher will model teaching an instructional strategy, then "step-out" to discuss with the career teachers the what and why of what was modeled. This process allows all teachers to see what the performance standards actually look and sound like.

The TAP evaluation process assures that following each of the four required annual observations the teacher receives feedback and specific modeling for professional growth. The same master and mentor teachers who lead cluster are involved in the evaluation component of the TAP system and are able to work directly and hands-on with those teachers to encourage greater levels of effectiveness. Professional development continues in classrooms as master teachers model lessons, observe instruction and support other teachers to improve their practice.

The TAP evaluation structure generates real-time data that school personnel can use in decision making, particularly in regards to planning appropriate professional development support. Louisiana TAP schools manage their teacher observations and performance-based calculations using a web-based application, CODE. CODE allows authorized personnel to generate a number of analytical reports summarizing teacher performance. Reports on average total score and average on each performance standard are available by whole staff, cluster, grade-level, subject-level, teacher type, and individual teacher to assist with identification of the particular strengths and weaknesses that need development. TAP leadership teams monitor and utilize data in CODE to inform school goals and planning, including teachers' Individual Growth Plans and ongoing professional development within clusters.

Decisions regarding professional development for principals and assistant principals will be guided by results from the VAL-ED assessment instrument and TAP Annual Review instrument. Both instruments identify specific areas of leader need. For example, VAL-ED reports identify up to six potential areas of growth and the behaviors within these areas are listed. The areas of growth provide principals and TAP state staff with information about key targets for professional development. Through follow-up school visits and quarterly state Administrator Support and Networking Meetings, TAP Executive Master Teachers and the TAP State Director will provide TAP principals and assistant principals with guidance, resources, and support to enhance their effectiveness. In addition, the recently released TAP Leadership Team Rubric (Appendix A-16) will better allow Executive Master Teachers to identify and address specific areas of need for principals in their assigned schools.

TAP Professional Development provides teachers/administrators who are not effective with tools/skills to improve their effectiveness and those who are effective with tools and skills to continue to be effective and skills to assume additional responsibilities and leadership roles.

Through this alignment of evaluation and professional development, teacher support is effectively driven to those who need it most. Effective teachers have the opportunity to move into leadership positions as mentor and master teachers, and teachers who need professional development and support to achieve outcomes are identified and given support in exactly the areas where they are most in need of improvement. A key strength of TAP is that teacher support is differentiated with those most in need of support getting the greatest level of support.

Differentiation of professional development occurs in cluster. For example, in cluster meetings during development time (Step 3 of the Steps for Effective Learning), master and mentor teachers assist career teachers with identifying how the strategy will be integrated into the individual teacher's classroom. Development time allows for a very personalized and targeted approach. Also, before leaving cluster, master teachers schedule follow-up support for the application (Step 4 of the Steps for Effective Learning) of the new learning in the classroom. The level of follow-up support is very differentiated depending on the need of the teachers – e.g. the master teacher might simply observe the teacher applying the strategy in the classroom and offer feedback for the highly effective teacher; or the master teacher might team teach the strategy with another mid-range teacher who needs a bit more support; or the master teacher might model a full lesson in the teacher's classroom for the teacher who needs the most support.

Differentiation of support also occurs through evaluations/observations. The pre- and post-conferencing aspect allows for targeted support for teachers with multiple areas of need

(refinement areas). The process also allows for the identification of strengths (reinforcement areas) in more effective teachers; those strengths then become models for other teachers in need.

TAP is particularly adept at moving effective teachers to assume additional responsibilities and leadership roles: career to mentor to master. The support that is provided throughout the cluster and evaluation process builds confidence in effective teachers to not only become more effective teachers, but also to assume greater heights in their profession.

TAP Professional Development supports teachers and principals to better understand and use the measures of effectiveness in TAP to improve practice and student achievement.

In addition to the ongoing applied professional development related to the standards of effectiveness and provided to teachers and leaders in clusters, leadership team meetings and follow-up support, TAP provides a wide variety of opportunities for educators to understand and use the measures of effectiveness that are proposed in the Louisiana TIF application – namely, value-added growth of students and educator professional performance. These opportunities are available through: school-based TAP Start Up Workshops; state-sponsored TAP Core training; state-sponsored CODE trainings and value-added trainings; TAP Evaluation and Compensation trainings; quarterly Master Teacher Networking and Support meetings; quarterly Principal Networking and Support meetings; TAP Summer Institute; and the TAP National Conference.

State Executive Master Teachers (EMTs) further support all TAP school-based professional development and support teachers and principals to better understand the measures of effectiveness of TAP. EMTs, during regular school visits, observe clusters and coach master and mentor teachers using the Cluster Observation Rubric; observe leadership team meetings and coach principals using the Leadership Team Observation Rubric; and, support schools in the Evaluation Process and the development of inter-rater reliability.

TAP includes a process to regularly assess the effectiveness of the professional development in improving practice and make modifications necessary to improve effectiveness.

Regular assessment of the effectiveness of TAP professional development opportunities is formative and summative in nature. As described earlier, embedded in the cluster protocol is ongoing assessment as to whether or not the "new learning for teachers" has a meaningful impact on student achievement (through pre- and post-testing). In response to signs of insufficient student learning/achievement as evidenced in student work that is examined in cluster, modifications are made to the strategy, and the process (professional development) begins again. The evaluative nature of the cluster protocol assures ongoing monitoring of the effectiveness of professional development. In addition, a major responsibility of the TAP school leadership team is the monitoring of cluster, which further supports the assessment of the efficacy of the professional development.

Of a more summative nature, the effectiveness of professional development is assessed through actual student and teacher results as evidenced in (1) school and teacher value-added scores received annually; and, (2) annual SKR scores and reports for every teacher and VAL-Ed scores and reports for administrators. In addition, the TAP Annual Review provides a measure of how the school has progressed relative to TAP implementation and fidelity to the key elements of the system. The TAP Annual Review process involves state evaluators observing, quantifying, and qualifying how TAP is being implemented. One of the key areas of observation is professional development. The review includes a set of recommendations regarding the areas in which schools are particularly strong or need additional assistance. State EMTs regularly conduct site visits to schools in which they may assess the effectiveness of the professional development. These highly-trained individuals may tackle issues on-site as they arise. In

addition, the state, as well as our national partner, the National Institute for Excellence in Teaching, monitors trends in teacher effectiveness and student achievement to identify any broader areas of improvement that are needed in professional development.

TAP Professional development is high quality, increases the capacity of educators to raise student achievement, and is linked to the specific measures of educator effectiveness.

TAP's intensive, school-based professional support develops less effective teachers into more effective teachers. In the Louisiana TIF partner districts, TAP schools will restructure their schedules to allow for weekly professional development to occur during the school day. Professional development continues into each classroom as master teachers model lessons, observe instruction and support other teachers to improve their practice. State and district analysis of TAP teacher evaluation data shows that teachers improve their skills throughout the year due to TAP's effective support system. As explained in Sub-Criterion 2.3, the TAP Rubric takes the standards of effective teaching and breaks them down by operationalizing each of the standards according to a five-point scale and clearly spells out what effective instruction should look like on each of the 19 indicators. By identifying specific areas of improvement with detailed evidence from a teacher's instruction and concrete examples to address these areas, the TAP Rubric leads to genuine effort on the part of teachers to improve and, as a result, leads to higher quality instruction.

Growth in teacher skills over time increases the level of effectiveness of the entire school and leads to growth in student achievement. Furthermore, TAP teacher evaluation ratings are positively related to value-added achievement growth of students in their classrooms. A higher quality of instruction in the classroom would be expected to lead to greater student gains on standardized achievement tests, and this is true in the TAP system. On the five-point value-added scale used by TAP schools, *1* represents significantly lower than one year of student growth for similar students; *3*

represents one year of expected academic growth for similar students; and ***5*** represents significantly higher than one year of growth for similar students. The National Institute for Excellence in Teaching has identified a strong relationship between teacher classroom evaluation ratings and value-added indicators of student learning growth. In addition, the relationship between teacher evaluation scores and student value-added achievement growth holds true regardless of the school's overall level of performance (Daley and Kim, 2010).

In addition to building the capacity of teachers within the classroom, TAP increases the capacity of principals to effectively lead schools through the development of the TAP leadership team. The TAP leadership team is structured so that the principal shares responsibility for instructional leadership with master and mentor teachers. They share responsibilities for developing and monitoring the school's goals and academic plan; planning and implementing weekly "cluster group" meetings; analyzing student data; teacher evaluation and conferences; and monitoring individual teacher's professional growth.

SELECTION CRITERIA 3: Adequacy of Support for the Proposed Project (25 points)

The LDOE, in a long-standing partnership with the National Institute for Excellence in Teaching (NIET), has successfully implemented TAP since the 2003-2004 school year. The NIET partnership and strong state infrastructure will support the proposed expansion and enhancement of TAP in Louisiana. The state's past performance implementing TAP provides the experience necessary to successfully execute the Louisiana TIF project.

Sub-Criterion 3.1: A management plan to achieve the objectives, on time, within budget

The goals of the TAP expansion under the TIF proposal are not limited to successful implementation of a performance-based compensation system, increased student achievement, and increased teacher effectiveness. Louisiana is seeking to create a PBCS that is sustainable at the district level – to build and support district capacity to implement and sustain TAP after the

period of the grant and to develop this model into something that districts not included under the TIF can also implement. The state is placing high expectations and high deliverables on the partner districts to ensure investment and ongoing participation after the grant.

The LDOE builds school and district capacity by hiring and training personnel who provide regular support and training to schools and districts. The State Executive Director is the state-level manager of the implementation of TAP at all school and district sites. Executive Master Teachers (EMTs) assist the TAP Director and are responsible for supporting up to 12 schools within the state. These personnel provide training and assistance to TAP leadership teams as needed, and spend much of their time at school sites. NIET supports the State Director and EMTs by providing data, training resources, and technology tools to support real-time monitoring of TAP system implementation. The TAP Training Portal, currently in development by NIET, will be operational in fall 2010. The portal pulls together TAP systems and resources to allow state and district TAP leadership to support a greater number of TAP schools by providing them with access to training, certification, and other TAP technical assistance and videos online. The portal also houses the Strategies Library, a collection of hundreds of site-tested instructional strategies that teachers can access at any time.

TAP technical assistance and support is provided by EMTs who have the experience and training to respond to the varied and evolving needs of TAP schools. They provide leadership teams at new TAP schools with initial core trainings. All leadership team members must be trained and certified as TAP evaluators before carrying out classroom evaluations. They provide master teachers and principals with regularly scheduled, state-wide and regionally-based Networking and Support meetings. They further serve schools through the TAP Summer Institute which provides intensive training for leadership teams. The State Director and the

EMTs play a key role in ensuring the fidelity of implementation through training and site visits. The TAP Director and EMTs schedule school visits for staff of TAP schools and prospective TAP schools to observe other TAP schools with high-quality implementation.

Through the TIF proposal, the State Director and EMTs will extend their efforts to District TAP liaisons and District TAP coordinators. Some state responsibilities will begin to shift to the district-level as individual districts have an increasing number of their schools adopting the TAP model. The grant will develop capacity among district partners to implement TAP and apply its lessons to their district policies impacting teacher and principal effectiveness.

LDOE's existing and planned mechanisms for broadly disseminating information and building support and understanding of the proposed PBCS are varied. The LDOE will continue to engage policy groups in discussions around the effectiveness of the TAP System in Louisiana schools. The state TAP team will continue to provide TAP school site visits for interested educators, policymakers, and community stakeholders. The state team will continue and expand its Pre-TAP initiative. Louisiana Pre-TAP provides interested schools with a year-long directed study of TAP that includes field trips to TAP schools, faculty presentations, and state-sponsored workshops.

The LDOE maintains a website dedicated to the implementation of the TAP System in Louisiana (http://www.doe.state.la.us/lde/tap/tap.html). The website contains information on how to become a Louisiana TAP or Pre-TAP school, links to research that supports TAP's design, outcomes from internal and external research in TAP schools, information about existing TAP sites and state-developed TAP training materials. All of these materials are routinely updated and are freely accessible. The TAP website will be used for Louisiana TIF communications on the strategies for implementation, lessons learned, and outcomes of our

partner LEAs and schools to support TAP expansion and replication. The state-sponsored TAP Summer Institute (TSI) brings together practitioners involved with TAP implementation across the state. TSI will provide an opportunity for Louisiana TIF participants to gain a deeper understanding of TAP's elements of success, as well as network and exchange ideas with other Louisiana TIF participants.

In addition to these existing mechanisms, the LDOE has budgeted for a communications plan to disseminate information specific to this TIF project. An independent evaluator will create a publishable report on TAP outcomes. LDOE, in collaboration with partner schools, will also work with an outside consultant to develop and disseminate videos that share the power and success of TAP with a broader community, particularly other districts considering a PBCS.

The management plan below outlines milestones, responsible parties, and a timeline for completion. This plan is designed to fulfill the goals and objectives on time and within budget. The activities also ensure the sustainability and scalability of the project.

Louisiana TIF Management Plan

Milestones	**Responsible Parties**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
Goal 1: Increase the percent of effective educators in LEA partner schools						
Measures: Classroom teacher evaluation scores; classroom student achievement growth (as measured by value-added data); school-wide achievement growth (value-added data); VAL-Ed evaluation scores; TAP Annual Review Scores; and retention of effective educators and principals in participating schools						
1. Establish school planning committees including principals and teachers, the spring preceding year of TAP implementation (occurs during first three years of grant when new schools are being identified).	District Administrators (DA) and Schools	X	X	X		
2. Advertise, interview and hire school level TAP master and mentor teachers (occurs during first three years of grant when schools are added and in subsequent years when master and mentor teachers are replaced or advanced).	District Administrators (DA) and Schools	X	X	X	X	X

3. Advertise, interview and hire additional State Executive Master Teachers	State TAP Director (TD), LDOE Director of Professional Development (DPD)	X				
4. Advertise and contract external evaluator consultant.	TD, DPD	X	X	X	X	X
5. Master and mentor teachers will sign addendums to their contracts, outlining the responsibilities, job descriptions, and compensation (annual renewal basis)	DA, Schools	X	X	X	X	X
6. School leadership teams (principal, masters, mentor teachers) complete TAP Core training in summer preceding implementation of TAP.	Schools, District TAP liaison, District TAP Coordinator	X	X	X		
7. Participating schools restructure the school schedule to allow for ongoing applied professional growth activities to take place during the school day.	DA and Schools	X	X	X		
8. Each new TAP school conducts a TAP Start-Up workshop to review cluster protocols and evaluation process	School Leadership Team (SLT)	X	X	X		
9. All teachers in participating schools attend weekly cluster meetings	SLT	X	X	X	X	X
10. Master teachers, mentor teachers, and administrators attend weekly Leadership Team Meetings	SLT	X	X	X	X	X
11. All teachers in participating schools receive a minimum of four classroom evaluations and associated pre- and post conferences	SLT	X	X	X	X	X
12. All LEAs will ensure that evaluators are trained and certified, and recertified annually to ensure ratings align with national standards and value-added measures	DA, SLT	X	X	X	X	X
13. Executive Master Teachers (EMTs) will visit TAP schools bimonthly to provide on-site implementation, technical, and management support	TD, EMTs	X	X	X	X	X
14. All LEAS will reward effective teachers in participating schools with performance-based compensation	DA, SLT	X	X	X	X	X
15. School Leadership Team Members will attend TAP Summer Institute	SLT	X	X	X	X	X

16. School Leadership Team Members will attend National TAP Conference	SLT	X	X	X	X	X
17. Increase the recruitment of teachers in targeted hard-to-staff subjects in partner schools	DA, School	X	X			
18. Increase the retention of effective teachers in partner schools	DA, School		X	X	X	X
Goal 2: Build the capacity of partner LEAs to implement and sustain a performance-based compensation for teachers and principals using the TAP System						
Measures: TAP Annual Review Scores; attendance at TAP trainings by required personnel; district growth targets for number of schools; district financial growth targets for funding						
1. Identify and submit strategic plan for expanding TAP in district, including names of targeted schools, projected costs for 5 years and beyond, and projected revenue sources	DA	X				
2. Identify District TAP liaison	DA	X				
3. Build stakeholders knowledge of TAP	TD, TIF Project Coordinator (PC)	X	X	X	X	X
4. District will sign a memorandum of understanding with LDOE	LDOE, DA	X				
5. Interview and hire new Louisiana TIF positions	TD, DPD	X				
6. Establish a Louisiana TIF Advisory Board to meet annually to assess the progress of meeting the state goals of the TIF grant in partner LEAs	TD, DPD, PC, DA	X	X	X	X	X
7. Recruit and hire a District TAP Coordinator	DA			X	X	X
8. Master teachers of TAP schools attend state-sponsored Master Teacher Networking and Support Meetings	TD, EMTs, DA, SLT	X	X	X	X	X
9. Principals of TAP schools attend state-sponsored Master Teacher Networking and Support Meetings.	TD, DA, Principals	X	X	X	X	X
10. District level staff attends state-sponsored trainings related to expansion, securing resources, and district teacher effectiveness policies.	DA, District TAP Liaison, District TAP Coordinator		X	X	X	X
11. Identified state, district, and school personnel attend TAP Summer Institute and National TAP Conference.	DPD, TD, DA, SLT	X	X	X	X	X
12. All participating schools receive an annual TAP Review.	TD, EMTs, PC	X	X	X	X	X
13. Partner LEA work with LDOE and TAP State Team to develop a communications plan to disseminate information about TAP and the success of the schools to key stakeholders	TD, PC, DA, District TAP Liaison, District TAP Coordinator	X	X			

14. Partner LEA work with LDOE and TAP State Team to further develop a plan for sustaining and expansion of TAP beyond the life of the grant.	TD,DPD, PC, DA, District TAP Coordinator	X	X	X	X	X
Goal 3: Increase student achievement in LEA partner schools						
Measures: School-wide achievement growth as measured by value-added data						
All prior milestones apply						

Sub-Criterion 3.2: Key personnel qualified and have appropriate time commitments

The Louisiana Department of Education (LDOE) will be the fiscal agent for the proposed TIF grant. The roles and responsibilities of the partner LEAs are outlined in a formal memorandum of understanding. The LDOE has already successfully implemented TAP in 41 schools. The proposed management plan relies upon the proven success and track-record of Louisiana's current TAP initiative. Under the Office of Human Capital, the Division of Educator Support and Evaluation State Director will continue to be the state-level lead on all professional development activities. Under this office and division, the TAP State Director will continue to lead the Louisiana TAP initiative. Louisiana coordinates its TAP efforts under the operations of the NIET, the national manager for TAP™: The System for Teacher and Student Advancement. An external evaluator will be contracted to assess the program and will report to the Division of Educator Support and Evaluation State Director.

The TAP State Director will convene and work collaboratively with a TIF Advisory Board that will include the LDOE Director of Educator Support and Evaluation (or designee), the TIF Project Director (who is also the TAP State Executive Director), the Superintendent (or designee) from each of the partner LEAs, key personnel from the National Institute for Excellence in Teaching (NIET), teacher and principal representatives, and other key community and union stakeholders. The TIF Advisory Board will meet annually to provide a consistent platform for review of the status and improvement of the Louisiana TIF project. Input from the

TIF Advisory Board will monitor progress of the project, as well as ensure the long-term sustainability and district capacity to continue and advance the program. The TIF Advisory Board will incorporate the involvement and support of all stakeholders to ensure effective feedback for program sustainability. Based on the Board's findings, with permission from the USDOE, changes or adaptations will be made in the project's implementation to ensure that all objectives are met.

The Louisiana TAP State Director, responsible for supporting and coordinating efforts to all state TAP schools, both included in this proposal and already implementing TAP, will serve as the TIF Project Director. The TAP State Director promotes the program to ensure the involvement and support of current stakeholders and to recruit participation to future TAP schools. This position leads annual advisory board meetings, incorporates feedback from the advisory board and other stakeholders in ongoing and new TAP activities, and ensures the implementation of TAP activities according to state-mandated procedures. 50% of the Louisiana TAP State Director's time and efforts are directly related to the activities included in this proposal. Three following personnel will report to the Louisiana TAP State Director:

1. TIF Project Coordinator: This position will be hired upon notification of funding. The TIF Project Coordinator will spend 100% of his/her time devoted to the activities outlined in this proposal. Specifically, the TIF Project Coordinator will serve as a bridge between the state TAP office and the school-level implementation. The TIF Project Coordinator will provide the hands-on support to advance the program and implement the recommendations of the TIF Advisory Board. Consulting with SAS® Data services and interfacing with the CODE system, the TIF Project Coordinator will oversee and ensure the successful operation of the

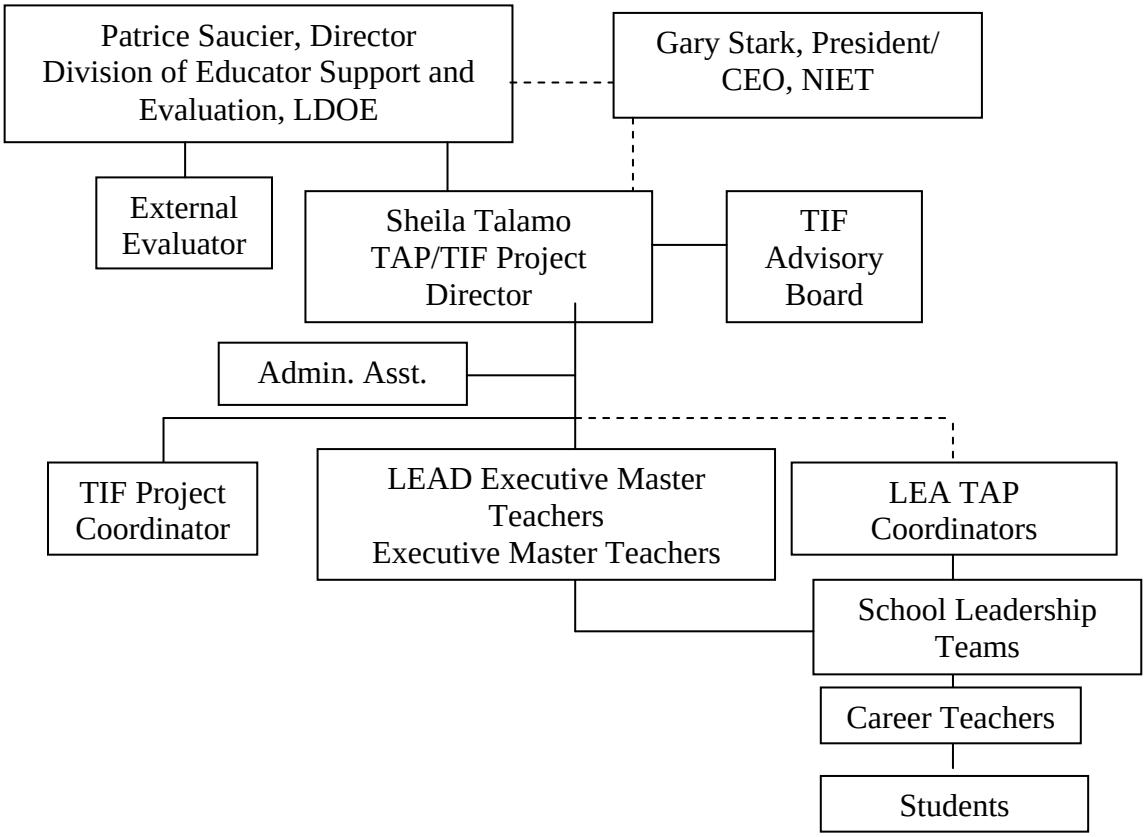
Performance-Based Compensation System Components, ensuring that human resources and personnel have the tools they need to operate the TAP compensation model.

2. Executive Master Teachers (EMTs): The state has a team of EMTs who support TAP schools in school and teacher development. TAP is structured to provide real hands-on teacher support through the master and mentor teachers, and the EMTs serve as the support tier for those district-level TAP coordinators and school-level leadership teams to ensure the most effective teacher support practices. The Lead EMTs will spend 100% of their time on TAP-related activities, 50% of which will be spent with the schools and districts included in this TIF Proposal. They will provide coaching and support for school leadership and district TAP coordinators, consult on cluster group work, report field-level data to the state, and identify additional resources or support systems needed. Three additional EMTs will be hired to provide direct support to TIF schools and will devote 100% of their time on TIF.
3. District TAP Coordinators: Each participating LEA will appoint a District TAP Coordinator. Though these positions are employees of the LEA, not of the state, they will work closely with the TIF Director and TIF Project Coordinator to ensure the school-level implementation of the TAP System. The District TAP Coordinator will provide support for school-level data analysis, goal setting, professional development, coaching and training, as well as report feedback and results data to the state.

A School Leadership Team, composed of the principal, the assistant principal, and the master and mentor teachers will oversee the TAP implementation at each school and ensure that all four pillars of the TAP program are operating according to plan. The teams will provide feedback to and through the District TAP Coordinators and the Executive Master Teachers for any additional resources needed, as well as program adjustments or modifications needed.

The Louisiana TIF Management Chrat provides an overview of the structure that will be in place to administer, coordinate, and manage the Louisiana TIF project.

Louisiana TIF Management Chart



Key Personnel

LDOE, with its partners, has assembled an exceptionally well-qualified team of experts, managers, and other personnel who will complete the project tasks on time and within budget. The expertise of the staff described below represents the full range of skills to ensure quality and timely completion of all tasks in this effort.

Patrice Saucier is LDOE Division of Educator Support and Evaluation Director. Ms. Saucier came to the state department in May 2008 with 24 years' experience as a classroom teacher and 7 years in district-level administration. Reporting to the BESE regarding the

evaluation and assessment of education personnel, Ms. Saucier has been a leader in building capacity and supporting instructional practices focused on improving student achievement. Prior to coming to the state office, Ms. Saucier worked in the Calcasieu Parish School System and was specifically responsible for the realignment of district and school spending of more than eight million dollars that provided the leverage needed to produce changes in instruction to support 24 high-need schools in the implementation of the Louisiana Teacher Advancement Program (TAP). Ms. Saucier's leadership and expertise has been critical to the continued growth of Louisiana's TAP program at the state level and will ensure the ongoing sustainability of the expansion outlined in this proposal.

Sheila Talamo is the Louisiana TAP State Director and will serve as TIF Project Director. With more than 40 years' experience in education, Ms. Talamo has served as a classroom teacher and a principal, as well as in administration at the state level, most recently as the Assistant Superintendent in the Office of Quality Educators. Ms. Talamo has been a driving force in the expansion of Louisiana's efforts to improve teacher effectiveness, serving as the Co-Director for the Blue Ribbon Commission on Excellence in Education and a lead developer of multiple teacher quality statewide initiatives and reform. Ms. Talamo has been the hands-on leader for TAP implementation in the state to date and will continue to provide excellent support and innovation through the TIF Grant. A full outline of Ms. Talamo's and Ms. Saucier's credentials are included in Appendix A-2, as are the credentials of Sue Way, Susan Couch and Vicky Condalary, the Lead Executive Master Teachers in the proposed Management Structure.

Sue Way has served Louisiana as an Executive Master Teacher since 2008, after working as a district-level TAP coordinator and, prior to that, as principal in the Calcasieu Parish School System. Ms. Way has a M.Ed. degree with a focus on Educational Technology and a M.Ed

Degree +30 hours in Administration and Supervision and Instruction. Susan Couch has served as an Executive Master Teacher for the state since 2006, having been a Master Teacher for 3 years prior to coming to the state department. Ms. Couch holds a M.Ed. in Elementary Education and an M.Ed. Degree +30 hours in Educational Technology/ Administration and Supervision. Vicky Condalary has also served the state as an Executive Master Teacher since 2006 and also worked as a Master Teacher for 3 years prior. Ms. Condalary has over 20 years' experience in education, including as a classroom teachers, and is a National Board for Professional Teaching Standards Certified Teacher.

Sub-Criterion 3.3: Support with funds provided from other federal, state, local sources

The Louisiana TIF project is requesting $ 49,094,792 from the TIF for the five-year grant period and contributing $ 79,562,666 in matching funds to support full implementation of a performance-based compensation system in 70 high-need schools across Louisiana.

Louisiana is proposing funding under the Teacher Incentive Fund for expansion of the TAP System, with a specific goal of building district capacity and designing a TAP system that is sustainable at the district level. The state is requiring a significant and increasing share of district responsibility for the cost of the program as the grant period continues and has provided the districts with the tools to identify alternate sources of funding.

Prior to preparing this application, the state had already created in April of 2010 a report titled: Tools for Integrating Education Funds (Appendix A-14). Aligned with the Louisiana *Education Reform Plan*, this document detailed for Louisiana school districts the initiatives under the state department of education and itemized the allowable uses of funds under major state-administered federal education programs, including Titles I-IV, VI and X, IDEA, and the Carl D. Perkins Career and Technical Education Act. The state conducted statewide meetings

and training sessions to educate districts and schools about these opportunities. As the state has approached this Teacher Incentive Fund Application, the state has again highlighted the allowable uses of funds under major state-administered federal education programs and has provided each participating district with the guidelines to appropriate funds from these streams to support and continue their TAP programming.

Sub-Criterion 3.4: Requested amount and costs are sufficient and reasonable.

The requested amount totals $ 4[redacted] Included in this total are operating costs for the following: personnel and fringe costs for personnel within the LDOE to support implementation of TAP in partner districts; travel, equipment and supplies for school support and training; contractual services for evaluation and communication; performance pay awards for all partner school teachers, principals, and assistant principals; and, performance pay addendums for master and mentor teachers. Please see the Budget Narrative for detailed line item information.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel	[redacted]					
Fringe Benefits						
Travel						
Equipment						
Supplies						
Contractual						
Direct Costs						
Indirect Costs						
Total Cost						

The proposed project is very cost effective; serving over 33,62[redacted] students over five years would cost only $[redacted] student per year. [$[redacted]The Title 1 statewide average per student allocation is [redacted] in Louisiana.

SELECTION CRITERIA 4: Quality of Local Evaluation (5 points)

The Louisiana TIF evaluation will measure implementation, effectiveness, and expansion of TAP as it relates to student achievement, teacher effectiveness, teacher attitude, and recruitment and retention, and district TAP capacity. The evaluation will assess the effectiveness of the grant's goals and objectives and fidelity of implementation and expansion within the state of Louisiana. The project evaluation described below uses strong and measurable performance objectives (that are clearly related to the goals for the project) for raising student achievement, increasing the effectiveness of teachers, principals, and assistant principals, and retaining and recruiting effective teachers and administrators. The evaluation will produce both quantitative and qualitative data and will assure feedback and continuous improvement in the operation of the project. As identified earlier, the primary goals are to increase teacher and principal effectiveness, build the capacity of districts to successfully implement a PBCS, and, most importantly, to improve student achievement.

Goal 1: Increase the percent of effective educators (teachers and principals) in LEA partner schools.
Performance Objectives: Outputs/Activities
1. Partner LEAs will successfully hire required number of master and mentor teachers with a record of improving student achievement and of outstanding classroom skills.
2. Participating schools will restructure the school schedule to allow for an hour or more of cluster professional growth to take place during the school week.
3. All TAP leadership team members will be trained and certified, and recertified annually to ensure ratings align with the TAP instructional rubric and value-added scores.
4. All teachers will receive a minimum of four classroom evaluations and associated post conference sessions each year.
5. All principals and assistant principals will receive a leader performance score based on VAL-ED and/or the TAP Annual Review.

6. Implement recruitment incentives in TIF partner schools to recruit effective teachers in high-need schools in hard-to-staff subject areas.
Performance Objectives: Outcomes
1. Increase teacher skills, knowledge, and responsibilities as evidenced by 60% of all teachers scoring 3 or above on SKR in Year 1; 70% in Year 2; and 80% in Year 3.
2. Increase administrator effectiveness as evidenced by 60% schools reaching Level 3 or above in TAP Review in Year 1; 70% in Year 2; and 80% in Year 3.
3. Increase principal effectiveness as evidenced by 60% of all principals scoring 75% or above on VAL-ED rating in Year 1; 70% in Year 2; and 80% in Year 3.
4. Increase the retention rate of effective teachers in partner schools as measured by 10% annual improvement in retention of teachers over Year 1 baseline. (Teachers who are terminated will not be included in the retention calculations.)
5. Increase the number of high quality applicants for typically hard-to-staff positions in TAP schools as measured by 10% annual increase over Year 1 baselines in principal reports of number of qualified applications per position.
Goal 2: Build the capacity of partner LEAs to implement and sustain a performance-based compensation for teachers and principals using the TAP System
Performance Objectives: Outputs/Activities
1. LDOE will work with partner LEAs to develop a communications plan to disseminate information about TAP and the success of the schools to key stakeholders.
2. LDOE will provide partner LEAs with training to support the development of the LEA's long-term plan for sustaining and expanding TAP beyond the life of the grant.
3. LEAs will hire District TAP coordinators when the number of TAP schools in the district is five or more.
Performance Objectives: Outcomes
1. LEAs meet annual growth targets (established prior to implementation) for number of TAP schools.
2. LEAs meet annual financial targets (established prior to implementation) for identifying new funding streams to support TAP.
3. Partner schools demonstrate fidelity to the TAP model as evidenced by 80% or more of all TIF TAP schools scoring 3 or above on the TAP Annual Review.
Goal 3: Increase student achievement in LEA partner schools
Performance Objectives: Outputs/Activities
1. Partner schools implement TAP model with fidelity.
Performance Objectives: Outcomes
1. Increase student achievement as evidenced by Classroom Value Added Score of 3 or above for 60% of all teachers in Year 1 of TAP; 70% in Year 2 of TAP; and 80% in Year 3 of TAP.
2. Increase student achievement as evidenced by School-Wide Value Added Score of 3 or above for 60% of all schools in Year 1 of TAP; 70% in Year 2 of TAP; and 80% in Year 3.
3. Increase % students scoring Basic or Above on LEAP/iLEAP statewide assessments at all grade levels in schools in which TAP is implemented at least 5% over baseline in Year 1 of TAP; 10% in Year 2 of TAP; and 15% in Year 3 of TAP.

Qualitative data sources will include the TAP Annual Review (Parts A and B), annual principal interviews; annual focus group interviews with TAP master, mentor, and career teachers; and observation notes from cluster group meetings in a sample of at least 10 schools annually across partner LEAs. Quantitative data sources will include annual teacher and school value-added scores, TAP Annual Reviews (Part C), annual percent of students scoring Basic or Above on LEAP and iLEAP core subjects (English/Language Arts, Math, Science, and Social Studies), and school/district projected and actual number of participating schools and revenue sources. Quantitative data will be analyzed by % change over baseline. Qualitative data will be analyzed through constant comparative methods. [Note: LEAP and iLEAP are the statewide assessments administered in all schools, grades 3-10.]

An external evaluator will be selected on the basis of research experience, familiarity with the state programs, and regional reputation. The evaluator will meet at least quarterly with the Project Director to review progress and recommend any mid-course corrections to ensure that all data are collected in a timely manner and that TAP is being implemented with fidelity. Additionally, the lead evaluator will visit a sample of schools each semester to talk with administrators and teachers about their perceptions of TAP implementation.

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Project Narrative

High-Need Schools Documentation

Attachment 1:
Title: **LA TIF High-Needs Documentation** Pages: **5** Uploaded File: **I:_DPD\DPD Shared\TIF\High Needs School Documentation\LA TIF High Needs Data.pdf**

Louisiana Teacher Incentive Fund High-Needs Data

LEA	School Name	Grade Levels	Year school becomes a TAP School	# of Tchs	# of Students	09-10 (%) F/D	09-10 (%) Minority	09-10 % Below BASIC ELA	09-10 % Below BASIC Math	% of LEA Students in TAP
Ascension Parish School System					**8890**	**80%**	**87%**	**53%**	**56%**	
	Donaldsonville High	6th-12th	2008-09	68	626	83%	93%	66%	54%	
	Lowery Intermediate	5th-6th	2008-09	31	300	93%	95%	65%	52%	
	Donaldsonville Primary	K-2	2010-11	49	571	95%	70%	57%	63%	
	Lowery Elementary	3rd-4th	2010-11	35	322	94%	97%	57%	63%	
	Gonzales Primary School	K-5	2011-12	43	459	79%	71%	39%	48%	
	Pecan Grove Primary	K-5	2012-13	38	464	75%	69%	43%	44%	
	Total Ascension Parish in TIF			**264**	**2742**	**86%**	**81.15%**	**55%**	**54%**	**31%**
De Soto Parish School System					**4854**	**66%**	**52%**	**39%**	**37%**	
	Logansport Elementary School	PK-6	2009-10	39	401	72%	46%	23%	33%	
	Logansport High School	7-12	2009-10	29	271	61%	41%	41%	37%	
	Mansfield Elementary School	PK-5	2011-12	73	913	93%	89%	56%	58%	
	Mansfield Middle School	6-8	2010-11	30	279	88%	92%	45%	46%	
	Mansfield High School	9-12	2008-09	37	409	81%	92%	58%	56%	
	North De Soto Elementary PK-2	PK-2	2010-11	43	573	54%	25%	27%	29%	
	North De Soto Elementary 3-5	3-5	2010-11	30	464	52%	26%	27%	29%	
	North De Soto Middle School*	6-8	2008-09	30	447	53%	28%	24%	21%	
	North De Soto High School*	9-12	2009-10	41	462	53%	32%	29%	20%	
	Pelican All Saints	PK-12	2010-11	16	180	89%	71%	47%	43%	
	Stanley High School	PK-12	2010-11	29	370	52%	18%	43%	32%	
	Total De Soto Parish in TIF			**397**	**4769**	**68%**	**52%**	**39%**	**38%**	**98%**

* North De Soto High School F/R data is 34% and North De Soto Middle School F/R data is 43%. North De Soto Middle and North De Soto High Schools' eligibility is calculated on the basis of comparable free and reduced data from the following feeder schools North De Soto Elementary PK-2 School at 54%, and North De Soto Elementary 3-5 School at 52%.

Louisiana Teacher Incentive Fund High-Needs Data

LEA	School Name	Grade Levels	Year school becomes a TAP School	# of Tchs	# of Students	09-10 (%) F/D	09-10 (%) Minority	09-10 % Below BASIC ELA	09-10 % Below BASIC Math	% of LEA Students in TAP
Jefferson Parish School System					**43985**	**78%**	**69%**	**36%**	**38%**	
	Hazel Park Elementary School	PK - 5	2010-11	32	333	72%	59%	15%	22%	
	William Hart Elementary School	PK - 5	2010-11	26	300	96%	85%	39%	39%	
	Woodland West Elementary	PK - 5	2010-11	50	732	90%	87%	28%	22%	
	Woodmere Elementary School	PK - 5	2011-12	35	505	97%	97%	48%	58%	
	Vic A. Pitre Elementary School	PK - 5	2011-12	35	474	95%	82%	52%	62%	
	McDonogh #26 Elementary School	PK - 5	2011-12	26	302	95%	85%	67%	57%	
	Stella Worley Middle School	6 - 8	2011-12	44	597	93%	73%	51%	46%	
	Clancy Elementary School	PK - 5	2011-12	35	421	93%	78%	52%	43%	
	Myrtle C. Thibodeaux Elementary	PK - 5	2011-12	33	391	93%	71%	35%	31%	
	Homedale Elementary School	PK - 5	2011-12	14	195	86%	56%	51%	44%	
	Theodore Roosevelt Middle	6 - 8	2012-13	44	620	80%	84%	39%	55%	
	C. T. Janet Elementary School	PK - 5	2012-13	39	608	80%	61%	31%	31%	
	J. C. Ellis Elementary School	PK - 5	2012-13	33	411	76%	53%	16%	26%	
	Bonnabel Magnet Academy	9 - 12	2012-13	96	1474	63%	78%	52%	40%	
	Harahan Elementary School	PK - 5	2012-13	37	428	62%	28%	25%	21%	
	Riverdale High School	9 - 12	2012-13	55	680	55%	48%	26%	27%	
	Grace King High School*	9 - 12	2012-13	72	1180	63%	57%	55%	46%	
	Total Jefferson Parish in TAP			**706**	**9651**	**76%**	**70%**	**42%**	**40%**	**22%**

* Grace King High School F/R data is 49%. Grace King High School's eligibility is calculated on the basis of comparable free and reduced data from the following feeder schools John Adams Middle School at 70%, J. D. Meisler Middle Schools at 69.90% and Riverdale Middle School at 76.22%.

Louisiana Teacher Incentive Fund High-Needs Data

LEA	School Name	Grade Levels	Year school becomes a TAP School	# of Tchs	# of Students	09-10 (%) F/D	09-10 (%) Minority	09-10 % Below BASIC ELA	09-10 % Below BASIC Math	% of LEA Students in TAP
Pointe Coupee Parish School System					**2681**	**77%**	**66%**	**41%**	**44%**	
	Rosenwald Elementary School	PK-6	2010-11	49	550	89%	99%	56%	58%	
	Upper Pointe Coupee Elementary	PK-8	2011-12	31	294	91%	94%	50%	57%	
	Rougon Elementary School	PK-8	2011-12	32	511	84%	55%	41%	41%	
	Valverda Elementary School	PK-6	2012-13	49	593	57%	32%	20%	26%	
	Livonia High School	7-12	2012-13	53	733	64%	49%	40%	37%	
	Total Pointe Coupee Parish in TIF			**214**	**2681**	**74%**	**61%**	**40%**	**42%**	**100%**
St. Helena Parish School System					**763**	**93%**	**96%**	**85%**	**61%**	
	St. Helena Central Elementary	PK-4	2011-12	31	443	97%	93%	99%	69%	
	St. Helena Central High	9-12	2011-12	28	320	88%	99%	70%	53%	
	Total St Helena Parish in TIF			**59**	**763**	**93%**	**96%**	**87%**	**62%**	**100%**
St. Mary School System					**9194**	**75%**	**52%**	**32%**	**29%**	
	B. Edward Boudreaux Middle	6th-8th	2010-11	20	321	93%	80%	54%	45%	
	Franklin Jr. High School	6th-8th	2010-11	23	321	92%	87%	47%	52%	
	Hernandez Elementary School	PK-5	2011-12	21	253	95%	91%	25%	25%	
	Franklin High School	9th-12th	2011-12	35	491	79%	79%	51%	41%	
	West St. Mary High School	9th-12th	2011-12	29	399	78%	71%	44%	35%	
	Morgan City High School	9th-12th	2012-13	52	739	53%	44%	29%	21%	
	Patterson Jr. High School	4th-8th	2012-13	44	597	72%	48%	38%	42%	
	Total St Mary Parish in TIF			**224**	**3121**	**75%**	**66%**	**40%**	**36%**	**34%**

Louisiana Teacher Incentive Fund High-Needs Data

LEA	School Name	Grade Levels	Year school becomes a TAP School	# of Tchs	# of Students	09-10 (%) F/D	09-10 (%) Minority	09-10 % Below BASIC ELA	09-10 % Below BASIC Math	% of LEA Students in TAP
Tangipahoa Parish School System					**19425**	**69%**	**51%**	**38%**	**40%**	
	Westside Middle School	5th-8th	2010-11	41	546	90%	81%	49%	60%	
	Kentwood High School	7th-12th	2010-11	27	288	94%	97%	46%	48%	
	Independence High	9th-12th	2010-11	34	534	76%	53%	45%	41%	
	Independence Middle	5th-8th	2010-11	21	321	95%	72%	49%	60%	
	Natalbany Elementary	3rd-5th	2010-11	30	502	88%	55%	40%	41%	
	Hammond Jr. High	7th-8th	2011-12	34	455	90%	88%	51%	58%	
	Hammond Westside Primary	1st-3rd	2011-12	38	600	90%	84%	55%	56%	
	Hammond Westside Upper	4th-6th	2011-12	36	532	93%	90%	45%	59%	
	Woodland Park Early Learning	PK-K	2011-12	34	499	63%	90%	N/A	N/A	
	Hammond Eastside Upper	4th-6th	2011-12	44	422	79%	77%	47%	50%	
	O. W. Dillon	PK-6th	2012-13	33	473	89%	99%	39%	30%	
	Independence Elementary	PK-4th	2012-13	33	426	96%	69%	50%	45%	
	Roseland Elementary	PK-6th	2012-13	17	220	92%	90%	39%	56%	
	Midway Elementary	PK-2	2012-13	35	625	87%	55%	N/A	N/A	
	Amite Elementary	PK-4th	2012-13	28	723	80%	75%	42%	42%	
	Total Tangipahoa Parish in TIF			**485**	**7166**	**86%**	**77%**	**39%**	**41%**	**37%**

Louisiana Teacher Incentive Fund High-Needs Data

LEA	School Name	Grade Levels	Year school becomes a TAP School	# of Tchs	# of Students	09-10 (%) F/D	09-10 (%) Minority	09-10 % Below BASIC ELA	09-10 % Below BASIC Math	% of LEA Students in TAP
West Baton Rouge Parish School System					**3862**	**67%**	**55%**	**35%**	**31%**	
	Port Allen Elementary	PK3 - 1st	2011-12	33	311	94%	84%	31%	22%	
	Brusly Elementary School	PK3 - 2nd	2012-13	45	636	60%	40%	20%	10%	
	Chamberlin Elementary School	PK3 - 3rd	2011-12	25	252	87%	52%	30%	20%	
	Devall Middle School	4th - 8th	2011-12	24	265	78%	50%	30%	37%	
	Port Allen Middle School	4th - 8th	2011-12	27	312	86%	84%	60%	68%	
	Port Allen High	9th - 12th	2012-13	38	450	76%	65%	36%	31%	
	Brusly High School*	9th - 12th	2012-13	39	504	54%	40%	15%	13%	
	Total West Baton Rouge in TIF			**231**	**2730**	**74%**	**56%**	**29%**	**26%**	**71%**

* Brusly High School F/R data is 49%. Brusly High School's eligibility is calculated on the basis of comparable free and reduced data from the following feeder schools Brusly Elementary School at 60%, Lukeville Upper Elementary at 62.22% and Brusly Middle School at 51.86%.

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:
Title: **LA TIF Committment Letter** Pages: **165** Uploaded File: **I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\00_Attachment 1 Letters of Commitment and Support_final.pdf**

LETTERS OF COMMITMENT AND SUPPORT

National Level		
Title	**Organization**	**Page#**
Gary Stark, President and CEO	National Institute for Excellence in Teaching (NIET)	**1**
State Level		
Title	**Organization**	
Governor Bobby Jindal	State of Louisiana	**2**
Superintendent Paul G. Pastorek	Louisiana Department of Education	**4**
U.S. Senator Mary Landrieu	Louisiana Congressional Delegation	**6**
U.S. Representative Charlie Melancon	Louisiana Congressional Delegation	**7**
U.S. Representative Bill Cassidy	Louisiana Congressional Delegation	**9**
State Senator Ben Nevers	Senate Education Committee Chair, Louisiana Legislature	**11**
State Representative Austin Badon	House Education Committee Chair, Louisiana Legislature	**13**
President Keith Guice	State Board of Elementary and Secondary Education	**14**
Chairwomen Glenny Lee Buquet and Mary Ellen Roy	Blue Ribbon Commission for Educational Excellence (also members of State Board of Elementary and Secondary Education and State Board of Regents)	**16**
Executive Director Nolton Senegal	Louisiana School Boards Association	**18**
Executive Director Andrea Martin	Louisiana Association of Principals	**20**
Executive Director Kathy Campbell	Associated Professional Educators of Louisiana	**21**
Vice President Brigitte Nieland	Louisiana Association of Business and Industry	**22**
President Barry Irwin	Council for a Better Louisiana	**24**
District and School Level Personnel		
Superintendent Patrice Pujol	Ascension Parish Schools	**26-32**
Superintendent Walter Lee	Desoto Parish Schools	
Superintendent Diane Roussel	Jefferson Parish Schools	
Superintendent Linda D'Amico	Pointe Coupee Parish Schools	
Superintendent Daily Slan	St. Helena Parish Schools	
Superintendent Don Aguillard	St. Mary Parish Schools	
Superintendent Mark Kolwe	Tangipahoa Parish Schools	
Superintendent David Corona	West Baton Rouge Parish Schools	
President Edward Price	Ascension Parish School Board	**33-40**
Principal, Gonzales Primary	Ascension Parish Schools	
Principal, G.W. Carver Primary	Ascension Parish Schools	
Principal, Donaldsonville Primary	Ascension Parish Schools	
Principal, Lowery Elementary	Ascension Parish Schools	
Supervisor of Elementary Education	Ascension Parish Schools	
Director of Primary Schools	Ascension Parish Schools	
Supervisor of Elementary Schools	Ascension Parish Schools	
President John Neilson	Desoto Parish School Board	**41-53**
Director of Curriculum and Instruction	Desoto Parish Schools	
Principal, North Desoto High	Desoto Parish Schools	

Principal, North Desoto Middle	Desoto Parish Schools	
Principal North Desoto PK-2 Elementary	Desoto Parish Schools	
Principal North Desoto 3-5 Elementary	Desoto Parish Schools	
Principal, Logansport Elementary	Desoto Parish Schools	
Principal, Logansport High School	Desoto Parish Schools	
Principal, Mansfield Elementary	Desoto Parish Schools	
Principal, Mansfield Middle	Desoto Parish Schools	
Principal, Mansfield High	Desoto Parish Schools	
Principal, Pelican All Saints High	Desoto Parish Schools	
Principal, Stanley High	Desoto Parish Schools	
President Gene Katsanis	Jefferson Parish School Board	**54-74**
Deputy Superintendent	Jefferson Parish Schools	
Assistant Superintendent of Federal Programs	Jefferson Parish Schools	
Director of Curriculum and Instruction	Jefferson Parish Schools	
Principal, C.T. Janet Elementary	Jefferson Parish Schools	
Principal, Harahan Elementary	Jefferson Parish Schools	
Principal, Roosevelt Middle School	Jefferson Parish Schools	
Principal, William Hart Elementary	Jefferson Parish Schools	
Principal, Stella Worley Middle School	Jefferson Parish Schools	
Principal, Clancy Elementary	Jefferson Parish Schools	
Principal, J.C. Ellis Elementary	Jefferson Parish Schools	
Principal, Hazel Park Elementary	Jefferson Parish Schools	
Principal, Myrtle C. Thibodeaux Elementary	Jefferson Parish Schools	
Principal, Woodland West	Jefferson Parish Schools	
Principal, Alfred Bonnabel Magnet Academy High	Jefferson Parish Schools	
Principal, Grace King High	Jefferson Parish Schools	
Principal, Homedale Elementary	Jefferson Parish Schools	
Principal (acting), McDonogh 26	Jefferson Parish Schools	
Principal, Riverdale High	Jefferson Parish Schools	
Principal, Vic A. Pitre Elementary	Jefferson Parish Schools	
Principal, Woodmere Elementary	Jefferson Parish Schools	
President Chad A. Aguillard	Pointe Coupee Parish School Board	**75-85**
Supervisor of Early Childhood and Elementary Education	Pointe Coupee Parish Schools	
Supervisor of Technology Services	Pointe Coupee Parish Schools	
Supervisor of Child Welfare and Attendance	Pointe Coupee Parish Schools	
Supervisor of Title I Reading & Math, Title IV, and Homeless	Pointe Coupee Parish Schools	
Supervisor of Title I Parent Involvement and School Choice	Pointe Coupee Parish Schools	
Supervisor of Special Education	Pointe Coupee Parish Schools	

Principal, Rosenwald Elementary	Pointe Coupee Parish Schools	
Principal, Valverda Elementary	Pointe Coupee Parish Schools	
Principal, Rougon Elementary	Pointe Coupee Parish Schools	
Principal, Livonia High	Pointe Coupee Parish Schools	
Principal, Upper Pointe Coupee Elementary	Pointe Coupee Parish Schools	
Curriculum and Human Resources Supervisor	St. Helena Parish Schools	**86-89**
Principal, St. Helena Central Elementary	St. Helena Parish Schools	
Principal, St. Helena Central High	St. Helena Parish Schools	
President Roland Verret	St. Mary Parish School Board	**90-98**
Assistant Superintendent	St. Mary Parish Schools	
Supervisor of Professional Development	St. Mary Parish Schools	
Principal, B. Edward Boudreaux	St. Mary Parish Schools	
Principal, Franklin Junior High	St. Mary Parish Schools	
Principal, Hernandez Elementary	St. Mary Parish Schools	
Principal, West St. Mary High School	St. Mary Parish Schools	
Principal, Morgan City High School	St. Mary Parish Schools	
Principal, Patterson Jr High School	St. Mary Parish Schools	
President Ann Smith	Tangipahoa Parish School Board	**99-109**
Chief Academic Officer	Tangipahoa Parish Schools	
Director of Curriculum and Instruction	Tangipahoa Parish Schools	
Principal, Independence Middle School	Tangipahoa Parish Schools	
Principal, Natalbany Elementary	Tangipahoa Parish Schools	
Principal, West Side Middle	Tangipahoa Parish Schools	
Principal, Kentwood High	Tangipahoa Parish Schools	
Principal, Independence High	Tangipahoa Parish Schools	
Principal, Hammond Westside Upper	Tangipahoa Parish Schools	
Principal, Hammond Westside Primary	Tangipahoa Parish Schools	
Principal, Woodland Park Early Learning Ctr	Tangipahoa Parish Schools	
Principal, Hammond Eastside Upper	Tangipahoa Parish Schools	
President Jason Manola	West Baton Rouge Parish School Board	**110-126**
Associate Superintendent for Information Systems	West Baton Rouge Parish Schools	
Supervisor of Pre-K	West Baton Rouge Parish Schools	
Associate Superintendent for Instruction	West Baton Rouge Parish Schools	
Supervisor of Business Services	West Baton Rouge Parish Schools	
Associate Superintendent of Human Resources and Staff Development	West Baton Rouge Parish Schools	
Supervisor of Child Welfare and Attendance	West Baton Rouge Parish Schools	
Principal, Brusly Elementary	West Baton Rouge Parish Schools	
Principal, Chamberlin Elementary	West Baton Rouge Parish Schools	

Principal, Port Allen High	West Baton Rouge Parish Schools	
Principal, Port Allen Middle	West Baton Rouge Parish Schools	
Principal, Port Allen Elementary	West Baton Rouge Parish Schools	
Principal, Devall Middle	West Baton Rouge Parish Schools	
Principal, Brusly High	West Baton Rouge Parish Schools	
Assistant Principal 1, Brusly High	West Baton Rouge Parish Schools	
Assistant Principal 2, Brusly High	West Baton Rouge Parish Schools	
Assistant Principal, Devall Middle	West Baton Rouge Parish Schools	
Community Stakeholders		
Mayor, City of Donaldsonville	Ascension Parish Schools	**127-160**
President, Ascension Chamber of Commerce	Ascension Parish Schools	
Director, Bright Futures Community Learning Center	Ascension Parish Schools	
President and COO of Eatel Communications	Ascension Parish Schools	
Executive Director, Donaldsonville Chamber of Commerce	Ascension Parish Schools	
Mayor, City of Gonzales	Ascension Parish Schools	
President, Desoto Federation of Teachers (local affiliate of LFT)	Desoto Parish Schools	
Executive Director, Alliance for Education	Desoto Parish Schools	
Executive Director, Desoto Parish Chamber of Commerce	Desoto Parish Schools	
President, Jefferson Federation of Teachers (local affiliate of LFT)	Jefferson Parish Schools	
Chairman, Jefferson Chamber of Commerce	Jefferson Parish Schools	
President, Chamber of Commerce	Pointe Coupee Parish Schools	
Chief of Police, City of New Roads	Pointe Coupee Parish Schools	
President and CEO, Guaranty Bank and Trust Company	Pointe Coupee Parish Schools	
President, Policy Jury	Pointe Coupee Parish Schools	
PTO President, Rosenwald Elementary	Pointe Coupee Parish Schools	
Mayor of New Roads	Pointe Coupee Parish Schools	
Sheriff	Pointe Coupee Parish Schools	
La CHIP Coordinator	St. Helena Parish Schools	
Mental Health Counselor, St. Helena IOP	St. Helena Parish Schools	
Wellness Advocate	St. Helena Parish Schools	
Administrator, St. Helena Parish IOP	St. Helena Parish Schools	
St. Helena Health Center	St. Helena Parish Schools	
Mayor, City of Morgan City	St. Mary Parish Schools	
State Board of Directors (District 5)	St. Mary Parish Schools	
Department Head of Education Leadership, UL Lafayette	St. Mary Parish Schools	
President, St. Mary Chamber of	St. Mary Parish Schools	

Commerce		
PTA Unit Officer, West Side Middle	Tangipahoa Parish Schools	
District Wide Parent Advisory Committee	Tangipahoa Parish Schools	
PTA Unit Officer, Independence Middle	Tangipahoa Parish Schools	
PTA Unit Officer, Natalbany Elementary	Tangipahoa Parish Schools	
PTA Unit Officer, Independence High	Tangipahoa Parish Schools	
Director for Finance, West Baton Rouge Parish Government	West Baton Rouge Parish Schools	
West Baton Rouge Parish President	West Baton Rouge Parish Schools	

The System for Teacher and Student Advancement

July 1, 2010

Dr. Thelma Meléndez de Santa Ana
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Assistant Secretary,

I write to express my support of the partnership between the Louisiana State Department of Education and the National Institute for Excellence in Teaching (NIET) in the submission of a Teacher Incentive Fund (TIF) proposal. The cornerstone of the Louisiana State Department of Education's TIF proposal is the implementation of TAP™: The System for Teacher and Student Advancement (TAP). As developer and ongoing provider of support for TAP in schools across the country, we endorse Louisiana's inclusion of this comprehensive reform in their TIF project.

NIET began working with the LA State Department of Education in 2003 to implement TAP in high-need schools. With just five schools in the first year, TAP is now integrated into over 40 schools statewide and that number is growing. The underlying premise of the LA Department of Education's TIF proposal is the development and sustainability of the TAP system across the State of Louisiana. We are confident that this approach meets the requirements of TIF and will help to develop a more effective educator workforce. With more effective teachers and principals in the schools, we can begin to close the achievement gaps and ensure that all children have the opportunity to achieve. We believe that the performance-based compensation, instructionally focused accountability, multiple career paths and ongoing professional development that are integral to TAP are necessary elements in the building of an effective teaching profession over time.

We look forward to our continued partnership with the Louisiana State Department of Education under this TIF project.

Sincerely,

Gary Stark

Gary Stark
President, National Institute for Excellence in Teaching

NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING
1250 Fourth Street • Santa Monica • CA 90401-1366
office: (310) 570-4860 • *fax:* (310) 570-4863

www.tapsystem.org

e5

BOBBY JINDAL
GOVERNOR

OFFICE OF THE GOVERNOR

Post Office Box 94004
Baton Rouge, LA 70804-9004

June 28, 2010

Mr. Arne Duncan
U.S. Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I would like to express my support of the proposal that is being submitted to the USDOE for the Teacher Incentive Fund (TIF) for Louisiana to develop and implement a performance-based compensation system for teachers, principals, and other personnel in order to increase educator effectiveness and student achievement in targeted school districts.

Our state is in an excellent position to benefit from this grant, and this proposal seeks to enhance education reforms already underway in Louisiana. During Louisiana's 2010 Legislative Session, we passed and I proudly signed into law Act 54, which requires 50% of teacher and school administrator evaluations to be based on student growth data using a value-added assessment model. This model is built upon the successful implementation of the value-added model that we are already using to assess the effectiveness of teacher preparation programs.

In addition, Louisiana was one of six states to receive the National Governors Association grant to participate in the Policy Academy on Creating New Models of Teacher Compensation That Enhances Teacher Effectiveness. This effort was led by our Blue Ribbon Commission for Educational Excellence, a group comprised of educators, school administrators, college of education deans and faculty, business leaders, government officials, and community representatives.

Our state has led the nation in the implementation of the TAP: The System for Teacher and Student Advancement, with a total of 66 schools (41 TAP and 25 Pre-TAP). This innovative school-wide reform initiative is aimed at attracting, supporting, and keeping high quality individuals in the teaching profession. The Louisiana TIF seeks to expand and enhance TAP across our state, with the following goals:

- Increase the percent of effective teachers in partner LEAs;
- Improve the capacity of LEAs to implement and sustain a comprehensive performance based compensation system using TAP; and
- Increase student achievement in partner LEAs.

(225) 342-7015 ✚ Fax (225) 342-7099 ✚ www.gov.state.la.us

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PR/Award # S385A100109

Despite the many steps forward, more work is needed - particularly for Louisiana's high-poverty, low performing schools. The strategic development and implementation of the proposed performance-based teacher and principal compensation system across our state through the TAP model will increase the educational opportunities provided to many children in need. Our ability to close the achievement gap and guarantee all students the opportunity to succeed relies on our ability to attract and cultivate more highly effective teachers and school leaders. The strategies and actions outlined in this proposal provide the tools to accomplish that goal.

We urge the USDOE to strongly consider selecting Louisiana's Teacher Incentive fund proposal. The support we will receive from the Louisiana Teacher Incentive Fund will allow us to build upon the many reforms underway and greatly improve the quality of our education system to benefit our children.

Sincerely.

Bobby Jindal
Governor of Louisiana

e7

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 29, 2010

Mr. Arne Duncan
U.S. Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

Louisiana takes pride in the fact that our state has built the infrastructure necessary for a world-class education system: rigorous content standards and benchmarks, integrated statewide data systems, a comprehensive curriculum, and the first steps to overhaul our preparation and training programs for teachers and leaders. With an opportunity to receive the USDOE Teacher Incentive Fund grant, Louisiana will increase student achievement by ensuring that every child is taught by an effective teacher and every teacher is supported by an effective leader.

The Louisiana Department of Education is committed to supporting teachers and administrators. Key elements of that support include clear standards and instructionally focused accountability, ongoing professional learning, and opportunities for growth, leadership, and recognition. Our goal is to empower our educators to be effective teachers and leaders in the classroom, the school, and the community at large. Our challenge is to provide all Louisiana educators – particularly those in high-need, low-performing schools – with job-embedded professional learning experiences and performance-based compensation that will allow us to achieve our goal.

We believe that the Louisiana Teacher Incentive Fund (LaTIF) grant will be a driving force in this effort. The LaTIF plan builds upon and expands the state's current efforts in the TAP: The System for Teacher and Student Advancement. As one of only 13 states in the nation currently participating in TAP, Louisiana has the largest contingent of TAP schools in the country: 68 TAP schools in 14 districts. We have seen countless success stories in these schools and several Louisiana schools have received the TAP Award of Distinction and the TAP Ambassador Award. We are confident that this model - which rewards teachers and principals who raise student achievement, builds the capacity of teachers and principals through job-embedded professional development, utilizes valid and reliable measures of student achievement, and provides a fair and rigorous teacher and principal evaluation process – will make a difference for the children who need it the most.

We are committed to this effort in every sense of the word. We have already made a serious commitment in terms of personnel resources and support resources within our Department by reassigning three existing PD staff members to the TAP staff. In SY 2009-2010, the LDoE hired three new State TAP Executive Master Teachers. In addition, as a part of the 2010 Louisiana Legislative Session, we succeeded in

passing one of the nation's most comprehensive value-added teacher evaluation laws requiring annual, student achievement-based evaluations of all teachers and administrators. In a year with many financial challenges in our state, this proposal's funding will make a difference in our ability to provide performance compensation for teachers and principals, and thereby improve student achievement in our high-need schools.

I can assure you that we will be eager to accept all roles and responsibilities associated with the awarding of a state Teacher Incentive Fund grant. We are ready to be a part of the rigorous national evaluation that will provide a common design methodology, data collection instruments, and performance measures across all awarded proposals. We will continue to explore additional resources of funds that can sustain and further expand the efforts that are created through this grant. We will bring together a high-level group of district representatives and state leaders to create a LaTIF Advisory Council. The Council will provide statewide leadership and vision to support and expand a sustainable performance-based compensation system in Louisiana, particularly in high-need schools.

Louisiana is reforming and will continue to reform education. We know that the LaTIF proposal can be a part of the reform process. We thank you for your consideration of this proposal.

Sincerely,

Paul Pastorek,
State Superintendent of Education

e9

PR/Award # S385A100109

MARY L. LANDRIEU
LOUISIANA

United States Senate

WASHINGTON, DC 20510-1804

June 17, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-3100

RE: Landrieu Project No. 999810
Always refer to the Landrieu Project No. when communicating with this office.

Dear Secretary Duncan:

I am writing on behalf of the Louisiana Department of Education, in partnership with the National Institute for Excellence in Teaching (NIET) and nine Louisiana schools systems, which have submitted a proposal to the U.S. Department of Education for funding under the Teacher Incentive Fund (TIF) program.

It is a pleasure for me to inform you of my support for this joint effort to support teacher advancement and student achievement. I have been told that this proposed expansion and enhancement of TAP™: The System for Teacher and Student Advancement program could create a culture of professionalism for teachers and principals in Louisiana. I believe you will find the application to be exemplary in every way, and I would appreciate every appropriate consideration, within the applicable guidelines, during the review.

In closing, I ask for any information that you may now provide on this matter and look forward to hearing from you about the final decision.

Thanking you in advance for your consideration and with kindest regards, I am

Sincerely,

Mary L. Landrieu
United States Senator

MLL:rel

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CHARLIE MELANCON
3RD DISTRICT, LOUISIANA

COMMITTEE ON ENERGY AND COMMERCE

COMMITTEE ON THE BUDGET

Congress of the United States
House of Representatives
Washington, DC 20515

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WASHINGTON, DC 20515
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DISTRICT OFFICES:
8201 WEST JUDGE PEREZ DRIVE
CHALMETTE, LA 70043
(504) 271-1707
1201 S. PURPERA, SUITE 601
GONZALES, LA 70737
(225) 621-8490
423 LAFAYETTE STREET, SUITE 107
HOUMA, LA 70360
(985) 876-3033
124 EAST MAIN STREET
SUITE 100
NEW IBERIA, LA 70560
(337) 367-8231

June 24, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Dear Secretary Duncan,

As Congressman of Louisiana's Third Congressional District, I write to express my support of the Louisiana Teacher Incentive Fund proposal that has been submitted in response to the USDOE Teacher Incentive Fund request for proposals. The goals and objectives of Louisiana's TIF plan are consistent with the guiding principles of my office.

I believe that the underlying premise of the Louisiana TIF proposal – opportunities for teacher and student advancement through the expansion and enhancement of the TAP ™ System across our state – will create a culture of professionalism for teachers and principals. I know that professionalism is a key to building a strong teaching core. I believe that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to TAP can be cornerstones in the building of the teaching profession.

I support the overarching goals of the Louisiana TIF proposal:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

I believe these goals are aligned with and will advance Louisiana's Education Reform Plan.

PRINTED ON RECYCLED PAPER

I aggress to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on tasks that will support the state's effort to accomplish the three goals described above. Furthermore, we support the goals of TAP: The system for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Sincerely,

Charlie Melancon
Member of Congress

e12

PR/Award # S385A100109

BILL CASSIDY, M.D.
6TH DISTRICT, LOUISIANA

COMMITTEE ON AGRICULTURE
SUBCOMMITTEE ON CONSERVATION, CREDIT, ENERGY, AND RESEARCH
SUBCOMMITTEE ON RURAL DEVELOPMENT, BIOTECHNOLOGY, SPECIALTY CROPS, AND FOREIGN AGRICULTURE

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SUBCOMMITTEE ON HIGHER EDUCATION, LIFELONG LEARNING, AND COMPETITIVENESS

COMMITTEE ON NATURAL RESOURCES
SUBCOMMITTEE ON INSULAR AFFAIRS, OCEANS AND WILDLIFE

Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
506 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-3901
FAX: (202) 225-7313

DISTRICT OFFICE:
5555 HILTON AVENUE, SUITE 100
BATON ROUGE, LA 70808
PHONE: (225) 929-7711
FAX: (225) 923-7688

http://cassidy.house.gov

June 24, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue – SW
Washington, D.C. 20202-4260

RE: Louisiana Teacher Incentive Fund
Funding Source: US Department of Education – Teacher Incentive Fund (TIF)
Grant Title: LA Department of Education/ TAP: The System for Teacher and Student Advancement
Funding Amount: $45,000,000.00
[Approximate]

Dear Mr. Duncan:

Please consider this letter of consideration for the **Louisiana Teacher Incentive Fund (TIF)** Proposal that has been submitted by the **LA Department of Education/TAP: The System for Teacher and Student Advancement**. This is in response to the *US Department of Education - Teacher Incentive Fund's* request for proposals. The goals and objectives of the **Louisiana TIF** plan are consistent with the guiding principles to support teacher advancement and student achievement. These principles are aligned with **TAP: The System for Teacher and Student Advancement** - a comprehensive reform model inclusive of nine Louisiana school districts; four of which are in the Sixth Congressional District.

It is my understanding that the underlying premise of the **Louisiana TIF** proposal will create a culture of professionalism for teachers and principals across the state. We know that professionalism is a key to building a strong teaching core; and that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to **TAP** can be cornerstones in the building of the teaching profession.

I appreciate the *US Department of Education* giving every appropriate consideration to the **Louisiana TIF** proposal. Furthermore, I support the goals of **TAP: The System for Teacher and Student Advancement** and encourage the Local Educational Agencies' partnership with the LA Department of Education in order to ultimately increase student achievement.

I ask that you keep my office apprised as to the progress and final decisions made regarding this request. Should you have any further questions, please feel free to contact Ms. Dale Marioneaux, Grants Coordinator in my Baton Rouge office at (225) 929-7711.

Sincerely,

Bill Cassidy

Bill Cassidy
Member of Congress

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LOUISIANA STATE SENATE

COMMITTEE MEMBERS

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Chairman
Senator Eric LaFleur
Vice Chairman
Senator Conrad Appel
Senator Jack Donahue
Senator Yvonne Dorsey
Senator Ann D. Duplessis
Senator Gerald Long

Committee on Education

Post Office Box 94183
Baton Rouge, Louisiana 70804

Committee Staff

Jeanne C. Johnston
Senior Analyst
(225) 342-0626

Camille Denson
Administrative Secretary
(225) 342-6090

June 21, 2010

Mr. Arne Duncan
U.S. Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of the children of Louisiana, I write to express my support of the Louisiana Teacher Incentive Fund proposal. As Chairman of the Senate Education Committee, I am eager to see the expansion and enhancement of TAP, the System for Teacher and Student Advancement, across our state. I believe that the performance-based compensation system and the instructionally focused accountability that are integral to the TAP will provide improved learning opportunities for students in our high-need schools.

During the 2010 Louisiana Legislative Session, my colleagues and I adopted House Bill 1033 requiring annual evaluations of all teachers and administrators, and requiring that by 2012-13, 50 percent of these evaluations be based on evidence of growth in student achievement. This legislation prevents the state from granting certification or renewal to teachers who do not meet effective standards for three years based on student academic growth. By linking student achievement to educator evaluations, professional development and support, and school and district accountability, this new law ensures that every student in Louisiana will be taught by an effective teacher and every school will be led by an effective leader. We are pleased to take such action and we will continue to support, promote, and endorse opportunities through the USDOE Teacher Incentive Fund grant offerings.

We believe that the TAP model provides a bold strategy to attract and retain talented people to the teaching profession, specifically in those schools that are most in need. We applaud the effort to compensate principals and teachers based on results - how they perform on the job and how they impact student achievement.

I look forward to working with the Louisiana Department of Education to expand and enhance the TAP system through the Louisiana Teacher Incentive Fund. I thank you for your consideration of this proposal. I am confident that funding this proposal will yield meaningful results for the children in our state.

Sincerely,

Ben Nevers

Ben Nevers
Chairman, Senate Education Committee
Louisiana State Senate

LOUISIANA HOUSE OF REPRESENTATIVES

Austin J. Badon, Jr.
Chairman

Committee on Education
P.O. Box 44486 Baton Rouge, LA 70804-4486
(225) 342-2406
Fax (225) 342-2392

Frank A. Hoffmann
Vice Chairman

June 21, 2010

Mr. Arne Duncan
U.S. Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As Chairman of the Committee on Education of the Louisiana House of Representatives, I write to express my support of the Louisiana Teacher Incentive Fund proposal that seeks grant funding through the United States Department of Education Teacher Incentive Fund initiative. Working with the Louisiana Department of Education and the State Board of Elementary and Secondary Education, we will explore ways to establish and support a performance-based compensation system for principals and teachers in high-need schools throughout our state.

This effort will build on HB1033 (Act 54), passed during the 2010 Louisiana Legislative Session. The provisions of this law include annual evaluations for educators starting in 2012-13, to be based upon a value-added assessment model. Louisiana has been recognized by *Education Week* for its efforts to improve teacher quality, which include strengthened teacher certification policies and standards, redesigned teacher preparation programs, and improved professional learning opportunities. We are proud of this recognition, but know that there is much more to be done in order to provide high quality educational opportunities for all students.

I thank you for your consideration of the Louisiana Teacher Incentive Fund proposal. If funded, it will make a difference for many children and educators in Louisiana. I look forward to working with our State Department of Education in this effort.

Sincerely,

Austin Badon
Chairman, Education Committee
Louisiana House of Representatives

STATE BOARD of ELEMENTARY and SECONDARY EDUCATION
P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

James Garvey
1st BESE District

Louella Givens
2nd BESE District

Glenny Lee Buquet
3rd BESE District

Walter Lee
4th BESE District

Keith Guice
5th BESE District

Chas Roemer
6th BESE District

Dale Bayard
7th BESE District

Linda M. Johnson
8th BESE District

John Bennett
Member-at-Large

Connie Bradford
Member-at-Large

Penny Dastugue
Member-at-Large

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

July 1, 2010

Mr. Arne Duncan
U.S. Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As President of the Louisiana Board of Elementary and Secondary Education (BESE), it is my pleasure on behalf of the entire Board to affirm our ardent support of the Louisiana Teacher Incentive Fund (TIF) proposal. At our July 1, 2010, Board meeting, the Louisiana Department of Education staff notified us of the plans for a proposal that will support the expansion and enhancement of TAP: The System for Teacher and Student Advancement across our state, and the BESE unanimously authorized the submission of the TIF proposal.

The TAP system incorporates principles that we believe are essential in continuing Louisiana's school reform efforts: quality professional learning opportunities, multiple career paths for educators, instructionally-focused accountability, and performance-based compensation based on student achievement and teacher evaluation. Further, extant data, representing SYs 06-07, 07-08, and 08-09, support that the program has impacted Louisiana's reform efforts.

We believe that Louisiana is particularly well-positioned to expand and enhance the TAP model and to institute the TIF Program. The state has a strong accountability system in place and continues to implement valuable high school redesign and literacy and numeracy initiatives. We have laid a foundation for TIF throughout four years of successful TAP implementation.

The Louisiana TIF proposal's overarching goals are aligned with Louisiana's Education Reform Plan and will advance Louisiana's Education Reform Plan by:

- Increasing the percent of effective teachers in partner LEAs;
- Improving the capacity of LEAs to implement and sustain a comprehensive performance based compensation system using TAP; and
- Increasing student achievement in partner LEAs.

We are proud of the educational progress Louisiana has made in the past few years. However, much remains to be done in order to adequately address the needs of students, teachers, and leaders in the many impoverished and underserved areas of our state. The proposed LaTIF initiative can enable our state to reach those schools and will assist in establishing the climate and political will for further expansion of such efforts.

I look forward to a successful review of our application. I am eager to move forward with expanding and enhancing the TAP system in order to implement a strong LaTIF initiative.

We thank you for your consideration of this proposal.

Sincerely,

Keith Guice,
President, Louisiana Board of Elementary
and Secondary Education

LDE PS/JV/SD/lc

STATE BOARD of ELEMENTARY and SECONDARY EDUCATION
P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

James Garvey
1st BESE District

Louella Givens
2nd BESE District

Glenny Lee Buquet
3rd BESE District

Walter Lee
4th BESE District

Keith Guice
5th BESE District

Chas Roemer
6th BESE District

Dale Bayard
7th BESE District

Linda M. Johnson
8th BESE District

John Bennett
Member-at-Large

Connie Bradford
Member-at-Large

Penny Dastugue
Member-at-Large

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

July 1, 2010

Mr. Arne Duncan
U.S. Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

For several years, Louisiana has placed an exceptional amount of resources and energy toward improving its quality of education and, in particular, improving teacher quality. The result is a more cohesive system founded on accountability and high standards for teacher preparation, teacher certification, and teacher effectiveness.

The Blue Ribbon Commission for Teacher Quality was originally created by the Board of Regents and the Board of Elementary and Secondary Education (BESE) during April 1999 to develop recommendations to recruit, prepare, and retain quality teachers and principals. The Commission's name was changed to the Blue Ribbon Commission for Educational Excellence in 2000-2001, and the Commission has continued to meet on a yearly basis to develop recommendations to improve the effectiveness of teachers and educational leaders. The Commission is composed of thirty-eight state, university, district, school, and community representatives. It was given the charge to recommend policies to the Governor, Board of Regents, and the Board of Elementary and Secondary Education that would lead to a cohesive PK-16+ system to hold universities and school districts accountable for the aggressive recruitment, preparation, support, and retention of quality teachers who produce higher achieving K-12 students.

While we have made great progress, we realize there is more to do. We believe that providing a highly effective and high quality teacher for every student in every classroom remains an unmet target. The goals, objectives, and strategies of the Louisiana Teacher Incentive Fund proposal will move us closer to that end. If funded, this proposal will increase the percent of effective teachers in partner LEAs; improve the capacity of LEAs to implement and sustain a comprehensive performance-based compensation system using TAP; and increase student achievement in partner LEAs. These goals are in direct alignment with the Commission's 2009-2010 charge: *To develop a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.*

Our state's continued educational progress hinges on the ability to ensure there is a highly effective leader in every school and a highly effective teacher in every classroom. This grant, if funded, will expand and enhance the TAP system and propel us further in our teacher quality efforts.

We are pleased and honored to be a part of this effort. As members of the Blue Ribbon Commission, we will keep the progress of this proposal in the forefront of the Commission and will support the efforts of performance-based compensation for principals and teachers across our state.

We thank you for your consideration of this proposal.

Sincerely,

Glenny Lee Buquet, BESE Member, 3rd District
Co-Chair, Blue Ribbon Commission for Educational Excellence

LDE PS/JV/lc

e21
PR/Award # S385A100109

LOUISIANA SCHOOL BOARDS ASSOCIATION

June 24, 2010

OFFICERS

STELLA LASSEIGNE
President

DARRIN MANUEL
President Elect

JOHN SMITH
Vice President

TAMMY PHELPS
Immediate Past President

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Bienville Parish

BILLY FOWLER
LaSalle Parish

EXECUTIVE DIRECTOR
Nolton J. Senegal

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Dear Mr. Duncan:

As Executive Director of the Louisiana School Boards Association, I write to express my enthusiastic support of the Louisiana Teacher Incentive Fund proposal that has been submitted in response to the USDOE Teacher Incentive Fund request for proposals. The goals and objectives of Louisiana's TIF plan are consistent with the guiding principles of the Louisiana School Boards Association.

The Louisiana School Boards Association, a federation of the public school boards of Louisiana, has developed into one of the most active and effective educational organizations in the State. Dedicated to the premise that all citizens must receive the finest education possible, the Association has sponsored progressive school legislation and advocated improved teaching. LSBA through its own activities and through cooperation with other educational agencies has stressed that efficient public schools are the foundation of American democracy. The Association recognizes that public schools will be efficient only if the teachers, administrators and school board members are efficient.

We believe that the underlying premise of the Louisiana TIF proposal – opportunities for teacher and student advancement through the expansion and enhancement of the TAP System across our state – will create a culture of professionalism for teachers and principals. We know that professionalism is a key to building a strong teaching core. We believe that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to TAP can be cornerstones in the building of the teaching profession.

We support the overarching goals of the Louisiana TIF proposal:

1. Increase the percent of effective educators;

2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

We believe these goals are aligned with and will advance Louisiana's Education Reform Plan.

We agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on tasks that will support the state's effort to accomplish the three goals described above. Furthermore, we support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEAs' partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

With kindest regards, I am

Sincerely yours,

[redacted]

Nolton J. Senegal
Executive Director

NJS: cpw

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PR/Award # S385A100109

LOUISIANA ASSOCIATION OF PRINCIPALS

103 Crawford Street
Winnfield, LA. 71483
The Voice of School Based Administrator

Telephone: 318-648-2999
Fax: 318-648-2990

Web-page: laprincipals.org
E-Mail: andrea.martin@laprincipals.org

June 21, 2010

Mr. Arne Duncan, Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Secretary Duncan:

As Executive Director for the Louisiana Association of Principals, I write to express my support of the Louisiana Teacher Incentive Fund proposal that has been submitted in response to the USDOE Teacher Incentive Fund request for proposals.

One of the goals of our organization is to strengthen the leadership skills and provide the professional development needed by school based administrators to effectively lead their schools.

LAP believes the underlying premise of the Louisiana TIF proposal- opportunities for teacher and student advancement through the expansion and enhancement of the TAP System across our state – will create a culture of professionalism for teachers and principals. LAP also believes that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to TAP can be cornerstones in the building of the teaching profession.

LAP supports the overarching goals of the Louisiana TIF proposal that are aligned with the LA Educational Reform Plan:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

LAP supports the activities proposed through the LA Teacher Incentive Fund grant and is willing to be an active partner in assisting the Department of Education's effort in achieving the goals described above.

Andrea Martin, Executive Director
Louisiana Association of Principals

A+PEL

June 18, 2010

ASSOCIATED PROFESSIONAL
EDUCATORS of LOUISIANA

Mr. Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Dear Secretary Duncan,

As Executive Director of Associated Professional Educators of Louisiana (A+PEL), I wish to express my enthusiastic support of the Louisiana Teacher Incentive Fund proposal that has been submitted in response to the USDOE Teacher Incentive Fund request for proposals. The goals and objectives of Louisiana's TIF plan are consistent with the guiding principles of our association.

A+PEL is a statewide, non-union teachers' organization that offers a bold vision of progressive education. With the focus on students, we promote educators as career professionals and assist them in their quest for excellence.

The underlying premise of the Louisiana TIF proposal – opportunities for teacher and student advancement through the expansion and enhancement of the TAP™ System across our state – embraces a culture of professionalism for teachers and principals. We know that professionalism is a key to building a strong teaching core. We believe that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to TAP can be cornerstones in the building of the teaching profession.

We support the overarching goals of the Louisiana TIF proposal:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

We believe these goals are aligned with and will advance Louisiana's Education Reform Plan.

A+PEL agrees to support the activities outlined in the Louisiana Teacher Incentive Fund grant proposal and will be involved in the state's effort to accomplish the three goals described above. Furthermore, we are committed to supporting the goals of TAP: The System for Teacher and Student Advancement. We will encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Sincerely,

Kathy Campbell
Executive Director

7907 Wrenwood Blvd., Suite B • Baton Rouge, Louisiana 70809
(225) 769-4005 or (800) 364-2735 • FAX: (225) 766-5053
www.apeleducators.org • apel@apeleducators.org

Louisiana Association of Business and Industry
P.O. Box 80258 Baton Rouge, Louisiana 70898
www.labi.org

June 29, 2010

Mr. Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Dear Secretary Duncan,

As Vice President and Director of Education for the Louisiana Association of Business and Industry (LABI), I am writing to express my association's support of the Louisiana Teacher Incentive Fund proposal that has been submitted in response to the USDOE Teacher Incentive Fund request for proposals. The goals and objectives of Louisiana's TIF plan are consistent with the guiding principles of LABI regarding teacher performance and reward.

LABI is Louisiana's state chamber of commerce and manufacturing association, and the recognized leader of business interests in the state. We have a membership of more than 5,000 businesses, both small and large, with a contact list of 6,000 plus. LABI advocates for education reform at many levels, and we recognized that the teacher in the classroom is the most important component of providing an excellent educational opportunity for every child.

We believe that the underlying premise of the Louisiana TIF proposal – opportunities for teacher and student advancement through the expansion and enhancement of the TAP™ System across our state – will create a culture of professionalism for teachers and principals. We know that professionalism is a key to building a strong teaching core. We believe that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to TAP can be cornerstones in the building of the teaching profession. We particularly support the creation of career paths for teachers who choose to remain in the classroom.

We support the overarching goals of the Louisiana TIF proposal:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

We believe these goals are aligned with and will advance Louisiana's Education Reform Plan. LABI will support the activities proposed through the Louisiana Teacher Incentive Fund grant proposal and the state's effort to accomplish the three goals described above. Furthermore, we support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Thank you for your consideration of this application. We look forward to hearing from you soon.

Sincerely,

Brigitte T. Nieland
Vice President

COUNCIL FOR A BETTER LOUISIANA

P.O. Box [illegible]
Baton Rouge, Louisiana 70821
(225) 344 CABL (344-2225) Fax (225) 338-[illegible]
Web Site: www.cabl.org
E-mail: info@cabl.org

June 18, 2010

Officers

Chairman of the Board
[illegible]
Northeast Region

President & CEO
[illegible]

Chairman – Elect
Gregory N. Rubin, Sr.
Greater New Orleans

Secretary
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Northwest Region
Robert B. Hanna

Southwest Region
Mark Abraham

Mr. Arne Duncan
Secretary
United States Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4260

Dear Secretary Duncan,

As president of the Council for A Better Louisiana I would like to offer our strong support of the Louisiana Teacher Incentive Fund proposal that has been submitted in response to the USDOE Teacher Incentive Fund request for proposals. The goals and objectives of Louisiana's TIF plan are clearly aligned with the guiding principles of our organization and are part of CABL's education reform agenda for Louisiana.

CABL is a statewide, nonpartisan public policy organization founded in 1962. Education at all levels has been a primary focus of our work since our inception. We have championed many of the nationally recognized education reforms that have occurred in our state over the last 15 years including the development of our school accountability system, expansion of high-quality pre-K programs, creation of the Recovery School District, passage of charter school laws and the RSD takeover of low-performing schools in New Orleans.

We believe that the underlying premise of the Louisiana TIF proposal – opportunities for teacher and student advancement through the expansion and enhancement of the TAP™ System across our state – will create a culture of professionalism for teachers and principals.

We know that professionalism is a key to building a strong teaching core. We believe that the multiple career paths, instructionally focused accountability, ongoing professional development, and performance-based compensation that are integral to TAP can be cornerstones in the building of the teaching profession.

We support the overarching goals of the Louisiana TIF proposal:

1. Increase the percent of effective educators;

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2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

We believe these goals are aligned with and will advance Louisiana's Education Reform Plan which CABL strongly supports.

In addition, we wholeheartedly agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on tasks that will support the state's effort to accomplish the three goals described above.

We also strongly support the goals of TAP and encourage school districts to partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement for the benefit of our children.

Thank you for the opportunity to present this letter in support of our state's proposal. Should you have any questions, please feel free to contact me at any time.

Sincerely,

Barry Erwin
President

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Patrice Pujol

Title: Superintendent

Date: 6/16/10

"An Equal Opportunity Employer"

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PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Walter E. Lee

Title: Superintendent, De Soto Parish Schools

Date: 6/14/10

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PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Diane M Rossel

Title: Superintendent JPPSS

Date: 6-11-10

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PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free # 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Lalano
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Linda D'Amico Linda D'Amico
Title: Superintendent
Date: June 11, 2010

"An Equal Opportunity Employer"

Pointe Coupee Parish School Board

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PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
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Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

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- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: [illegible]

Title: Superintendent
Date: 6/17/10

"An Equal Opportunity Employer"

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PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™, The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators.
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Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

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- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: MARK KOHWE Mark Kohwe

Title: District Superintendent

Date: 6/14/10

"An Equal Opportunity Employer"

e35

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
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Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Daniel Corona WBK

Title: Superintendent

Date: 6/16/10

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e36

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that Ascension Parish School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, Ascension Parish School System's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in Ascension Parish School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: Edward Price

Title: President, Ascension Parish School Board

Date: 6/16/10

"An Equal Opportunity Employer"

e37

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Eleanor S. Lux

Title: Principal

Date: 6/16/10

"An Equal Opportunity Employer"

e38

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: _____

Title: Principal

Date: 6/16/10

"An Equal Opportunity Employer"

e39

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Dr Maryline K Emery

Title: Principal

Date: 6/16/10

"An Equal Opportunity Employer"

e40

PR/Award # S385A100109

LOWERY ELEMENTARY SCHOOL

Principal Commitment Form

For Schools Applying to be a Year One TAP School

A major element of success is the commitment of school administrative and instructional staff to implementation of the TAP System with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP Year One implementation.

- Attend 5-day training *Preparing for Success in a TAP Schools* (PSTS) and *Preparing to Become a Certified TAP Evaluator* (PSTS) in July 2010.
- Provide a TAP Start Up of School workshop to provide staff with overview of TAP organizational structure; TAP cluster meetings; and, TAP roles and responsibilities (1/2 day in August)
- Serve as the head of the school leadership team and in that capacity guide the team in: analyzing student data; developing a TAP school plan (aligned with school improvement plan) that identifies school goal(s), yearly cluster goal, cluster cycle goals; monitoring cluster group operations; and, fostering inter-rater reliability
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric. (Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the State TAP Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, PBSTS, PBCTE, and BCTE.
- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

LaKesa R. Dixon — April 10, 2010

Signature of Principal — Date

e41

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Bridget B. Boudreaux

Title: Supervisor of Elementary Schools

Date: 6/16/10

"An Equal Opportunity Employer"

e42

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

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- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Elizabeth Stafford

Title: Director of Primary Schools

Date: 6/16/10

"An Equal Opportunity Employer"

e43

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

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- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Sheila Saver

Title: Supervisor of Elementary Schools

Date: 6/16/10

"An Equal Opportunity Employer"

e44

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
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June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: [signature]

Title: President, DeSoto Parish School Board

Date: 6/18/10

"An Equal Opportunity Employer"

e45

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
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June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

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- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that w[redacted]

Name: [redacted]

Title: [redacted]

Date: 6/14/10

"An Equal Opportunity Employer"

e46

PR/Award # S385A100109

Principal Commitment Form
for Schools Applying to be a Continuing TAP School

A major element of success is the commitment of school administrative and instructional staff to the nplementation of the TAP system with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP implementation.

- Serve as the head of the school leadership team and, in that capacity, schedule regular leadership team meetings and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric.(Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the TAP Executive Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, TSI and BCTE.
- Support the school's Master Teachers participation in state Master Teacher Networking Meetings.
- Support TAP Master and Mentor teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the continued effort of our school to implement the TAP System as described above and to support the instructional staff as we strengthen our continued implementation of TAP.

[signature] 5-10-10

Signature of Principal Date

Marth DiSoto High

e47

PR/Award # S385A100109

Principal Commitment Form
for Schools Applying to be a Continuing TAP School

A major element of success is the commitment of school administrative and instructional staff to the implementation of the TAP system with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP implementation

- Serve as the head of the school leadership team and, in that capacity, schedule regular leadership team meetings and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric.(Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability
- Work in a collaborative and cooperative relationship with the TAP Executive Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies
- Foster relationships with community agencies and parents in support of the program
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, TSI and BCTE
- Support the school's Master Teachers participation in state Master Teacher Networking Meetings
- Support TAP Master and Mentor teachers in their work

I certify that I understand the above information. I agree to **lead and participate** in the continued effort of our school to implement the TAP System as described above and to support the instructional staff as we strengthen our continued implementation of TAP

Signature of Principal

5/13/10
Date

Martha DeSoto Middle

e48

PR/Award # S385A100109

Principal Commitment Form
For Schools Applying to be a Year One TAP School

A major element of success is the commitment of school administrative and instructional staff to implementation of the TAP System with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP Year One implementation.

- Attend 5-day training *Preparing for Success in a TAP Schools* (PSTS) and *Preparing to Become a Certified TAP Evaluator* (PSTS) in July 2010.
- Provide a TAP Start Up of School workshop to provide staff with overview of TAP organizational structure; TAP cluster meetings; and, TAP roles and responsibilities (1/2 day in August)
- Serve as the head of the school leadership team and in that capacity guide the team in: analyzing student data; developing a TAP school plan (aligned with school improvement plan) that identifies school goal(s), yearly cluster goal, cluster cycle goals; monitoring cluster group operations; and, fostering inter-rater reliability
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric. (Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the State TAP Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, PBSTS, PBCTE, and BCTE.
- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

April 14, 2010
Date

Martin De Soto PK-2 Elementary/DeSoto

e49

PR/Award # S385A100109

Principal Commitment Form
For Schools Applying to be a Year One TAP School

A major element of success is the commitment of school administrative and instructional staff to .mplementation of the TAP System with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP Year One implementation.

- Attend 5-day training *Preparing for Success in a TAP Schools* (PSTS) and *Preparing to Become a Certified TAP Evaluator* (PSTS) in July 2010.
- Provide a TAP Start Up of School workshop to provide staff with overview of TAP organizational structure; TAP cluster meetings; and, TAP roles and responsibilities (1/2 day in August)
- Serve as the head of the school leadership team and in that capacity guide the team in: analyzing student data; developing a TAP school plan (aligned with school improvement plan) that identifies school goal(s), yearly cluster goal, cluster cycle goals; monitoring cluster group operations; and, fostering inter-rater reliability
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric. (Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the State TAP Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, PBSTS, PBCTE, and BCTE.
- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal	April 14, 2010 Date

North DeSoto 3-5 Elementary / DeSoto

e50

PR/Award # S385A100109

Principal Commitment Form
for Schools Applying to be a Continuing TAP School

A major element of success is the commitment of school administrative and instructional staff to the implementation of the TAP system with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP implementation.

- Serve as the head of the school leadership team and, in that capacity, schedule regular leadership team meetings and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric.(Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the TAP Executive Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, TSI and BCTE.
- Support the school's Master Teachers participation in state Master Teacher Networking Meetings.
- Support TAP Master and Mentor teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the continued effort of our school to implement the TAP System as described above and to support the instructional staff as we strengthen our continued implementation of TAP.

Jerri Foley — Signature of Principal

5/6/2010 — Date

e51

PR/Award # S385A100109

Principal Commitment Form
for Schools Applying to be a Continuing TAP School

A major element of success is the commitment of school administrative and instructional staff to the implementation of the TAP system with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP implementation.

- Serve as the head of the school leadership team and, in that capacity, schedule regular leadership team meetings and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least twice a year using the *TAP Instructional Rubric.(Note: In Year Two all teachers must be evaluated four times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the TAP Executive Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, TSI and BCTE.
- Support the school's Master Teachers participation in state Master Teacher Networking Meetings.
- Support TAP Master and Mentor teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the continued effort of our school to implement the TAP System as described above and to support the instructional staff as we strengthen our continued implementation of TAP.

Lillie P. Giles — Signature of Principal

May 12, 2010 — Date

e52

PR/Award # S385A100109

Principal Commitment Form
for Schools Applying to be in Pre-TAP

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms.
- Participate in a Pre-TAP Schools Orientation meeting (August/September).
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure).
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation; include on-site visits to TAP schools; include as part of team to attend TAP training workshop)
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Connie Mears — Signature of Principal

5/5/10 — Date

11

Mansfield Elem / DeSoto

e53

PR/Award # S385A100109

Principal Commitment Form

For Schools Applying to be a Year One TAP School

A major element of success is the commitment of school administrative and instructional staff to implementation of the TAP System with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP Year One implementation.

- Attend 5-day training *Preparing for Success in a TAP Schools* (PSTS) and *Preparing to Become a Certified TAP Evaluator* (PSTS) in July 2010.
- Provide a TAP Start Up of School workshop to provide staff with overview of TAP organizational structure; TAP cluster meetings; and, TAP roles and responsibilities (1/2 day in August)
- Serve as the head of the school leadership team and in that capacity guide the team in: analyzing student data; developing a TAP school plan (aligned with school improvement plan) that identifies school goal(s), yearly cluster goal, cluster cycle goals; monitoring cluster group operations; and, fostering inter-rater reliability
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric. (Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the State TAP Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, PBSTS, PBCTE, and BCTE.
- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

March 25, 2010
Date

Mansfield Middle / DeSoto

e54

PR/Award # S385A100109

Principal Commitment Form
for Schools Applying to be a Continuing TAP School

A major element of success is the commitment of school administrative and instructional staff to the implementation of the TAP system with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP implementation.

- Serve as the head of the school leadership team and, in that capacity, schedule regular leadership team meetings and guide the team in analyzing student data, developing a school academic plan, monitoring cluster group operations, and fostering inter-rater reliability.
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric.(Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the TAP Executive Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, TSI and BCTE.
- Support the school's Master Teachers participation in state Master Teacher Networking Meetings.
- Support TAP Master and Mentor teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the continued effort of our school to implement the TAP System as described above and to support the instructional staff as we strengthen our continued implementation of TAP.

David R. Rougeau — 5/7/10

Signature of Principal — Date

Mansfield High / Martin De Soto

e55

PR/Award # S385A100109

Principal Commitment Form

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- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, PBSTS, PBCTE, and BCTE.
- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

April 14, 2010
Date

Pelican All Saints High / DeSoto

e56

PR/Award # S385A100109

Principal Commitment Form

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- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Carolyn Phillips — Signature of Principal

4/14/2010 — Date

Stanley High School / Dr. Soto

e57

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Gene Katsaris

Title: JPPSS School Board President

Date: 6-15-10

"An Equal Opportunity Employer"

e58

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

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Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: Richard Carpenter

Title: Deputy Superintendent

Date: 6/11/10

"An Equal Opportunity Employer"

e59

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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June 13, 2010

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Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: Germain Gilson
Title: Assistant Superintendent of Federal Programs
Date: June 17, 2010

"An Equal Opportunity Employer"

e60

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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- Meeting the NIET recommended levels for the number of master and mentor teachers; and
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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: [redacted]

Title: [redacted] ming Jefferson Parish Public Schools

Date: 6-16-2010

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e61

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
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Name: Karen O'Doyle

Title: Principal

Date: 6/16/10

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FROM : FAX NO. :5043410548 Jun. 16 2010 10:27AM P2

e62

PR/Award # S385A100109

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POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Name: Kevin Sellers

Title: Principal

Date: June 16, 2010

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Name: Amelia Noel
Title: Principal
Date: 6-17-10

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Name: C Rome
Christi Rome
Title: Principal William Hart Elementary School
6-16-10

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e65

PR/Award # S385A100109

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Name: Lisa Wilson

Title: Principal

Date: 6/16/2010

"An Equal Opportunity Employer"

e66

PR/Award # S385A100109

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Name: Lisa Kendrick Lisa Kendrick

Title: Principal

Date: 6/16/10

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06/15/2010 22:11 5044590216 CLANCYELEMENTARY PAGE 02/02

e67

PR/Award # S385A100109

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Name: [illegible]

Title: Principal

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e68
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Name: Karen Bucher Karen Bucher

Title: Principal Hazel Park Elementary

Date: 6/16/2010

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e69

PR/Award # S385A100109

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Name: Dodie Plaisance / Dodie Plaisance
Title: Principal - Myrtle C. Thibodeaux Elementary
Date: June 16, 2010

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PR/Award # S385A100109

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Name: Peggy Rome Peggy Rome

Title: Principal Woodland West

Date: June 15, 2010

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June 13, 2010

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- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: JOHN R. KULAKOWSKI

Title: PRINCIPAL

Date: 6/16/10

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STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

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Name: [signature]

Title: Principal

Date: 6-16-10

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DEPARTMENT OF EDUCATION
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Name: Diana Nowik Diana Nowik

Title: Principal

Date: 6-16-10

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PR/Award # S385A100109

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Name: [illegible]
Title: Acting Principal McDonogh 26
Date: June 16, 2010

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Principal

Date: June 16, 2010

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Name: Julie Flattmann
Title: Principal June 16, 2010

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Name: Suzanne C Boudreau

Title: Principal - Woodmere El.

Date: June 16, 2010

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e78

PR/Award # S385A100109

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DEPARTMENT OF EDUCATION
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Name: Chad A. Aguillard - Chad A. Aguillard

Title: President, Pointe Coupee Parish School Board

Date: 6/21/2010

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PR/Award # S385A100109

STATE OF LOUISIANA
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Name: [redacted]

Title: Supervisor of Early Childhood & Elementary Education

Date: 6-18-2010

"An Equal Opportunity Employer"

Pointe Coupee Parish School Board

e80

PR/Award # S385A100109

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Name: [redacted]

Title: SUPERVISOR OF TECHNOLOGY SERVICES

Date: 6-18-10 Pointe Coupee Parish School Board

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PR/Award # S385A100109

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Name [redacted] Rashonda M. Victorian

Title Supervisor Child Welfare and Attendance

Date 6.21.10

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Pointe Coupee Parish School Board

e82

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June 13, 2010

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2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system, and
3. Increase student achievement in partner LEAs.

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- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that w[redacted]

Name: Wanda K. Moreau

Title: Supervisor of Title I Reading & Math, Title IV & Homeless

Date: 6-18-2010

"An Equal Opportunity Employer"

Pointe Coupee Parish School Board

e83

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
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Name: [redacted] Valery Dukes

Title: Supervisor of Title I Parent Inv. School Choice, SES and Title I and 21st CCLC Extended Day and Year Programs

Date: 6-18-2010

"An Equal Opportunity Employer"

Pointe Coupee Parish School Board

e84

PR/Award # S385A100109

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Name: [redacted]

Title: Supervisor of Special Education

Date: June 24, 2010

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Pointe Coupee Parish School Board

e85

PR/Award # S385A100109

STATE OF LOUISIANA
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June 15, 2010

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Name: Karla Washington Jack Karla Washington Jack

Title: principal – Rosenwald Elementary

Date: 6-17-2010

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Pointe Coupee Parish School Board

e86

PR/Award # S385A100109

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Louisiana Department of Education

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Name: S. Major Swindler Jr. S. Major Swindler, Jr.
Title: Principal - Valverda Elementary
Date: June 17, 2010

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Pointe Coupee Parish School Board

e87

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Name: Ted W David Ted W. David

Title: Principal Ronson Elementary - Pointe Coupee Parish School Board

6-18-2010

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Name: Stacy C. Gueho Stacy C. Gueho
Title: Principal, Livonia High School
Date: 6-18-2010

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Pointe Coupee Parish School Board

e89

PR/Award # S385A100109

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Name: Marcia Pinsonat Marcia Pinsonat

Title: Principal - Upper Pointe Coupee Elementary

Date: 6-18-2010

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Pointe Coupee Parish School Board

e90

PR/Award # S385A100109

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Name: [redacted]

Title: Curriculum / Human Resource Supervisor

Date: 6/17/10

"An Equal Opportunity Employer"

e91
PR/Award # S385A100109

ST. HELENA CENTRAL ELEMENTARY

Principal Commitment Form
for Schools Applying to be in Pre-TAP

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms
- Participate in a Pre-TAP Schools Orientation meeting (August/September).
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure).
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation; include on-site visits to TAP schools; include as part of team to attend TAP training workshop).
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal _____ Date 5/3/2011

e92

PR/Award # S385A100109

ST HELENA CENTRAL HIGH SCHOOL

Principal Commitment Form
for Schools Applying to be in Pre-TAP

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- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

5/3/10
Date

e93

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Signature: Roland H. Verret

Name/Title: ROLAND H. VERRET, President St. Mary School Bd.

Date: 6-10-10

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POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
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Signature: Pete Thibodeaux

Name/Title: Assistant Superintendent

Date: 6-15-10

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e95
PR/Award # S385A100109

STATE OF LOUISIANA
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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Signature: [redacted]

Name/Title: Monica L. Mancuso, Ph.D. / Supervisor of Professional Development St. Mary Parish

Date: 6-8-10

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PR/Award # S385A100109

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Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Signature: Naomi R. Harding

Name/Title: Naomi R. Harding / Principal - B. Edward Boudreaux

Date: 6-15-10

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e97

PR/Award # S385A100109

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June 13, 2010

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Louisiana Department of Education

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Signature: _____

Name/Title: Karl E. Bashay / Principal

Date: 6/15/10

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e98

PR/Award # S385A100109

HERNANDEZ ELEMENTARY

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms
- Participate in a Pre-TAP Schools Orientation meeting (August/September)
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure)
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation; include on-site visits to TAP schools; include as part of team to attend TAP training workshop)
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January)
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

[illegible] — Signature of Principal

April 25 2010 — Date

e99

PR/Award # S385A100109

Principal Commitment Form

For Schools Applying to be a Year One TAP School

West St. Mary High

A major element of success is the commitment of school administrative and instructional staff to implementation of the TAP System with fidelity. As a first step in establishing commitment, principals must agree to lead and participate in all aspects of TAP Year One implementation.

- Attend 5-day training *Preparing for Success in a TAP Schools* (PSTS) and *Preparing to Become a Certified TAP Evaluator* (PSTS) in July 2010.
- Provide a TAP Start Up of School workshop to provide staff with overview of TAP organizational structure; TAP cluster meetings; and, TAP roles and responsibilities (1/2 day in August)
- Serve as the head of the school leadership team and in that capacity guide the team in: analyzing student data; developing a TAP school plan (aligned with school improvement plan) that identifies school goal(s), yearly cluster goal, cluster cycle goals; monitoring cluster group operations; and, fostering inter-rater reliability
- Create, in collaboration with the leadership team, a school assessment plan that includes formalized benchmarking and fosters teachers' use of ongoing formative assessments.
- Become a certified TAP Evaluator and personally evaluate each teacher at least once a year using the *TAP Instructional Rubric. (Note: In Year One all teachers must be evaluated two times.)*
- Monitor the teacher evaluation data management system (CODE) to identify trends in teacher evaluation scores and maintain inter-rater reliability.
- Work in a collaborative and cooperative relationship with the State TAP Director and State Executive Master Teachers to enhance the school's implementation.
- Communicate student progress to all appropriate constituencies.
- Foster relationships with community agencies and parents in support of the program.
- Identify needs in teacher professional development and school curriculum, and gather resources and solutions to address these needs.
- Attend TAP Principals' Workshops that are provided by the Louisiana Department of Education and/or NIET, including, but not limited to, PBSTS, PBCTE, and BCTE.
- Support the school's Master Teachers' participation in state Master Teacher Networking meetings.
- Support TAP Master and Mentor Teachers in their work.

I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

April 14, 2010
Date

West St. Mary High

e100

PR/Award # S385A100109

Principal Commitment Form
For Schools Applying to be a Year One TAP School

MORGAN CITY HIGH SCHOOL

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Mickey P. Fabre III CVC — April 14, 2010

Signature of Principal — Date

MORGAN CITY HIGH SCHOOL

e101

Principal Commitment Form

For Schools Applying to be a Year One TAP School

PATTERSON JUNIOR HIGH

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I certify that I understand the above information. I agree to **lead and participate** in the effort of our school to implement the TAP System as described above and to support the instructional staff as we implement TAP.

Molly [illegible] — April 14, 2010

Signature of Principal — Date

PATTERSON JUNIOR HIGH

e102

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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June 13, 2010

Dear Teacher Incentive Fund Partner,

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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Ann Smith

Title: President of School Board

Date: June 15, 2010

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e103

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Melissa M. Stilley

Title: Chief Academic Officer

Date: 6/16/10

"An Equal Opportunity Employer"

e104

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Daniel Williams

Title: Director of Curriculum & Instruction

Date: 6-15-10

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e105

PR/Award # S385A100109

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DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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June 13, 2010

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We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™ The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals.

1. Increase the percent of effective educators,
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high need schools in your LEA over the next five years,
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers, and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Alexa M. Hoskin / Alexa M. Hoskin
Title: Principal (Independence Middle School)
Date: June 14, 2010

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e106

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free # 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE) led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years,
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name Marquita E. Jackson

Title Principal

Date June 14, 2010

"An Equal Opportunity Employer"

e107

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #. 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner:

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™ The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators,
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system, and
3. Increase student achievement in partner LEAs

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years,
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds,
- Meeting the NIET recommended levels for the number of master and mentor teachers, and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Melissa M. Ryan

Title: Principal

Date: June 14, 2010

"An Equal Opportunity Employer"

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that ***Tangipahoa Parish School System***, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, ***Tangipahoa Parish School System***'s involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in ***Tangipahoa Parish School System*** will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: _____

Title: Principal KHS

Date: 6/12/10

"An Equal Opportunity Employer"

e109

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free # 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Cindy Williams

Title: Principal

Date: June 14 2010

"An Equal Opportunity Employer"

e110

HAMMOND WESTSIDE UPPER

Principal Commitment Form
for Schools Applying to be in Pre-TAP

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms.
- Participate in a Pre-TAP Schools Orientation meeting (August/September).
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure).
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation, include on-site visits to TAP schools; include as part of team to attend TAP training workshop).
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March)

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addenduns, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addenduns, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

James Keith — April 23, 2010

Signature of Principal — Date

HAMMOND WESTSIDE UPPER

e111

PR/Award # S385A100109

HAMMOND WESTSIDE PRIMARY

Principal Commitment Form
for Schools Applying to be in Pre-TAP

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

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- Participate in a Pre-TAP Schools Orientation meeting (August/September).
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure)
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
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- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
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- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

[signature] 4/14/10

Signature of Principal Date

e112

PR/Award # S385A100109

WOODLAND PARK EARLY LEARNING CENTER

Principal Commitment Form
for Schools Applying to be in Pre-TAP

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms.
- Participate in a Pre-TAP Schools Orientation meeting (August/September)
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure).
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- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation, include on-site visits to TAP schools, include as part of team to attend TAP training workshop).
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March)

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
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- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
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- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Wanda Davis — 4/20/10

Signature of Principal — Date

WOODLAND PARK EARLY LEARNING CENTER

e113

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: [illegible]

Title: School Board President

Date: 6/17/2010

"An Equal Opportunity Employer"

e114

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

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2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
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- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Edgar W. Stoney, Jr. WBR

Title: Associate Superintendent for Instructional Services

Date: 6-16-10

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PR/Award # S385A100109

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Name: Crystal Glover WBR

Title: Supervisor of Pre K

Date: 6/16/10

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PR/Award # S385A100109

STATE OF LOUISIANA
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Name: Sharon W. Lair Sharon W. Lair WBR

Title: Assoc. Superintendent for Instruction

Date: June 16, 2010

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e117

PR/Award # S385A100109

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Name: [illegible] WBR

Title: Supervisor of Business Services

Date: 6/16

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e118

PR/Award # S385A100109

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DEPARTMENT OF EDUCATION
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Name: [redacted] WBR

Title: Associate Supt. of Human Resources and Staff Development

Date: 6/15/10

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PR/Award # S385A100109

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Name: [redacted] WBR

Title: Sup. of Child Welfare + Attendance

Date: 6/16/10

"An Equal Opportunity Employer"

e120

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Name: Nora Supple Brusly Ele.

Title: Principal

Date: 6/16/10

"An Equal Opportunity Employer"

e121

PR/Award # S385A100109

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Name: [illegible] Port Allen High

Title: PRINCIPAL

Date: 6/16/10

"An Equal Opportunity Employer"

e122

PR/Award # S385A100109

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Name: JONATHON A. SZYMANSKI Port Allen Middle

Title: PRINCIPAL

Date: 06-16-10

"An Equal Opportunity Employer"

e123

PR/Award # S385A100109

PORT ALLEN ELEMENTARY

Principal Commitment Form

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms.
- Participate in a Pre-TAP Schools Orientation meeting (August/September).
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure).
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation; include on-site visits to TAP schools; include as part of team to attend TAP training workshop).
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Michelle Kaufman — April 23 2010

Signature of Principal — Date

e124

PR/Award # S385A100109

DEVALL MIDDLE

Principal Commitment Form
for Schools Applying to be in Pre-TAP

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- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

In addition, if the Pre-TAP school decides to pursue full TAP implementation in the next school year, the Pre-TAP School will:

- Arrange for administrators and key teacher leaders to attend a Planning/Implementation Workshop (full day training in January or February) to begin the application for full implementation of the Louisiana TAP System. (Administrators and key teacher leaders make decisions concerning cluster configuration, school schedule, master/mentor addendums, ratios, etc.).
- Arrange for the school team to complete the *Year One TAP School Application/Worksheets* (including cluster configurations, budget, and funding sources).
- Arrange for a school team (administrators and key teacher leaders) to attend the National TAP Conference (March/April).
- Submit completed planning worksheets (application for Year One) for full TAP Implementation (including cluster configurations, master/mentor contract addendums, bonus pool, budget, and funding sources). Application deadline: March/April 2011, TBD.
- Pending acceptance/approval of TAP application, arrange for advertising and recruiting quality master/mentor teachers (in April) with hiring of master/mentor teachers (by mid-May) through a competitive hiring process.
- Arrange for TAP Leadership Team (administrator, master teachers, and mentor teachers) to attend training (5 days in June or July) *Preparing for Success in a TAP School (PSTS)* and *Preparing to Become a Certified TAP Evaluator (PBCTE)*.

My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

Date

BRUSLY HIGH

Principal Commitment Form
for Schools Applying to be in Pre-TAP

A major element of success is the commitment of school administrative and instructional staff to the TAP System. As a first step in establishing commitment, principals must agree to lead and participate in a readiness effort (Pre-TAP) to ensure buy-in from the faculty and staff regarding all four key elements of TAP (***Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability, and Performance-Based Compensation***).

As an instructional leader, I agree to **lead and participate** in the following activities regarding the creation of readiness in our school to implement the Louisiana TAP System:

- Complete and submit Pre-TAP School Application and Commitment Forms.
- Participate in a Pre-TAP Schools Orientation meeting (August/September).
- Research and share information on the Louisiana TAP System with faculty/staff (e.g. NIET website, *TAP in the News*, *Understanding TAP* brochure).
- Arrange with state TAP staff for a TAP overview presentation to faculty/staff as an introduction to the Louisiana TAP System and its four key elements. Overview presentations should be scheduled by the first of December. It is strongly recommended that overview presentations be completed no later than mid-February.
- Involve key district staff in the TAP learning process (e.g. invite to TAP Overview presentation; include on-site visits to TAP schools; include as part of team to attend TAP training workshop).
- Arrange for key teacher leaders and administrators to participate in site visits (a minimum of two site visits are required; additional visits are encouraged) to observe TAP implementation around the state (cluster meetings, coaching, evaluation process, post-conferencing, data collection, performance payouts, etc.). Site visits should begin in mid-September/early-October. It is strongly recommended that one site visit be completed prior to the Thanksgiving holidays and prior to the TAP Overview presentation to the faculty.
- Arrange for a small school team, interested teachers/administrators, to attend a state-wide informational workshop, "Roles and Responsibilities of the Master/Mentor Teacher and the TAP Principal" (1/2 day training in December or January).
- Arrange for the faculty vote to determine buy-in with a majority vote to participate (February/March).

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My signature indicates that I understand the above information. I agree to **lead and participate** in the readiness effort of our school to implement the Louisiana TAP System as described above and to support the instructional staff as we implement TAP.

Signature of Principal

4/22/10
Date

e126

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my LEA.

Name: Julie L Mayeux Brusly High

Title: Assistant Principal

Date: 6/16/10

"An Equal Opportunity Employer"

e127

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: Faye G. Davis Brusly High

Title: Assistant Principal

Date: 6/16/2010

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e128

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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June 13, 2010

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- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: Lori G. Lanier-Nabors Devall Middle
Title: A. Principal @ DMS
Date: 6·16·2010

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e129

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
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June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that Ascension Parish School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, Ascension Parish School System's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in Ascension Parish School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA:

Name: [signature]

Title: Mayor

Date: 6/16/10

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e130

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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June 13, 2010

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: _____

Title: President/CFO, Ascension Chamber of Commerce

Date: 6/16/10

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e131

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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June 13, 2010

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: [redacted]

Title: Executive Director/Bright Futures Community Learning Center

Date: 6/16/10

"An Equal Opportunity Employer"

e132

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: [redacted]

Title: President/COO Eatel

Date: 6/16/10

"An Equal Opportunity Employer"

e133

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
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Louisiana Department of Education

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Name: _____

Title: Executive Director, Donaldsonville Chamber

Date: 6/16/10

"An Equal Opportunity Employer"

e134

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
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Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: Becky D. Cummings

Title: Mayor/ Gonzales

Date: 6/16/10

"An Equal Opportunity Employer"

e135
PR/Award # S385A100109

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DEPARTMENT OF EDUCATION
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http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that DeSoto Parish, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, DeSoto Parish's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in DeSoto Parish will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Tatamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased stude[redacted]

Name: [redacted]

Title: President, DeSoto Federation of Teachers

Date: June 14, 2010

"An Equal Opportunity Employer"

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Partner,

We are pleased you are joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund (TIF). As we have discussed, your LEA's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across our state. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in your LEAs will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our state that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval to participate as our partner. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award bonus pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to participate as a partner in these activities proposed through this Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the goals described above. On behalf of the principals and teachers in my LEA, I support the goals of TAP: The System for Teacher and Student Advancement and partner with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in my L[redacted]

Name: D. Scott Hughes

Title: Executive Director

Date: Alliance For Education 6/14/10

"An Equal Opportunity Employer"

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that DeSoto Parish, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, DeSoto Parish's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in DeSoto Parish will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators.
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system, and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: DeSoto Parish Chamber of Commerce – / in my

Title: Executive Director

Date: 6/19/10

"An Equal Opportunity Employer"

e138

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that the Jefferson Parish Public School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, the Jefferson Parish Public School System's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: the System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers, and improve student achievement. We know that the expertise and experiences in the Jefferson Parish Public School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Departm[redacted]centive system that will lead to increas[redacted]

Name: [redacted]

Title: President - Jefferson Federation of Teachers

Date: 6-15-10

"An Equal Opportunity Employer"

e139

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder

We are pleased that the Jefferson Parish Public School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, the Jefferson Parish Public School System's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™ the System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers, and improve student achievement. We know that the expertise and experiences in the Jefferson Parish Public School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system, and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP, The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: _____

Title: _____

Date: _____

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e140

GREATER POINTE COUPEE
Chamber of Commerce
P.O. BOX 555 • NEW ROADS, LOUISIANA 70760
225.638.4500 • FAX 225.638.9855 • WEBSITE www.pcchamber.org

June 15, 2010

Ms. Sheila Talamo
Executive Director, Louisiana LAP Initiative
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Dear Ms. Talamo,

The Greater Pointe Coupee Chamber of Commerce fully supports the Pointe Coupee School Board's participation in your grant to create a TIF (Teacher Incentive Fund) that rewards and encourages excellence in teaching. We recognize that an effective workforce is the most important tool in economic prosperity for the citizens of Pointe Coupee and believe that programs like this are exactly the right tool to help improve quality of life for our young people

Quality schools are an important economic engine for any area. It is the number one criteria in determining investment in residential housing for young adults, which builds the property tax base and social capacity. Additionally, a quality, well educated workforce is the number one factor considered by business and industry in determining where to make capital investment in business locations and expansions.

We urge you to support the Pointe Coupee School Board's participation in this very important program. Thank you.

Sincerely,

Amy Davis

Amy Davis, President

e141

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that Pointe Coupee Parish Public School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, Pointe Coupee Parish Public School System involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™, The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in Pointe Coupee Parish Public School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: Kevin A. McDonald — Kevin A. McDonald

Title: Chief of Police - City of New Roads, LA

Date: 6-12-10

"An Equal Opportunity Employer"

e142

PR/Award # S385A100109

Guaranty Bank

June 17, 2010

Ms. Sheila Talamo, Executive Director
Louisiana TAP Initiative
Louisiana Department of Education
P. O. Drawer 94064
Baton Rouge, LA 70804-9064

Re: LETTER OF SUPPORT FOR THE POINTE COUPEE PARISH SCHOOL BOARD APPLICATION FOR THE TEACHER INCENTIVE FUND GRANT

Please take this letter as being sent in support of the Pointe Coupee Parish School Board's application for the Teacher Incentive Fund Grant with the Louisiana Department of Education. Guaranty Bank is committed to participating in activities that will enhance and expand the positive impact that TAP is having in schools across the country.

We know that the expertise and experiences in the Pointe Coupee Parish school system will help further improve the educational experience for all students in the schools.

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Sincerely,

[redacted]

President, CEO & Director

P.O. BOX 10 / NEW ROADS, LOUISIANA 70760 / (225) 638-8621

POINTE COUPEE PARISH POLICE JURY

June 16, 2010

OFFICERS

MELANIE BUECHE
President
138 of Highway 416
Lakeland, LA 70752

RUSSELL YOUNG
Vice President,
900 Mandela Drive
New Roads, LA 70760

JIMMY BELLO
Parish Administrator

GERRIE P. MARTIN
Secretary

REBECCA L. MAYEUX
Treasurer

MEMBERS

ALLEN MONK
District 1
Batchelor, LA 70715

JOHN POURCIAU
District 2
Batchelor, LA 70715

RUSSELL YOUNG
District 3
New Roads, LA 70760

GLENN CLINE
District 4
Jarreau, LA 70749

WILLIE OLINDE
District 5
Ventress, LA 70783

MELANIE BUECHE
District 6
Lakeland, LA 70752

ALBERT DUKES
District 7
New Roads, LA 70760

CORNELL DUKES
District 8
New Roads, LA 70760

JANET VOSBURG
District 9
New Roads, LA 70760

KURT JARREAU
District 10
Livonia, LA 70760

JOSEPH BERGERON, SR.
District 11
Fordoche, LA 70742

CLIFFORD NELSON
District 12
Ventress, LA 70783

Ms. Sheila Talamo, Executive Director
Louisiana TAP Initiative
Louisiana Department of Education
P. O. Drawer 94064
Baton Rouge, LA 70804-9064

LETTER OF SUPPORT FOR THE POINTE COUPEE PARISH SCHOOL BOARD APPLICATION FOR THE TEACHER INCENTIVE FUND GRANT

On behalf of the Pointe Coupee Parish Police Jury, this letter is sent in support of the Pointe Coupee Parish School Board's application for the Teacher Incentive Fund Grant with the Louisiana Department of Education. The school board is committed to participating in activities that will enhance and expand the positive impact that TAP is having in schools across the country.

We know that the expertise and experiences in the Pointe Coupee Parish school system will help further improve the educational experience for all students in the schools.

We are determined, committed, available and willing as the governmental agency for the Parish of Pointe Coupee to support the efforts of the school system to expand services and programs for the schools in the parish.

The Pointe Coupee Parish Police Jury strongly supports education and the endeavors of the public school system in their efforts to improve education in our parish.

Melanie L. Bueche

MELANIE L. BUECHE - PRESIDENT

gpm

This institution is an equal opportunity provider.
To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Jefferson Avenue, SW, Washington, D.C. [illegible]
USDA is an equal opportunity provider, employer and lender.

e144

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free # 1-877-453-2721
http://www.louisianaschools.net

June 15, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that Pointe Coupee Parish Public School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, Pointe Coupee Parish Public School System involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™ The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in Pointe Coupee Parish Public School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators.
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system, and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: Joanne R Hebert [redacted]

Title: Computer Lab tech, 1st Vice President Rosenwald Elementary

Date: June 16, 2010

"An Equal Opportunity Employer"

Pointe Coupee Parish School Board

e145

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 15, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that Pointe Coupee Parish Public School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, Pointe Coupee Parish Public School System involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in Pointe Coupee Parish Public School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

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Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: Mayor Tommy [illegible]

Title: Mayor of New Roads, LA

Date: [illegible]

"An Equal Opportunity Employer"

e147

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that Pointe Coupee Parish Public School System, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, Pointe Coupee Parish Public School System involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in Pointe Coupee Parish Public School System will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

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- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: [signature] Beauregard Torres, III

Title: SHERIFF, Pointe Coupee

Date: 6-16-10

"An Equal Opportunity Employer"

e148

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that St. Helena , along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, St. Helena involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in St. Helena will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reaso[redacted]scribed above. Furthermore, I support the goals of TAP; [redacted] the LEA's partnership with the Louisiana Depa[redacted] principal incentive system that will lead to increa[redacted]

Name [redacted]

Title: [redacted]

Date: 6/15/10

"An Equal Opportunity Employer"

e149

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: [redacted] Administrator S.H.P. IOP

Title: Administrator St Helena Parish IOP

Date: 6/15/10

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e150

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
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Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: [redacted]

Title: Wellness Educator Tobacco Prevention

Date: 06.15.2010

"An Equal Opportunity Employer"

e151

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: Elizabeth Loftin, MS, LPC-S, BMFT

Title: Mental Health Counselor St Helena IOP
experience in Addictions Treatment & PTSD

Date: 6-10-2010

"An Equal Opportunity Employer"

e152

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Name: _____

Title: Registered Nurse

Date: 06/15/10

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e153

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Signature: Timothy Matte

Name/Title: Timothy Matte, Mayor City of Morgan City

Date: June 11, 2010

"An Equal Opportunity Employer"

e154

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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http://www.louisianaschools.net

June 13, 2010

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Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Signature: Karla L Bergeron

Name/Title: State Board of Directors (District 8)

Date: 6-10-10

"An Equal Opportunity Employer"

e155

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

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Sincerely,

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Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to support the activities proposed through the Louisiana Teacher Incentive Fund grant proposal described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that w[redacted] partner LEA.

Signature: [redacted]

Name/Title: Nathan Roberts / Department Head for EDFL, UL Lafayette College of Education

Date: June 8 2010

"An Equal Opportunity Employer"

e156

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that West Baton Rouge Parish, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, West Baton Rouge Parish's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in West Baton Rouge Parish will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

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Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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I agree to support West Baton Rouge Parish's involvement in the Louisiana Teacher Incentive Fund grant proposal. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: [illegible]

Title: Director of Finance - WBRP Superintendent

Date: 6/16/10

"An Equal Opportunity Employer"

e157

PR/Award # S385A100109

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Sincerely,

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Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

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Signature: [redacted]

Name/Title: [illegible]

Date: 6-10-10

"An Equal Opportunity Employer"

e158

PR/Award # S385A100109

TO: Louisiana State Department of Education
FROM: Parent Teacher Associations in Tangipahoa Parish Schools
DATE: April 20, 2010
RE: Statement of Support: Louisiana's Race to the Top Reform Plan

The Parent Teacher Association (PTA) at West Side Middle supports Tangipahoa Parish School System's participation in the Race to the Top application facilitated by the State Department of Education.

Over the last several years, we have witnessed a steady improvement of student achievement in our school district. Yet, while we want to recognize the success of the education community across Tangipahoa Parish, we also recognize that many students are still performing below grade level. Thus, Tangipahoa Parish must take advantage of all opportunities to ensure that every child in Tangipahoa thrives in their educational pursuits and beyond.

Out local Parent Teacher Association (PTA) understand s that Race to the Top is not just about securing more money for our schools. It is also about implementing a strong reform agenda based on proven strategies designed to improve student achievement. Louisiana's reform plan will increase the number of students graduating from our high schools and better prepare them for post-secondary opportunities.

Perhaps most importantly, this plan will ensure that every classroom has an effective teacher, and every school an effective leader. This is a lofty goal, but one we're confident can be achieved through Race to the Top. On behalf of our kids, and all children in Louisiana, we cannot afford to miss this chance.

We support this reform plan, and intend to continue to find ways to support not only Tangipahoa Parish Schools, but the State of Louisiana in their efforts to bring about true education reform. Our children deserve it!

The Tangipahoa Parish School System and the State of Louisiana can feel confident that the local Parent Teacher Associations stand behind them in full support of providing quality educational opportunities for all children.

Christy Rahmer 4-16-10

Signature of PTA Unit Officer Date

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that ***Tangipahoa Parish School System***, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, ***Tangipahoa Parish School System***'s involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in ***Tangipahoa Parish School System*** will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

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3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support the activities proposed through Louisiana Teacher Incentive Fund grant proposal and to take on whatever reasonable additional tasks are required to accomplish the three goals described above. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: Lisa Landry

Title: Districtwide Parent Advisory Committee

Date: June 14, 2010

"An Equal Opportunity Employer"

e160

TO: Louisiana State Department of Education
FROM: Parent Teacher Associations in Tangipahoa Parish Schools
DATE: April 20, 2010
RE: Statement of Support: Louisiana's Race to the Top Reform Plan

The Parent Teacher Association (PTA) at Independence Middle supports Tangipahoa Parish School System's participation in the Race to the Top application facilitated by the State Department of Education.

Over the last several years, we have witnessed a steady improvement of student achievement in our school district. Yet, while we want to recognize the success of the education community across Tangipahoa Parish, we also recognize that many students are still performing below grade level. Thus, Tangipahoa Parish must take advantage of all opportunities to ensure that every child in Tangipahoa thrives in their educational pursuits and beyond.

Out local Parent Teacher Association (PTA) understand s that Race to the Top is not just about securing more money for our schools. It is also about implementing a strong reform agenda based on proven strategies designed to improve student achievement. Louisiana's reform plan will increase the number of students graduating from our high schools and better prepare them for post-secondary opportunities.

Perhaps most importantly, this plan will ensure that every classroom has an effective teacher, and every school an effective leader. This is a lofty goal, but one we're confident can be achieved through Race to the Top. On behalf of our kids, and all children in Louisiana, we cannot afford to miss this chance.

We support this reform plan, and intend to continue to find ways to support not only Tangipahoa Parish Schools, but the State of Louisiana in their efforts to bring about true education reform. Our children deserve it!

The Tangipahoa Parish School System and the State of Louisiana can feel confident that the local Parent Teacher Associations stand behind them in full support of providing quality educational opportunities for all children.

[signature] 4/14/10

Signature of PTA Unit Officer Date

e161
PR/Award # S385A100109

TO: Louisiana State Department of Education
FROM: Parent Teacher Associations in Tangipahoa Parish Schools
DATE: April 20, 2010
RE: Statement of Support: Louisiana's Race to the Top Reform Plan

The Parent Teacher Association (PTA) at Natalbany Elementary School supports Tangipahoa Parish School System's participation in the Race to the Top application facilitated by the State Department of Education.

Over the last several years, we have witnessed a steady improvement of student achievement in our school district. Yet, while we want to recognize the success of the education community across Tangipahoa Parish, we also recognize that many students are still performing below grade level. Thus, Tangipahoa Parish must take advantage of all opportunities to ensure that every child in Tangipahoa thrives in their educational pursuits and beyond.

Out local Parent Teacher Association (PTA) understand s that Race to the Top is not just about securing more money for our schools. It is also about implementing a strong reform agenda based on proven strategies designed to improve student achievement. Louisiana's reform plan will increase the number of students graduating from our high schools and better prepare them for post-secondary opportunities.

Perhaps most importantly, this plan will ensure that every classroom has an effective teacher, and every school an effective leader. This is a lofty goal, but one we're confident can be achieved through Race to the Top. On behalf of our kids, and all children in Louisiana, we cannot afford to miss this chance.

We support this reform plan, and intend to continue to find ways to support not only Tangipahoa Parish Schools, but the State of Louisiana in their efforts to bring about true education reform. Our children deserve it!

The Tangipahoa Parish School System and the State of Louisiana can feel confident that the local Parent Teacher Associations stand behind them in full support of providing quality educational opportunities for all children.

Robert LaBoe 4-21-10

Signature of PTA Unit Officer Date

TO: Louisiana State Department of Education
FROM: Parent Teacher Associations in Tangipahoa Parish Schools
DATE: April 20, 2010
RE: Statement of Support: Louisiana's Race to the Top Reform Plan

The Parent Teacher Association (PTA) at Independence High School supports Tangipahoa Parish School System's participation in the Race to the Top application facilitated by the State Department of Education

Over the last several years, we have witnessed a steady improvement of student achievement in our school district. Yet, while we want to recognize the success of the education community across Tangipahoa Parish, we also recognize that many students are still performing below grade level. Thus, Tangipahoa Parish must take advantage of all opportunities to ensure that every child in Tangipahoa thrives in their educational pursuits and beyond.

Out local Parent Teacher Association (PTA) understand s that Race to the Top is not just about securing more money for our schools. It is also about implementing a strong reform agenda based on proven strategies designed to improve student achievement. Louisiana's reform plan will increase the number of students graduating from our high schools and better prepare them for post-secondary opportunities.

Perhaps most importantly, this plan will ensure that every classroom has an effective teacher, and every school an effective leader. This is a lofty goal, but one we're confident can be achieved through Race to the Top. On behalf of our kids, and all children in Louisiana, we cannot afford to miss this chance.

We support this reform plan, and intend to continue to find ways to support not only Tangipahoa Parish Schools, but the State of Louisiana in their efforts to bring about true education reform. Our children deserve it!

The Tangipahoa Parish School System and the State of Louisiana can feel confident that the local Parent Teacher Associations stand behind them in full support of providing quality educational opportunities for all children.

Denise Donlan 4/14/10

Signature of PTA Unit Officer Date

e163

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

June 13, 2010

Dear Teacher Incentive Fund Stakeholder,

We are pleased that West Baton Rouge Parish, along with other Louisiana school systems, is joining us as a partner in the Louisiana Department of Education (LDOE)-led proposal for the Teacher Incentive Fund. As we have discussed, West Baton Rouge Parish's involvement in this application includes a commitment to participate in activities that will enhance and expand the positive impact that TAP™: The System for Teacher and Student Advancement is having in schools across the country. TAP's integrated model has already been shown to develop teacher effectiveness, retain effective teachers and improve student achievement. We know that the expertise and experiences in West Baton Rouge Parish will help to further improve the educational experience for all students in your schools. We also know that the experiences of your LEA will serve as a model for other LEAs across our states that are seeking to implement and expand TAP in their systems.

Below is a list of the activities we are proposing under our TIF grant. After you have reviewed it, please sign and return this document indicating your support and approval. If you have any questions, please contact me.

The Louisiana Department of Education proposes to introduce and implement TAP in the LEAs that are our partners in this grant, with the following goals:

1. Increase the percent of effective educators;
2. Improve the capacity of LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
3. Increase student achievement in partner LEAs.

Each LEA in the Louisiana TIF proposal will use TAP in their schools as their teacher effectiveness reform model. Specific activities include, but are not limited to:

- Implementing TAP with fidelity in the agreed upon number of high-need schools in your LEA over the next five years;
- Meeting or exceeding the NIET recommended levels for the master and mentor stipends and teacher and principal performance award incentive pay pool based on available funds;
- Meeting the NIET recommended levels for the number of master and mentor teachers; and
- Using public relations and outreach to schools and stakeholders in your district to inform them about TAP.

Again, if you have any questions or concerns please contact me. We look forward to working with you in this endeavor.

Sincerely,

Sheila Talamo
Executive Director, Louisiana TAP Initiative
Louisiana Department of Education

****

I agree to support West Baton Rouge Parish's involvement in the Louisiana Teacher Incentive Fund grant proposal. Furthermore, I support the goals of TAP: The System for Teacher and Student Advancement and encourage the LEA's partnership with the Louisiana Department of Education in order to implement a successful teacher and principal incentive system that will lead to increased student achievement in the partner LEA.

Name: Riley Bertheloot Jr RILEY BERTHELOT JR

Title: WEST BATON ROUGE PARISH PRESIDENT

Date: 6-16-10

"An Equal Opportunity Employer"

e164

PR/Award # S385A100109

Project Narrative

Other Attachments

Attachment 1:
Title: **Other Attachments** Pages: **249** Uploaded File: **I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\00_Attachment Other Appendices_final.pdf**

Attachment Other: Appendices

A-1 Indirect Cost Rate Agreement Letter 2

A-2 Individual Resumes for Project Director and Key Personnel 5

A-3 LEA Memorandum of Understanding 17

A-4 LEA Detailed Commitment Information 33

A-5 LEA PBCS Strategic Plan Template 35

A-6 LEA Strategic Plans- Projected Costs and Revenue Services 40

A-7 Louisiana's Education Reform Plan 80

A-8 Blue Ribbon Commission for Educational Excellence 2009-10 Recommendations 87

A-9 Blue Ribbon Commission Membership 126

A-10 Louisiana Act 54 2010 131

A-11 TAP Annual Program Review: School Guidance Booklet 151

A-12 TAP Skills, Knowledge and Responsibilities Performance Standards 171

A-13 Principal/Assistant Principal Proposed Payout Formulas 178

A-14 LDOE Tools for Integrating Funds 180

A-15 Teacher Support – TAP Votes 226

A-16 TAP Leadership Team Rubric 248

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Louisiana Department of Education
PO Box 94064
Baton Rouge, Louisiana 70804-9064

EIN: 72-6000745

DATE: April 30, 2008

AGREEMENT NO. 2008-128
FILING REFERENCE: This replaces previous Agreement No. 2005-094
dated June 10, 2005

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Predetermined	07-01-05	06-30-08	14.6 %	1/	All	All Programs
Predetermined	07-01-08	06-30-11	14.6 %	1/	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, flow-thorough funds, and the portion of each competitive bid sub-award in excess of $25,000 regardless of the period covered by the sub-award.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B, Paragraph 8d.3, terminal leave cost for all employees will be allocated as an indirect cost, except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Equipment items having an acquisition cost of $5,000 or more, and an estimated useful life of at least one year are capitalized.

Section II – Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

ORGANIZATION: LOUISIANA DEPARTMENT OF EDUCATION Page 03

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the Organization's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV - Approvals

For the State Education Agency:

Louisiana Department of Education
PO Box 94064
Baton Rouge, Louisiana 70804-9064

Beth Scioneaux
Signature

Beth Scioneaux
Name

Deputy Supt for OMF
Title

5/5/08
Date

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21G1, UCP
Washington, DC 20202-4450

Mary Porejska
Signature

for Richard T. Mueller
Name

Director, Indirect Cost Group
Title

April 30, 2008
Date

John J. Masaitis
Negotiator

(202) 377-3837
Telephone

Patrice A. Saucier

Louisiana State Department of Education
Office of Human Capital
Division of Educator Support and Evaluation
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064
225-342-3380
patrice.saucier@la.gov

TITLE: Division Director, Division Educator Support and Evaluation

ACADEMIC PREPARATION:

B.A. degree from University of Louisiana of Monroe, LA in 1974, with a major in Elementary Education

M.Ed. degree from McNeese State University, Lake Charles, LA in 1978, with a major in Elementary Education

M.Ed. degree plus 39 Graduate Hours in Supervision and Instruction/Educational Technology, McNeese State University, Lake Charles, LA 1999

PROFESSIONAL EXPERIENCE:

DIVISION DIRECTOR, Educator Support and Evaluation, *State Department of Education, Baton Rouge, LA (May 2008-present)*
Directs the statewide administration of key initiatives that support research-based professional development opportunities for Louisiana educators that build capacity, and support instructional practices focused on improving student achievement, such as the TAP: The System for Teacher and Student Advancement, National Board Certification, and On-line Professional Development Modules; coordinates policy improvement on teacher effectiveness and presents proposed policy revisions; and reports to the Board of Elementary and Secondary Education in regards to evaluation and assessment of school personnel.

CURRICULUM AND INSTRUCTION GRANT CONSULTANT *Calcasieu Parish School System, Lake Charles, LA (January2000-June 2007)*
Responsible for securing more than eighteen million dollars in discretionary federal and state dollars for the school system; specifically responsible for the realignment of district and school spending of more than eight million dollars that provided the leverage needed to produce changes in instruction to support 24 high-need schools in the implementation of the Louisiana Teacher Advancement Program (TAP); served as the chairperson of the District Continuous Improvement Professional Development Task Force; established department and school level professional development planning procedures, analyzed district test data, complied the district strengths and weaknesses, developed and conducted an online version of the National Staff Development survey for all instructional staff, developed and implemented the District Professional Development Plan; provided the visionary leadership needed to ensure that the LEA's Consolidated Application was in compliance with the requirements of the No Child Left Behind Act of 2001; coordinated the consolidation of federal and department resources to

address fragmentation of services and reduce the duplication of effort thereby strengthening the entire educational program; principal developer of the following district-wide initiatives:

- ***The Transition to Teaching New Teacher Academy (T2T)*** an aggressive recruitment and retention initiative that addresses the identified factors contributing to teacher shortages in our schools though a comprehensive, long term induction program.
- ***The Calcasieu Advanced Placement Incentive Program*** a comprehensive project that elevate and sustain teacher and student content knowledge and performance in grades 6-12, through high-quality professional development and a standards-based, rigorous, and well-articulated curriculum.

ELEMENTARY TEACHER, *Calcasieu Parish School System, Lake Charles, LA (April,1975-December 1999)*

As a teacher leader, was instrumental in securing $200,000 in 8(g) Competitive Funds to implement the RICH Multimedia Project that tackled educational improvement at the school level, setting up Technology Tuesday professional learning groups, focusing on content in English language arts, infusing teaching with technology, and developing lessons and assessment that were standards-based and sensitive to students' needs.

VISITING LECTURER, *College of Education, McNeese State University, Lake Charles, LA (1998-90, 1992-94)*

Chemistry 571*, "Teaching Physical Science in the Elementary Classroom"*
Education 321*, "Language Arts Methods for Elementary Teachers"*
Chemistry 572*, "Teaching Earth Science in the Elementary Classroom"*

NATIONAL & STATE COMMITTEES

Interstate New Teacher Assessment and Support Consortium (INTASC) 1998-present
National Commission on Teaching and America's Future State Team Member, 1998-present
National Association of State Title I Directors (NASTID) member, 1999-present
National Governors Association State Leadership Team member, 1999-present

HONORS

Rotary Club Teacher of the Year, 1999
LACUE Elementary State Teacher of the Year, 1998
Louisiana Educator of Distinction, LA PTA, 1989

Sheila S. Talamo

Louisiana State Department of Education
Office of Human Capital
P.O. Box 94064
3rd Floor Claiborne Building
Baton Rouge, Louisiana 70804-9064
225-342-6975
sheila.talamo@la.gov

TITLE: State Executive Director, Louisiana TAP

ACADEMIC PREPARATION:

B.S. degree from Louisiana State University. in 1970 with a major in Secondary Mathematics Education and a minor in Speech; graduated with a grade point average of 3.5..

M.Ed. degree from Nicholls State University in 1983 with a major in Administration and Supervision with a minor in Computer Science; graduated with a grade point average of 4.0.

Post –graduate coursework in mathematics at the University of Virginia; in online course design and pedagogy through University of California Los Angeles Online Teaching Program and the Education Development Center Ed Tech Leaders Online Program.

PROFESSIONAL EXPERIENCES

Forty years of experience in education

- Seventeen years as a secondary mathematics and computer science teacher in Louisiana public and private schools
- One year as a university computer science instructor
- Seven years as a junior-senior high principal
- Two years as the state mathematics coordinator for the Louisiana Systemic Initiatives Program
- Three years as the Assistant Director for the Louisiana Center for Educational Technology, a division of the Louisiana Department of Education
- Two years as the Director for the Louisiana Center for Educational Technology
- One year as the Director of the Division of Teacher Certification and Higher Education, Louisiana Department of Education
- Five years as the Assistant Superintendent, Office of Quality Educators, Louisiana Department of Education
- Two years as Louisiana State TAP Director

Recent Professional Accomplishments

- For past two years, Louisiana ranked number one in the nation for its efforts to improve teacher quality (Education Week)
- Co-director of the Louisiana Blue Ribbon Commission on Excellence in Education
- Co-director of The Wallace Foundation Louisiana Leadership Grant
- Member of *e-Learning for Educators* Advisory Board, Education Development Center, Newton, Massachusetts
- Member of the LIGO (Laser Interferometer Gravitational-Wave Observatory) Education Program Advisory Committee (LEPAC)
- Program Chair, Louisiana Leads 2006 Summer Conference for Louisiana Educational Leaders
- Chair of the State Educational Technology Directors Association (SETDA) Professional Growth Committee, Washington D.C.
- Lead developer of multiple statewide initiatives including
  Teach Louisiana (www.teachlouisiana.net)
  Louisiana Virtual School (http://www.louisianavirtualschool.net/)
  LEADTech (http://www.louisianaschools.net/lde/lcet/1632.html)
  Algebra I Online (http://www.louisianavirtualschool.net/?algebra)
  Making Connections (http://mconn.doe.state.la.us/)
  Louisiana FIRST (Framework for Inducting, Retaining, and Support Teachers) (http://www.louisianaschools.net/lde/pd/625.html)
- Co-developer and author of statewide publications including
  Pop Quiz: Define Highly Qualified
  Teacher's Guide to Professional Development
  Principal's Guide to Professional Development

Sue Way

Louisiana State Department of Education
Office of Human Capital
Division of Educator Support and Evaluation
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064
225-247-9802
sue.way@la.gov

TITLE: Executive Master Teacher

ACADEMIC PREPARATION:

M.Ed. degree plus 30 Graduate Hours in Administration and Supervision and Instruction, McNeese State University, Lake Charles, LA 1987

M.Ed. degree from McNeese State University, Lake Charles, LA in 1985, with a major in Educational Technology

B.A. degree from McNeese State University, LA in 1978, with a major in Elementary Education and a minor in Library Science, graduating Magna Cum Laude

PROFESSIONAL EXPERIENCE:

Executive Master Teacher , *State Department of Education, Baton Rouge, LA (October 2008-present)*

TAP Coordinator, *Calcasieu Parish School System, Lake Charles, LA (July, 2005-June 2008)*

Principal, *Calcasieu Parish School System, Lake Charles, LA (July, 1998 –June, 2005)*

Assistant Principal, Calcasieu Parish School System, Lake Charles, LA (July, 1996 – June, 1998)

Librarian, Calcasieu Parish School System, Lake Charles, LA (August, 1978 – June, 1996)

Admission and Graduation Counselor, McNeese State University, LA (May, 1966 – October, 1972)

PRESENTER
Louisiana Library Association, Louisiana Principal's Association, National Association for Education of Young Children, LACUE, International Society for Technology in Education

HONORS
A.A. Nelson Elementary Teacher of the Year, 1985-86
James A. Modisette Louisiana Library Association Award, 1983
Calcasieu Reading Association, Librarian of the Year, 1982

Susan Couch
Louisiana State Department of Education
Office of Human Capital
Division of Educator Support and Evaluation
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064
225-276-0301
susan.couch@la.gov

Title: TAP Executive Master Teacher

Educational History and Professional Development Activities

1977 - 1981	McNeese State University Lake Charles, LA	B.A. Early Childhood Ed.
1983 - 1987	McNeese State University Lake Charles, LA	Master's Degree Elementary Ed.
2000-2001	McNeese State University Lake Charles, LA	M.Ed. plus 30 Grad. Hours Educ.Tech./Admin. and Supervision

Most Current Professional Experience:

State Executive Master Teacher - TAP System, *State Department of Education, Baton Rouge, Louisiana (August 2006 - present)*
Provide ongoing technical support for schools implementing TAP: System for Teacher and Student Achievement. Support includes assisting school leadership teams in analyzing data, setting and monitoring goals, identifying research based strategies for school implementation, providing field testing support to master and mentor teachers, on-site school trainings, creating and conducting monthly state trainings for master teachers as well as conducting TAP System Core Trainings.

TAP Master Teacher, *Calcasieu Parish School System, A. A. Nelson Elem., June 2003 – June 2005*
Responsibilities included analyzing student data, setting and monitoring school goals, field testing research-based strategies, leading weekly professional development (cluster) meetings for teachers, providing follow-up support in the classroom for teachers which included providing demonstration lessons, team teaching opportunities or providing observation with feedback. Responsibilities also included conducting classroom evaluations and conferencing for both formal and informal observations.

Related Career Experiences:

St. John Elementary, 2001-2003 Grade 2 Teacher and Curriculum Coordinator	Calcasieu Parish School Board Lake Charles, LA
McNeese State University-Summer, 2001 Director/MSU Reading Clinic	McNeese State University Lake Charles, LA

McNeese State University, 2000-2002 Visiting Lecturer - Education 216, 316, 416	McNeese State University Lake Charles, LA
Maplewood Middle School, 1996-2000 Grade 4	Calcasieu Parish School Board Lake Charles, LA
College Oaks Elementary, 1984 –1996 Kindergarten	Calcasieu Parish School Board Lake Charles, LA
LATIP/LATEP, 1980 Master Teacher Region V	LA Dept Education
Hamilton/Combre Elementary, 1983-1984 Kindergarten	Calcasieu Parish School Board Lake Charles, LA
Westend Elementary, 1982-1983 Grade 3	Jefferson Davis School Board Jennings, LA
Henry Heights Elementary, January 1981 –1982 Grade 3	Calcasieu Parish School Board Lake Charles, LA

Professional Association Memberships:
APEL, Delta Kappa Gamma, Louisiana Reading Association, ASCD

Awards and Grants Received:

- 2004 Milken National Educator
- March, 2003 & February, 2005, Drew Grant recipient
- Fall, 2002, received TANF Grant, funding Family Math and Science Nights
- 1998-99 Drew Grant recipient.
- 1988-1989 Chosen "Teacher of the Year" for Calcasieu Parish
- 1988-1989 Nominated for "Outstanding Educator" by the Jaycees
- Classroom management ideas have been published in the "Mailbox Magazine"

Professional Development and Training Conducted:

- TAP Summer Institute Training, 2005 - Present
- Part-time Trainer, Kagan Cooperative Learning, 2004-Present
- Thinking Maps, 2006
- Certification Training for Kagan Cooperative Learning, February 2005
- Cognitive Coaching, 2005
- Completed Kagan Dynamic Trainers' Training Course – July 2004
- Initiated and facilitate monthly meetings focusing on Cooperative Learning for elementary, middle, and high school teachers
- Training Facilitator for Cooperative Learning Workshops – Parish Wide
- Training Facilitator - IIM (Independent Investigation Method)- Parish Wide
- Certified Trainer for Project Success Enrichment 1998-Present

- Completed Trainer's Training for IIM (Independent Investigation Method) June, 2003
- Initiated and coordinated six ***Family Math and Science Nights*** at St. John Elementary, 2002-2003
- Mentor Teacher for beginning teachers.
- Completed District Assistance Team (DAT) Training
- Completed Kagan Trainer's Training for Cooperative Learning – July 2002
- Completed Louisiana Teacher Assistance and Assessment Training – 2000
- Served as a mentor teacher at Maplewood Middle School for the Spring 2000
- Supervising teacher for McNeese State University student teachers, 15 years
- Program/Curriculum development designed to enhance 4th grade student success and student involvement.
- Facilitator for parish in-service training using newly adopted Scott-Foresman Addison Wesley Math Series.
- 504 Coordinator - College Oaks Elementary
- Developed and wrote Curriculum Guide for Social Living Kindergarten – Calcasieu Parish
- Assisted with LATEP in-service at McNeese State University
- Conducted LATEP Teacher Orientation II at Fairview Elementary and Barbe Elementary, Fall 1990
- Assessor (Master Teacher) for LATIP/LATEP in Region V, 1990/1991
- Graduate Assistant at McNeese State University in which I assisted and evaluated student teachers
- 1989 Summer, conducted six in-service sessions for teachers in Calcasieu Parish concerning "Social Living" in the classroom.
- 1984, Piloted and implemented the first all day Kindergarten Program in Calcasieu Parish
- Conducted a "Make & Take" workshop in which materials and activities were presented to Kindergarten teachers employed by the Calcasieu Parish School Board - 1983

Vicky A. Condalary
Louisiana State Department of Education
Office of Human Capital
Division of Educator Support and Evaluation
P.O. Box 94064
Baton Rouge, Louisiana 70804-9064
225-274-6792
vicky.condalary@la.gov

Title: State Executive Master Teacher, TAP System

Educational History and Professional Development Activities
National Board for Professional Teaching Standards Certified Teacher ~ Early Childhood Generalist in 2000
Louisiana State University: Bachelors of Science Degree in Elementary Education – Certified: 1st~8th grades. Degree received in the Spring, 1990
Louisiana State University: Bachelors of Arts Degree in Broadcast Journalism with an official minor in Psychology (emphasis on Child Psychology) 1987

Professional Experience:
State Executive Master Teacher - TAP System, *State Department of Education, Baton Rouge, Louisiana (August 2006 - present)*
Provide ongoing technical support for schools implementing TAP: The System for Teacher and Student Achievement. Support includes assisting school leadership teams in analyzing data, setting and monitoring goals, identifying research based strategies for school implementation, providing field testing support to master and mentor teachers, providing on-site school trainings, creating and conducting monthly state trainings for master teachers as well as conducting TAP System Core Trainings. Responsibilities also include mentoring new Executive Master Teachers in their first year.

TAP Master Teacher, *East Baton Rouge Parish School System, Cedarcrest-Southmoor Elementary School, Baton Rouge, Louisiana (June 2003 - July 2006)*
Responsibilities included analyzing student data, setting and monitoring school goals, field testing research-based strategies, leading weekly professional development (cluster) meetings for teachers, providing follow-up support in the classroom for teachers which included providing demonstration lessons, team teaching opportunities or providing observation with feedback. Responsibilities also included conducting classroom evaluations and conferencing for both formal and informal observations.

Elementary Teacher, *East Baton Rouge Parish School System, Cedarcrest-Southmoor Elementary School, Baton Rouge, Louisiana (August 1990 - May 2003)*
As a teacher leader, served as Grade Level Chairperson, Reading Committee Chairperson, Pre-Service Teacher Liaison, Chairperson for the School Improvement Team, Secretary for the School Improvement Team, Mentor for new teachers, and Community Liaison.

Production Coordinator/News Reporter, *WBRZ-Channel 2, Baton Rouge, Louisiana (August 1986-August 1988)*
Responsibilities included creating and producing television commercials, as well as reporting on local news events.

Professional Association Memberships:
APEL, Delta Kappa Gamma, Baton Rouge Association for Teachers of Mathematics, Louisiana Association for Teachers of Mathematics, National Council for Teachers of Mathematics, International Reading Association, Louisiana Reading Association, Capital Area Reading Council, Kappa Delta Epsilon, Louisiana Federation of Teachers, ASCD

Offices Held:
- *Milken Family Foundation* – Media Liaison for Louisiana 2003 ~ Present
- *School Improvement Team Chairperson* 2005/2006
- *School Improvement Team Secretary* 2003/2004
- *New Teacher Site Coordinator* 1997-present
- *Reading Committee Chairperson* 1998 – present
- *Capital Area Reading Council* (President) 1996-2001
- *Louisiana Reading Association* – Publicity/Annual Conference 2000
- *Baton Rouge Association for Teachers of Mathematics* (Executive Secretary) 1996-1998

Awards and Grants Received:
Awards:
- *Who's Who Among America's Teachers National Award* – 2002
- *Milken Family Foundation's National Educator Award* – 2001
- *Teacher of the Year* finalist (EBRP) - 2002
- *Louisiana's Outstanding Young Educator Award* - 1998
- *Baton Rouge's Outstanding Young Educator Award* – 1998
- *Excellence in Reading Award* – 1999
- *Outstanding Mathematics Teacher Award* – 1998
- *Disney's Teacher of the Year* – nomination 1997

Grants:
- *Read, Discover, Report* Academic Distinction Fund $1000 – 2005
- *Reading Rainbow* LPB Grant $3000 – 2004/2005
- *Together We Grow* Milken Family Foundation Festival for Youth Grant $3800 - 2003
- *Hot Tamale! Look who is the Big Dog!"* ADF $2000 – 2001
- *Author! Author!* ADF 1998

Committees:
- *Blue Ribbon Committee – Milken National Educator Awards* Summer 2006/2004
- *Louisiana State University – Curriculum and Redesign Committee for Accreditation* (College of Education) for Pre-Kindergarten ~ Fifth Grade 2004
- *New Teacher Induction Committee* EBRP School System – 2000/2001/2002

Professional Development Training :
- *TAP Summer Institute Training – South Carolina – MFF* – Summer 2006
- *Summer Institute – Reading First Training (EBRP)* Summer 2006
- *Thinking Maps* – 2006

- *Kagan's Cooperative Learning* – 2005/2006
- *Win, Win Discipline* – 2006
- *Cognitive Coaching Training* – Summer 2005
- *Louisiana's Comprehensive Curriculum Training the Trainers* (EBRP) IMT Team 2005/2006
- *Teacher Advancement Program Evaluator Training* 2003/2004 (recertification)
- *ASCD National Conferences*
- *New Teacher Induction Training – Annette Breaux* 2002
- *Tech Trek Technology Integration Training* (EBRP) Summer, 2001
- *State of Louisiana Selection Committee Training for Distinguished Educators*, Spring 2001
- *Mathematic Training for Elementary Teachers* (EBRP) Spring, 2001
- *Understanding Poverty Training Fall*, 2000
- *Classroom Management – Harry Wong* 2000
- *Louisiana Association for Teachers of Mathematics Conferences* (annual)
- *Louisiana Reading Association Conference* (annual)
- *School Improvement Team Training*, Fall 2000
- *Accelerated Reading Conference and Reading Renaissance* Fall, 2000
- *Richard Owens Literacy Training* 2000
- *Understanding Brain Learning* Spring, 1999
- *Technology in the Classroom Spring*, 1999
- Capital Area Reading Council Conference (annual)
- *National Writing Project*/LSU Site Summer 1999
- *School Improvement Team Training* Fall, 1998
- *Leadership Training* Fall, 1998
- *Reading Initiative Training* Summer, 1998
- *Louisiana Reading Association Leadership Training* Summer, 1997
- *K-3 Mathematics Training (Exxon)* 1992-1997
- *EBRP Science Kit Training for Teachers* 1996/97
- *State of Louisiana Assessor/Mentor Training* 1997 (recertification training 2004/2005)
- *LATM Leadership Training*, Summer, 1996
- *Louisiana State Department of Education — Support Team Member* 1995 — present.
- *East Baton Rouge Parish. Training the Trainers Leadership* 1995
- *Developing Number Concepts* 1994

Training Conducted

- *National Milken Education Forum: Speaker/Trainer*-Santa Monica, California May 2010
- *TAP System (NIET) TAP Summer Institute* Trainer –2006/2007/2008/2009/2010
- *La Dept of Education, Professional Development Training, Webinar*- Spring 2008
- *TAP System- TAP Summer Institute- National Trainer of Trainers* - South Carolina Spring 2008
- *East Baton Rouge Parish New Teacher Induction (Teach Baton Rouge)* Differentiated Instruction and model classroom demonstration 2005/2006
- *Louisiana State University - Classroom Management* – Spring 2006
- *Milken Family Foundation National Education Conference* – Teacher Advancement Program - Washington, D.C. Spring 2005
- *National Board Certification- Louisiana Federation of Teachers* 2005
- *Mentor Training* of Trainers (EBRP) 2002, 2003, 2004, 2005
- *Using Graphic Organizers and Maps* – A.A. Nelson (TAP) 2004
- *CARC – Writing is Thinking* 2004
- *"Writing to Read"* EBRP School System Spring 2001
- *"Writing to Learn"* LRA Conference Fall, 2000

- *"Math Tubs"* LATM Conference Fall, 2000
- *"Understanding Running Records"* Spring, 2000
- *"Mathematics for the Future"* Alex., La. Spring 2000
- *"Math the Big Picture"* Spring 2000
- *"Calculator Kids"* Spring 2000
- *"The Write Foot"* Fall 1999
- *"Splish-Splash Science*" Fall 1999
- *"Science Made Simple"* Summer 1999
- *"Creative Discipline"* Spring 1999
- *"DRA-So What's Next for Instruction"* Spring 1999
- *"Reading the Results of the DRA"* Fall 1998
- *"Problem Solving"* Fall 1998
- *"Hands-On Math"* LSU Summer 1998
- *NCTM Regional Conference* Fall 1998
- *LaSip Project "Math-The Big Picture"* Summer 1998
- *MATELT Mathematics and Technology* (workshops given at local and state level)
- *Exxon Math Project* teachers (numerous workshops given 1995-1999)

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Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and Ascension Parish School System (hereafter referred to as "the local education agency, or LEA").

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals:

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities.

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) - no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director; and

In return for the LEA participation in the project, LDOE agrees to perform the following activities.

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU;
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support;
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Patrice [signature]	6-16-10
District Superintendent	Date
Jennifer [signature]	6-16-10
Lead District Administrator for TIF Grant Project	Date
Edward Price	6-16-10
Chair/President of the LEA Board of Education	Date
[signature]	6/28/10
State Superintendent of Education	Date

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Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and DeSoto Parish School System(hereafter referred to as "the local education agency, or LEA").

The purpose of the partnership is to develop and implement goals for TAP™, The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities.

1. Commit to hiring effective candidates to participate in all grant activities
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities.
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities.
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions
10. Provide from non-TIF funds over the course of the five year project period an increasing share of performance-based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director, and

In return for the LEA participation in the project, LDOE agrees to perform the following activities:

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU;
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support;
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Walter C. [illegible] — 6-11-10
District Superintendent — Date

Kathy Noel — 6-11-10
Lead District Administrator for TIF Grant Project — Date

[illegible] — 6-11-10
Chair/President of the LEA Board of Education — Date

[illegible] — 6/28/10
State Superintendent of Education — Date

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Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and the Jefferson Parish Public School System (hereafter referred to as "the local education agency, or LEA")

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals:

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator (once number of TAP schools is 5 or more) (e.g. District-level Executive Master Teacher) no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director, and

In return for the LEA participation in the project, LDOE agrees to perform the following activities:

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU;
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support;
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other participating LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

District Superintendent	Date 6/11/10
Lead District Administrator for TIF Grant Project	Date 6/11/10
Chair/President of the LEA Board of Education	Date 6/15/10
State Superintendent of Education	Date 6/28/10

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Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and Pointe Coupee Parish School Board (hereafter referred to as "the local education agency or LEA")

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) – no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions;
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals;
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director; and

In return for the LEA participation in the project, LDOE agrees to perform the following activities:

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU;
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support;
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Linda D'Amico — June 9, 2010
District Superintendent — Date

Charla Hesley Yack — June 9, 2010
Lead District Administrator for TIF Grant Project — Date

[signature] — 6/9/2010
Chief President of the KIPP Board of Education — Date

[signature] — June 9, 2010
State Superintendent of Education — Date

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Louisiana TIF
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Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and St. Helena Parish School System (hereafter referred to as "the local education agency, or LEA").

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals:

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) – no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director; and

In return for the LEA participation in the project, LDOE agrees to perform the following activities

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU.
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support.
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education,
7. Work in collaboration with other partnering LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Nancy Slad — 6-10-2010
District Superintendent — Date

Patricia A. Morgan — 6-10-2010
Lead District Administrator for TIF Grant Project — Date

Elizabeth Harvey Jr — 6-14-10
Chair/President of the LEA Board of Education — Date

6/28/10
State Superintendent of Education — Date

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Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and St. Mary Parish School Board (hereafter referred to as "the local education agency, or LEA").

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals:

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) – no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director; and

In return for the LEA participation in the project, LDOE agrees to perform the following activities:

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU;
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support;
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Donald Aguillard, Ph. D. Keith Thibodeaux — 6-15-10
District Superintendent — Keith Thibodeaux, Assistant Superintendent — Date

Monica Mancuso, Ph. D. Monica L. Mancuso — 6-15-10
Lead District Administrator for TIF Grant Project — Date

Roland H. Verret Roland H. Verret — 6-15-10
Chair/President of the LEA Board of Education — Date

Paul Pastorek — 6/28/10
State Superintendent of Education — Date

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and ***Tangipahoa Parish School System*** (hereafter referred to as "the local education agency, or LEA").

The purpose of the partnership is to develop and implement goals for TAP™: The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals:

- Increase the percent of effective educators in schools in partner LEAs;
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system; and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 – 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) – no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director;
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities;

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director; and

In return for the LEA participation in the project, LDOE agrees to perform the following activities:

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs;
2. Serve as a resource to the LEA during the term of this MOU;
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support;
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education;
7. Work in collaboration with other partnering LEAs on all activities;
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

Mark Kolwe, District Superintendent — 6/15/10 Date

Melissa M. Stilley, CAO
Lead District Administrator for TIF Grant Project — 6/15/10 Date

Ann A. Smith
Tangipahoa Parish School System Board President, Ann Smith — 6/15/10 Date

State Superintendent of Education — 6/28/10 Date

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
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Louisiana TIF
Teacher Incentive Fund Grant
Partnership Memorandum of Understanding

This is a memorandum of understanding (MOU) between the Louisiana Department of Education (LDOE), and West Baton Rouge Parish (hereafter referred to as "the local education agency, or LEA").

The purpose of the partnership is to develop and implement goals for TAP™ The System for Teacher and Student Advancement, a project that will be funded through a federal Teacher Incentive Fund (TIF) Grant and other LEA-identified funding sources. The primary purpose of this project is to improve student achievement by increasing the percent of effective teachers in the participation schools of the LEA, while building the capacity of the district to expand and sustain TAP as a school improvement best practice. TAP accomplishes this goal by implementing comprehensive reform to identify, recruit, develop, place, reward and retain highly effective teachers. LDOE will work with the partner LEA to fulfill the activities, benchmarks and timeline that are listed in the TIF grant application to accomplish the following goals:

- Increase the percent of effective educators in schools in partner LEAs,
- Improve the capacity of partner LEAs to implement a comprehensive performance-based compensation system for teachers and principals using the TAP system, and
- Increase student achievement.

To achieve the goals mentioned above, the LEA will agree to the following terms throughout the grant award period (2010 - 2015).

The LEA agrees to perform the following activities:

1. Commit to hiring effective candidates to participate in all grant activities;
2. Implement the TAP system with fidelity to the model as measured annually by TAP School Reviews;
3. Appoint a person in a leadership position who will serve as the primary liaison to NIET for TIF grant responsibilities;
4. Send the LEA TIF liaison to grant advisory board meetings as designated by the Project Director;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Hire District TAP Coordinator once number of TAP schools is 4 or more(e.g. District-level Executive Master Teacher) - no later than January 2012
7. Complete reports, evaluations and surveys as requested by the Project Director,
8. Work in collaboration with other partnering LEAs and LDOE on all grant activities;
9. Adopt consistent policies across participating TAP schools that align with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions.
10. Provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers and principals.
11. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities,

"An Equal Opportunity Employer"

12. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested by the Project Director; and

In return for the LEA participation in the project, LDOE agrees to perform the following activities:

1. Assign specific staff to serve as liaisons to targeted schools in partnering LEAs,
2. Serve as a resource to the LEA during the term of this MOU,
3. Provide technical assistance on TAP implementation to the LEA through regular site visits, training on TAP, email communication, and phone support,
4. Host TAP master teacher meetings;
5. Promote and participate in the specific activities listed in the TIF grant;
6. Complete reports, evaluations and surveys as requested by the U.S. Department of Education,
7. Work in collaboration with other partnering LEAs on all activities,
8. Give priority to accomplishing the activities in collaboration with partnering LEAs;
9. Immediately report to the LEA and the U.S. Department of Education any misdeed, deficiency or inability to fulfill any responsibilities; and
10. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

TERMS

This MOU binds LDOE and the partner LEA to every statement and assurance made in the Teacher Incentive Fund grant application. If funded, this MOU shall be in effect for the length of the Teacher Incentive Fund grant from the U.S. Department of Education. In the event the grant is not funded, this MOU will terminate upon the receipt of notification that the grant is not funded.

COSTS

It is the intent of the parties that no additional costs will be incurred, except those that are set forth in the grant proposal or those that are funded in the grant. In the event that the cost of implementing this MOU exceeds grant funds or grant expectations, any party may terminate this contract upon giving the other parties thirty days notice.

District Superintendent	Date 6/15/10
Lead District Administrator for TIF Grant Project	Date 6/15/10
Chair/President of the LEA Board of Education	Date 6/15/10
State Superintendent of Education	Date 6/28/10

APPENDIX F
Louisiana TIF

District Commitment

Expansion and enhancement of TAP in districts across the state

- ★ Increase the percent of effective educators in schools in partner LEAs
- ★ Increase the capacity of partner LEAs to implement a performance-based compensation system for teachers and principals using the TAP system
- ★ Increase student achievement

1. Demonstrate **current commitment to implementation and expansion of TAP** through one of the following prerequisites (*current status*)
   a. One or more current TAP schools and two or more new TAP or Pre-TAP schools for 2010-2011
   b. Two or more Year One TAP schools in 2010-2011
   c. Three or more Pre-TAP schools for 2010-2011

2. Identify increasing number of TAP schools over life of grant – TAP in a **"critical mass" of schools** (either all schools or "select" group with identified need – competitive priority 2).

3. For each identified school, provide requested **Student Data and Teacher Data**.

4. Provide a 5-Year **strategy for expanding TAP** in the LEA
   a. Identification of the number and names of TAP and Pre-TAP schools over 5 year grant period
   b. Identification of funding commitments (redirection of federal/state/local funds) and assurances that such funding re-alignments will occur
   c. Identification of how TAP school selection will be utilized to support recruitment and retention in traditionally hard to staff schools
   d. Alignment of TAP efforts with a coherent and integrated strategy for strengthening the educator workforce, including the use of data and evaluations for professional development and retention and tenure decisions in the LEA.

5. Obtain **letters/commitment of support** (broad-based support)from the following:
   a. District Superintendent
   b. Principals of each identified school
   c. Faculty vote of schools implementing in 2010-2011
   d. School Board president
   e. Central Office Personnel
   f. Other community representatives (1 or more)
   g. Teachers' union/association representatives (statement of Union support required if the Union is the exclusive representative for the purpose of collective bargaining)

6. Implement the **TAP system with fidelity** to the model as measured annually by TAP School Reviews (multiple career paths; ongoing applied professional growth; instructionally-focused accountability; performance-based compensation).

7. Commit to **differentiated compensation** in different forms and at multiple levels.
    a. Commit to Performance Pay for Teachers and Principals (starting in Year One of TAP) – Performance pool will allocate $2500/teacher; $10,000/principal; $5,000/asst principals. Access to pool is actually based on performance (evaluation observations and value-added scores)
    b. Commit to identifying and rewarding Principal Effectiveness
        i. 2010-2011: School value-added score as basis for Principal Performance Award (3 = 50% of 10,000; 4 = 75% of 10,000; 5 = 100% of 10,000) – similarly for Asst Principals, but using $5,000 as base)
        ii. 2010-2011: Practitioners develop more comprehensive teacher effectiveness system using School Value Added Score and other elements such as : Student and Teacher Attendance; principal "performance contract" with specific targets on "3" areas (e.g. evaluation process, LT meetings, clusters)
        iii. 2011-2012: implement enhanced Principal Compensation system
    c. Commit to Minimum Master teacher and Mentor teacher addendum – minimum for mentor - $5,000; minimum for master - $10,000
    d. Explore other ways of sustaining funds for performance compensation

8. Provide **master and mentor teachers** at the recommended NIET ratios for master and mentor teacher (Master to career, 1:15; Mentor to career, 1:8).

9. Commit to **recruit, identify, and hire high quality candidates** to participate in all grant activities (e.g. master and mentor teachers, TAP principals).

10. Appoint a person in a district leadership position who will serve as the **LEA Louisiana TIF liaison** to LDE for Louisiana TIF Responsibilities
    a. Send the LEA Louisiana TIF liaison to grant advisory board meetings as designated by the Project Director.

11. Hire **District TAP Coordinator** once number of TAP schools is 5 or more(e.g. District-level Executive Master Teacher) – no later than September 2011.

12. Attend all **required TAP trainings** for Master Teachers, Principals, and District TAP liaisons and coordinators.

13. Complete **reports, evaluations, and surveys** as requested by LDOE and NIET.

14. Implement the Louisiana TIF "**signing incentive**" for hard to staff subjects (math, science, special education) in the first two years of the grant – further recruitment tool for TAP schools. ($5,000 signing incentive)

15. Commit to utilizing TAP as part of the LEA's **coherent and integrated strategy for strengthening the educator workforc**e, including the use of data and evaluations for professional development and retention and tenure decisions.

16. Immediately report to the Project Director any misdeed, deficiency or inability to fulfill any LEA responsibilities.

17. Disseminate reports on accomplished work to state groups, districts and other interested parties as requested.

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District			
Superintendent		**Email**	
District TIF Liaison		**Email**	

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011			
2011-2012		0	0
2012-2013		0	0
2013-2014			0
2014-2015			0

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools-							
School Name	**Grade Levels**	**School Year** (Provide the specific year that the school becomes a TAP School)	**Number of Students**	**2009-10 (%) Free or Reduced Lunch**	**2009-10 (%) Minority**	**2009-10 (%) Below BASIC in ELA**	**2009-10 (%) Below BASIC in Math**
Overall District Student Totals for Entire District (NOT just total for participating schools)							

Page 1 of 0

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
Total Teacher Data	0	0	0	0	0	0

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness	
Policy	**YES or NO**
Career advancement within the classroom	
Explanation:	
Multiple classroom observations per year for all teachers	
Explanation:	
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation:	
Trained and certified evaluators	
Explanation:	
Student growth data used in evaluating teacher effectiveness	
Explanation:	
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	
Weekly professional development on school site	
Explanation:	
Individual professional growth support provided within the classroom	
Explanation:	

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
	(# of Schools)	(# of Schools)	(# of Schools)	(# of Schools) 0	(# of Schools) 0	(# of Schools) 0
	# teachers	# teachers	# teachers	# teachers 0	# teachers 0	# teachers 0
	# Mentors	# Mentors	# Mentors	# Mentors 0	# Mentors 0	# Mentors 0
	# MTs	#MTs	# MTs	# MTs 0	# MTs 0	#MTs 0
	# Asst. Principals	# Asst. Principals	# Asst. Principals	# Asst. Principals 0	# Asst. Principals 0	# Asst. Principals 0
	# Principals	# Principals	# Principals	# Principals 0	# Principals 0	# Principals 0
Additional Responsibilities and Leadership Roles						
MTs Addendum @ $10,000 /benefits@ 30%						
# of MTs X **$13,000**	$0	$0	$0	$0	$0	$0
Mentors Addendum @ $5,000 /benefits@30%						
# of Mentors X **$6,500**	$0	$0	$0	$0	$0	$0
Differentiated Effectiveness Incentive Payment						
$ 3,250 X Career Teachers@ $2,500	$ -	$ -	$ -	$ -	$ -	$ -
$ 3,250 X Mentor Teachers@$2,500	$ -	$ -	$ -	$ -	$ -	$ -
$ 3,250 X Master Teachers@$2,500	$ -	$ -	$ -	$ -	$ -	$ -
$ 6,500 X Asst. Principals@$5,000	$ -	$ -	$ -	$ -	$ -	$ -
$ 13,000 X Principals@$10,000	$ -	$ -	$ -	$ -	$ -	$ -
Total Projected Cost of the Differentiated Levels of Compensation	$ -	$ -	$ -	$ -	$ -	$ -
Additional TAP Cost to the LEAs						
# MTs X $70,000 MT salary and benefits	$0	$0	$0	$0	$0	$0
# schools X 4,000 SAS/CODE/Online site	$0	$0	$0	$0	$0	$0
# schools X 20,000 In-state/Out-state travel	$0	$0	$0	$0	$0	$0
# schools X 10,000 Supplies and Materials	$0	$0	$0	$0	$0	$0
Total of the Additional TAP Cost to the LEAs	$0	$0	$0	$0	$0	$0

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$0	$0	$0	$0	$0	$0
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Additional Cost of LEAs to Implement TAP	$0	$0	$0	$0	$0	$0
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A						
Title I, Part A 1003 A						
Title I, Part A 1003 G						
Title II						
Title III						
Title VI REAP						
IDEA, Part B						
IDEA, Early Intervening Services						
MFP(State) Weighted At-Risk Students (22%)						
Education Excellence Funds (State)						
Race to the TOP						
Other						
Other						
Total Non-TIF Funds to Sustain PBCS	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	Ascension Parish		
Superintendent	Patrice Pujol	**Email**	patrice.pujol@apsb.org
District TIF Liaison	Erin Babin	**Email**	erin.babin@apsb.org

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	1	2	2
2011-2012	1	1	4
2012-2013		1	5
2013-2014			6
2014-2015			6

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The selection was based on the lowest performing and highest priority schools (schools with School Performance Score of 82 and below in the district, and have Poverty precentage above 80%.)

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Donalsonville High	6th-12th	2008-09	626	83%	93%	66%	54%
Lowery Intermediate	5th-6th	2008-09	300	93%	95%	65%	52%
Donaldsonville Primary	K-2	2010-11	571	95%	70%	57%	63%
Lowery Elementary	3rd-4th	2010-11	322	94%	97%	57%	63%
Gonzales Primary School	K-5	2011-12	459	79%	71%	39%	48%
Pecan Grove Primary	K-5	2012-13	464	75%	69%	43%	44%
Overall District Student Totals for Entire District (NOT just total for participating schools)			8890	80%	87%	53%	56%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
Donalsonville High	68	31	37	45	23	27
Lowery Intermediate	31	23	8	26	5	4
Donaldsonville Primary	49	33	16	33	16	16
Lowery Elementary	35	24	11	29	6	11
Gonzales Primary School	43	27	16	26	17	5
Pecan Grove Primary	38	N/A*	38	21	17	16
0						
0						
0			0		0	
0			0		0	
0			0		0	
0			0		0	
Total Teacher Data	264	138	89	180	84	79

**Pecan Grove in beginning its 3rd full year of operation 2010-11.

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness

Policy	YES or NO
Career advancement within the classroom	
Explanation:	No
Multiple classroom observations per year for all teachers	
Explanation:	No
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation: "Satisfactory", "Needs Improvement", "Unsatisfactory"	Yes
Trained and certified evaluators	
Explanation: LaTAAP certified evaluators	Yes
Student growth data used in evaluating teacher effectiveness	
Explanation:	No
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	No
Weekly professional development on school site	
Explanation: Techer Coaches meet with grade level or department personnel at school level to discuss instructional practices, student work, etc. (No Policy)	No
Individual professional growth support provided within the classroom	
Explanation: Professional growth provided for teachers on Intensive Assistance. (Policy) Teacher Coaches provide Professional Growth support for all teachers.(No Policy)	Yes

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Continuing Annual Cost	
	4	(# of Schools)	5	(# of Schools)	6	(# of Schools)	6	(# of Schools)	6	(# of Schools)	6	(# of Schools)
	183	# teachers	226	# teachers	264	# teachers	264	# teachers	264	# teachers	264	# teachers
	20	# Mentors	24	# Mentors	28	# Mentors	28	# Mentors	28	# Mentors	28	# Mentors
	12	# MTs	14	#MTs	16	# MTs	16	# MTs	16	# MTs	16	#MTs
	6	# Asst. Principals	7	# Asst. Principals	8	# Asst. Principals	8	# Asst. Principals	8	# Asst. Principals	8	# Asst. Principals
	4	# Principals	5	# Principals	6	# Principals	6	# Principals	6	# Principals	6	# Principals
Additional Responsibilities and Leadership Roles												
MTs Addendum @ $10,000 /benefits@ 30%												
# of MTs (WS) X **$13,000**		$156,000		$156,000		$156,000		$156,000		$156,000		$156,000
MTs Addendum @ $10000/benefits@30%												
# of MTs (ES) X **$13,000**				$39,000		$78,000		$78,000		$78,000		$78,000
Mentors Addendum @ $5,000 /benefits@30%												
# of Mentors (WS) X **$6,500**		$130,000		$130,000		$130,000		$130,000		$130,000		$130,000
Mentors Addendum @ $5,000 /benefits@30%												
# of Mentors (ES) X **$6,500**				52000		104000		104000		104000		104000
Differentiated Effectiveness Incentive Payment												
$ 3,250 **X** WSCareer Teachers@ $3,500	$	594,750	$	594,750	$	594,750	$	594,750	$	594,750	$	594,750
$ 3,250 ESCareer Tea @ $2500 (43 teas + 38teas(81))				$ 139,750		$ 263,250		$ 263,250		$ 263,250		$ 263,250
$ 3,250 **X** Mentor Teachers@$2,500	$	91,000	$	91,000	$	91,000	$	91,000	$	91,000	$	91,000
$ 3,250 **X** Master Teachers@$2500	$	39,000	$	45,500	$	52,000	$	52,000	$	52,000	$	52,000
$ 6,500 **X** Asst. Principals@$5,000	$	39,000	$	45,500	$	52,000	$	52,000	$	52,000	$	52,000
$ 13,000 **X** Principals@$10,000	$	52,000	$	65,000	$	78,000	$	78,000	$	78,000	$	78,000
Total Projected Cost of the Differentiated Levels of Compensation	$	1,101,750	$	1,358,500	$	1,599,000	$	1,599,000	$	1,599,000	$	1,599,000
Additional TAP Cost to the LEAs												
# MTs x $76,000 MT salary and benefits		$912,000		$1,064,000		$1,216,000		$1,216,000		$1,216,000		$1,216,000
# Mentor Ts x $5,000 MT salary and benefits		$60,000		$70,000		$80,000		$80,000		$80,000		$80,000
# schools x 4,000 SAS/CODE/Online site		$16,000		$20,000		$24,000		$24,000		$24,000		$24,000
# schools x 20,000 In-state/Out-state travel		$80,000		$100,000		$120,000		$120,000		$120,000		$120,000
# schools x 10,000 Supplies and Materials		$40,000		$50,000		$60,000		$60,000		$60,000		$60,000
Total of the Additional TAP Cost to the LEAs		$1,108,000		$1,304,000		$1,500,000		$1,500,000		$1,500,000		$1,500,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$1,101,750	$1,358,500	$1,599,000	$1,599,000	$1,599,000	$1,599,000
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$271,700**	**$479,700**	**$639,600**	**$799,500**	**$1,599,000**
Additional Cost of LEAs to Implement TAP	$1,108,000	$1,304,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$1,108,000**	**$1,575,700**	**$1,979,700**	**$2,139,600**	**$2,299,500**	**$3,099,000**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A	$ 776,000	$ 757,693	$ 1,007,075	$ 1,207,075	$ 1,300,000	$ 1,882,500
Title I, Part A 1003 A	$ 100,000	$ 180,500	$ 175,000	$ 179,025	$ 190,125	$ 250,000
Title I, Part A 1003 G	$ -					
Title II	$ 132,000	$ 200,000	$ 335,118	$ 265,993	$ 296,868	$ 428,993
Title III	$ -					
Title VI REAP	$ -					
IDEA, Part B	$ -					
IDEA, Early Intervening Services	$ 100,000	$ 100,000	$ 125,000	$ 150,000	$ 175,000	$ 200,000
MFP(State) Weighted At-Risk Students (22%)		$ 137,507	$ 137,507	$ 137,507	$ 137,507	$ 137,507
Education Excellence Funds (State)	$ -	$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Race to the TOP	$ -					
Other	$ -					
Other	$ -					
Total Non-TIF Funds to Sustain PBCS	**$1,108,000**	**$1,575,700**	**$1,979,700**	**$2,139,600**	**$2,299,500**	**$3,099,000**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	DeSoto Parish		
Superintendent	Walter C. Lee	**Email**	wlee@desotopsb.com
District TIF Liaison	Kathy Noel	**Email**	knoel@desotopsb.com

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	1	5	5
2011-2012	0	1	10
2012-2013		0	11
2013-2014			11
2014-2015			11

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The selection was based on the lowest performing and/or high priority schools (schools with School Performance Score [SPS] 79 and below in the district.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Logansport Elementary School	PK-6	2009-10	401	72%	46%	23%	33%
Logansport High School	7-12	2009-10	271	61%	41%	41%	37%
Mansfield Elementary School	PK-5	2011-12	913	93%	89%	56%	58%
Mansfield Middle School	6-8	2010-11	279	88%	92%	45%	46%
Mansfield High School	9-12	2008-09	409	81%	92%	58%	56%
North DeSoto Elementary PK-2	PK-2	2010-11	573	54%	25%	27%	29%
North Desoto Elementary 3-5	3-5	2010-11	464	52%	26%	27%	29%
North DeSoto Middle School	6-8	2008-09	447	43%	28%	24%	21%
North DeSoto High School	9-12	2009-10	462	34%	32%	29%	20%
Pelican All Saints	PK-12	2010-11	180	89%	71%	47%	43%
Stanley High School	PK-12	2010-11	370	52%	18%	43%	32%
Overall District Student Totals for Entire District (NOT just total for participating schools)			4854	66%	52%	39%	37%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
Logansport Elementary School	39	29	10	35	4	3
Logansport High School	29	21	8	25	4	2
Mansfield Elementary School	73	38	35	44	29	16
Mansfield Middle School	30	20	10	23	7	3
Mansfield High School	37	24	13	30	7	7
North DeSoto Elementary PK-2	43	28	15	35	8	6
North Desoto Elementary 3-5	30	20	10	27	3	2
North DeSoto Middle School	30	24	6	26	4	5
North DeSoto High School	41	27	14	35	6	6
Pelican All Saints	16	13	3	14	2	1
Stanley High School	29	21	8	22	7	8
0			0		0	
Total Teacher Data	397	265	132	316	81	59

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness	
Policy	**YES or NO**
Career advancement within the classroom	
Explanation:	No
Multiple classroom observations per year for all teachers	
Explanation:	No
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation: Observation Instrument has 4 achievement levels: 1) Unacceptable 2) Needs Improvement 3) Meets Expectations 4) Exceeds Expectations	Yes
Trained and certified evaluators	
Explanation: LaTaap, TAP observations	Yes
Student growth data used in evaluating teacher effectiveness	
Explanation:	No
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	No
Weekly professional development on school site	
Explanation:	No
Individual professional growth support provided within the classroom	
Explanation:	No

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
	10 (# of Schools)	11 (# of Schools)	11 (# of Schools)	11 (# of Schools)	11 (# of Schools)	11 (# of Schools)
	324 # teachers	397 # teachers	397 # teachers	397 # teachers	397 # teachers	397 # teachers
	41 # Mentors	46 # Mentors	46 # Mentors	46 # Mentors	46 # Mentors	46 # Mentors
	21 # MTs	24 #MTs	24 # MTs	24 # MTs	24 # MTs	24 #MTs
	11 # Asst. Principals	13 # Asst. Principals	13 # Asst. Principals	13 # Asst. Principals	13 # Asst. Principals	13 # Asst. Principals
	10 # Principals	11 # Principals	11 # Principals	11 # Principals	11 # Principals	11 # Principals
Additional Responsibilities and Leadership Roles						
MTs Addendum @ $10,000 /benefits@ 30%						
# of MTs X **$13,000**	$273,000	$312,000	$312,000	$312,000	$312,000	$312,000
Mentors Addendum @ $5,000 /benefits@30%						
# of Mentors X **$6,500**	$266,500	$299,000	$299,000	$299,000	$299,000	$299,000
Differentiated Effectiveness Incentive Payment						
$ 3,250 X Career Teachers@ $2,500	$ 1,053,000	$ 1,290,250	$ 1,290,250	$ 1,290,250	$ 1,290,250	$ 1,290,250
$ 3,250 X Mentor Teachers@$2,500	$ 133,250	$ 149,500	$ 149,500	$ 149,500	$ 149,500	$ 149,500
$ 3,250 X Master Teachers@$2,500	$ 68,250	$ 78,000	$ 78,000	$ 78,000	$ 78,000	$ 78,000
$ 6,500 X Asst. Principals@$5,000	$ 71,500	$ 84,500	$ 84,500	$ 84,500	$ 84,500	$ 84,500
$ 13,000 X Principals@$10,000	$ 130,000	$ 143,000	$ 143,000	$ 143,000	$ 143,000	$ 143,000
Total Projected Cost of the Differentiated Levels of Compensation	$ 1,995,500	$ 2,356,250	$ 2,356,250	$ 2,356,250	$ 2,356,250	$ 2,356,250
Additional TAP Cost to the LEAs						
# MTs X $100,000 MT salary and benefits	$2,100,000	$2,400,000	$2,400,000	$2,400,000	$2,400,000	$2,400,000
# schools X 4,000 SAS/CODE/Online site	$40,000	$44,000	$44,000	$44,000	$44,000	$44,000
# schools X 20,000 In-state/Out-state travel	$200,000	$220,000	$220,000	$220,000	$220,000	$220,000
# schools X 10,000 Supplies and Materials	$100,000	$110,000	$110,000	$110,000	$110,000	$110,000
Total of the Additional TAP Cost to the LEAs	$2,440,000	$2,774,000	$2,774,000	$2,774,000	$2,774,000	$2,774,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$1,995,500	$2,356,250	$2,356,250	$2,356,250	$2,356,250	$2,356,250
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$471,250**	**$706,875**	**$942,500**	**$1,178,125**	**$2,356,250**
Additional Cost of LEAs to Implement TAP	$2,440,000	$2,774,000	$2,774,000	$2,774,000	$2,774,000	$2,774,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$2,440,000**	**$3,245,250**	**$3,480,875**	**$3,716,500**	**$3,952,125**	**$5,130,250**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A		$ 334,000	$ 334,000	$ 334,000	$ 334,000	$ 334,000
Title I, Part A 1003 A						
Title I, Part A 1003 G						
Title II						
Title III						
Title VI REAP						
IDEA, Part B						
IDEA, Early Intervening Services						
MFP(State) Weighted At-Risk Students (22%)						
Education Excellence Funds (State)						
Race to the TOP						
Other (Local funds)	$ 2,440,000	$ 2,911,250	$ 3,146,875	$ 3,382,500	$ 3,618,125	$ 4,796,250
Other						
Total Non-TIF Funds to Sustain PBCS	**$2,440,000**	**$3,245,250**	**$3,480,875**	**$3,716,500**	**$3,952,125**	**$5,130,250**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	Jefferson Parish Public School System		
Superintendent	Diane Roussel, Ph.D.	**Email**	diane.roussel@jppss.k12.la.us
District TIF Liaison	Marian Bernard	**Email**	marian.bernard@jppss.k12.la.us

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	7	1	2
2011-2012	7	7	3
2012-2013		7	10
2013-2014			17
2014-2015			17

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The selection was based on the following: lowest performing, highest free/reduced lunch, highest minority, and interest of principals and faculty at selected schools in pursuing the TAP initiative. Hazel Park has been a TAP school for 7 years, and William Hart is in their second year of TAP.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Hazel Park Elementary School	Pre-K - 5	2010-11	333	72%	59%	15%	22%
William Hart Elementary School	Pre-K - 5	2010-11	300	96%	85%	39%	39%
Woodland West Elementary School	Pre-K - 5	2010-11	732	90%	87%	28%	22%
Woodmere Elementary School	Pre-K - 5	2011-12	505	97%	97%	48%	58%
Vic A. Pitre Elementary School	Pre-K - 5	2011-12	474	95%	82%	52%	62%
McDonogh #26 Elementary School	Pre-K - 5	2011-12	302	95%	85%	67%	57%
Stella Worley Middle School	6 - 8	2011-12	597	93%	73%	51%	46%
Clancy Elementary School for the Arts	Pre-K - 5	2011-12	421	93%	78%	52%	43%
Myrtle C. Thibodeaux Elementary School	Pre-K - 5	2011-12	391	93%	71%	35%	31%
Homedale Elementary School	Pre-K - 5	2011-12	195	86%	56%	51%	44%
Theodore Roosevelt Middle School	6 - 8	2012-13	620	80%	84%	39%	55%
C. T. Janet Elementary School	Pre-K-5	2012-2013	608	80%	61%	31%	31%
J. C. Ellis Elementary School	Pre-K-5	2012-2013	411	76%	53%	16%	26%
Bonnabel Magnet Academy	9 - 12	2012-2013	1474	63%	78%	52%	40%
Harahan Elementary School	Pre-K-5	2012-2013	428	62%	28%	25%	21%
Riverdale High School	9 - 12	2012-2013	680	55%	48%	26%	27%
Grace King High School	9 - 12	2012-2013	1180	49%	57%	55%	46%
Overall District Student Totals for Entire District (NOT just total			43985	78%	69%	36%	38%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
Hazel Park Elementary School	32	19	13	22	10	11
William Hart Elementary School	26	20	6	21	5	6
Woodland West Elementary School	50	40	10	46	4	6
Woodmere Elementary School	35	20	15	21	14	6
Vic A. Pitre Elementary School	35	21	14	26	9	10
McDonogh #26 Elementary School	26	15	11	15	11	5
Stella Worley Middle School	44	32	12	28	16	10
Clancy Elementary School for the Arts	35	14	21	27	8	15
Myrtle C. Thibodeaux Elementary School	33	17	16	21	12	7
Homedale Elementary School	14	11	3	13	1	3
Theodore Roosevelt Middle School	44	21	23	31	13	10
C. T. Janet Elementary School	39	29	10	31	8	8
J. C. Ellis Elementary School	33	32	1	33	0	0
Bonnabel Magnet Academy	96	85	11	87	9	8
Harahan Elementary School	37	28	9	22	15	4
Riverdale High School	55	38	17	47	8	9
Grace King High School	72	61	11	66	6	5
Total Teacher Data	706	503	203	557	149	123

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness

Policy	YES or NO
Career advancement within the classroom	
Explanation:	NO
Multiple classroom observations per year for all teachers	
Explanation:	NO
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation:	NO
Trained and certified evaluators	
Explanation: Jefferson Parish has LATAAP certified evaluators ONLY	YES
Student growth data used in evaluating teacher effectiveness	
Explanation:	NO
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	NO
Weekly professional development on school site	
Explanation: Jefferson Parish utilizes Professional Development Resource Teachers in each school to provide job-embedded professional development during collaborative planning time.	YES
Individual professional growth support provided within the classroom	
Explanation:	NO

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Continuing Annual Cost	
	3	(# of Schools)	10	(# of Schools)	17	(# of Schools)	17	(# of Schools)	17	(# of Schools)	17	(# of Schools)
	108	# teachers	318	# teachers	690	# teachers	690	# teachers	690	# teachers	690	# teachers
	13	# Mentors	39	# Mentors	84	# Mentors	84	# Mentors	84	# Mentors	84	# Mentors
	7	# MTs	21	#MTs	46	# MTs	46	# MTs	46	# MTs	46	#MTs
	2	# Asst. Principals	7	# Asst. Principals	20	# Asst. Principals	20	# Asst. Principals	20	# Asst. Principals	20	# Asst. Principals
	3	# Principals	10	# Principals	17	# Principals	17	# Principals	17	# Principals	17	# Principals
Additional Responsibilities and Leadership Roles												
MTs Addendum @ $10,000 /benefits@ 30%												
# of MTs X **$13,000**		$91,000		$273,000		$598,000		$598,000		$598,000		$598,000
Mentors Addendum @ $5,000 /benefits@30%												
# of Mentors X **$6,500**		$84,500		$253,500		$546,000		$546,000		$546,000		$546,000
Differentiated Effectiveness Incentive Payment												
$ 3,250 X Career Teachers@ $2,500	$	351,000	$	1,033,500	$	2,242,500	$	2,242,500	$	2,242,500	$	2,242,500
$ 3,250 X Mentor Teachers@$2,500	$	42,250	$	126,750	$	273,000	$	273,000	$	273,000	$	273,000
$ 3,250 X Master Teachers@$2,500	$	22,750	$	68,250	$	149,500	$	149,500	$	149,500	$	149,500
$ 6,500 X Asst. Principals@$5,000	$	13,000	$	45,500	$	130,000	$	130,000	$	130,000	$	130,000
$ 13,000 X Principals@$10,000	$	39,000	$	130,000	$	221,000	$	221,000	$	221,000	$	221,000
Total Projected Cost of the Differentiated Levels of Compensation	$	643,500	$	1,930,500	$	4,160,000	$	4,160,000	$	4,160,000	$	4,160,000
Additional TAP Cost to the LEAs												
# MTs X $70,000 MT salary and benefits		$490,000		$1,470,000		$3,220,000		$3,220,000		$3,220,000		$3,220,000
# schools X 4,000 SAS/CODE/Online site		$12,000		$40,000		$68,000		$68,000		$68,000		$68,000
# schools X 20,000 In-state/Out-state travel		$60,000		$200,000		$340,000		$340,000		$340,000		$340,000
# schools X 10,000 Supplies and Materials		$30,000		$100,000		$170,000		$170,000		$170,000		$170,000
Total of the Additional TAP Cost to the LEAs		$592,000		$1,810,000		$3,798,000		$3,798,000		$3,798,000		$3,798,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$643,500	$1,930,500	$4,160,000	$4,160,000	$4,160,000	$4,160,000
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$386,100**	**$1,248,000**	**$1,664,000**	**$2,080,000**	**$4,160,000**
Additional Cost of LEAs to Implement TAP	$592,000	$1,810,000	$3,798,000	$3,798,000	$3,798,000	$3,798,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$592,000**	**$2,196,100**	**$5,046,000**	**$5,462,000**	**$5,878,000**	**$7,958,000**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A		$ 999,951	$ 2,453,460	$ 2,665,620	$ 2,877,780	$ 3,938,580
Title I, Part A 1003 A						
Title I, Part A 1003 G						
Title II		$ 666,634	$ 1,635,640	$ 1,777,080	$ 1,918,520	$ 2,625,720
Title III						
Title VI REAP						
IDEA, Part B						
IDEA, Early Intervening Services		$ 329,415	$ 756,900	$ 819,300	$ 881,700	$ 1,193,700
MFP(State) Weighted At-Risk Students (22%)						
Education Excellence Funds (State)		$ 200,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Race to the TOP						
Other	$ 592,000					
Other						
Total Non-TIF Funds to Sustain PBCS	**$592,000**	**$2,196,000**	**$5,046,000**	**$5,462,000**	**$5,878,000**	**$7,958,000**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	Pointe Coupee Parish Public School System		
Superintendent	Linda D'Amico	**Email**	lindad@pcpsb.k12.la.us
District TIF Liaison	Karla Jack	**Email**	karlaj@pcpsb.k12.la.us

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	2	1	0
2011-2012	2	2	1
2012-2013		2	3
2013-2014			5
2014-2015			5

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- Selection order was based on the lowest performing and/or high priority schools (schools with SPS of 79 and below in the district). All schools will become TAP schools. Elementary/middle schools will be served first as their students feed to the high school.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Rosenwald Elementary School	PreK-6	2010-2011	550	89%	99%	56%	58%
Upper Pointe Coupee Elementary	PreK-8	2011-2012	294	91%	94%	50%	57%
Rougon Elementary School	PreK-8	2011-2012	511	84%	55%	41%	41%
Valverda Elementary School	PreK-6	2012-2013	593	57%	32%	20%	26%
Livonia High School	gr 7-12	2012-2013	733	64%	49%	40%	37%
Overall District Student Totals for Entire District (NOT just total for participating schools)			2681	77%	66%	41%	44%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	**Number of Teachers**	**Years at Specific School**		**Years of Teaching Experience**		**Gen Y Teachers**
		Number of Teachers at School for 3 years or more	**Number of Teachers at School for less than 3 years**	**Number of Teachers with 5 years or more experience**	**Number of Teachers with less than 5 years experience**	**Number of teachers on staff who are 32 years old and younger**
Rosenwald Elementary School	49	27	22	33	16	8
Upper Pointe Coupee Elementary	31	14	17	21	10	6
Rougon Elementary School	32	17	15	29	3	7
Valverda Elementary School	49	40	9	35	14	10
Livonia High School	53	28	25	33	20	16
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
Total Teacher Data	214	126	88	151	63	47

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness

Policy	YES or NO
Career advancement within the classroom	
Explanation:	NO
Multiple classroom observations per year for all teachers	
Explanation:	NO
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Teachers are able to earn an excellent rating with supporting information and the standard satisfactory and unsatisfactory ratings. Teachers earning unsatisfactory ratings require supporting information.	YES
Trained and certified evaluators	
Explanation:	NO
Student growth data used in evaluating teacher effectiveness	
Explanation:	NO
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	NO
Weekly professional development on school site	
Explanation: Elementary schools within the district participate in weekly grade-level meetings as part of the Ensuring Literacy For All program. Each elementary school and our high school has at least one master teacher/coach who provides job-embedded professional development, coaching and instruction modeling.	YES
Individual professional growth support provided within the classroom	
Explanation: Schools are staffed with literacy and professional development coaches that are required to spend at least 85% of their time engaged in modeling lessons, observations and ensuring the fidelity of literacy and ancillary programs.	YES

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Continuing Annual Cost	
	1	(# of Schools)	3	(# of Schools)	5	(# of Schools)	5	(# of Schools)	5	(# of Schools)	5	(# of Schools)
	49	# teachers	112	# teachers	214	# teachers	214	# teachers	214	# teachers	214	# teachers
	7	# Mentors	14	# Mentors	27	# Mentors	27	# Mentors	27	# Mentors	27	# Mentors
	3	# MTs	8	#MTs	14	# MTs	14	# MTs	14	# MTs	14	#MTs
	1	# Asst. Principals	3	# Asst. Principals	6	# Asst. Principals	6	# Asst. Principals	6	# Asst. Principals	6	# Asst. Principals
	1	# Principals	3	# Principals	5	# Principals	5	# Principals	5	# Principals	5	# Principals
Additional Responsibilities and Leadership Roles												
MTs Addendum @ $10,000 /benefits@ 30%												
# of MTs X **$13,000**		$39,000		$104,000		$182,000		$182,000		$182,000		$182,000
Mentors Addendum @ $5,000 /benefits@30%												
# of Mentors X **$6,500**		$45,500		$91,000		$175,500		$175,500		$175,500		$175,500
Differentiated Effectiveness Incentive Payment												
$ 3,250 X Career Teachers@ $2,500	$	159,250	$	364,000	$	695,500	$	695,500	$	695,500	$	695,500
$ 3,250 X Mentor Teachers@$2,500	$	22,750	$	45,500	$	87,750	$	87,750	$	87,750	$	87,750
$ 3,250 X Master Teachers@$2,500	$	9,750	$	26,000	$	45,500	$	45,500	$	45,500	$	45,500
$ 6,500 X Asst. Principals@$5,000	$	6,500	$	19,500	$	39,000	$	39,000	$	39,000	$	39,000
$ 13,000 X Principals@$10,000	$	13,000	$	39,000	$	65,000	$	65,000	$	65,000	$	65,000
Total Projected Cost of the Differentiated Levels of Compensation	$	295,750	$	689,000	$	1,290,250	$	1,290,250	$	1,290,250	$	1,290,250
Additional TAP Cost to the LEAs												
# MTs X $70,000 MT salary and benefits		$210,000		$560,000		$980,000		$980,000		$980,000		$980,000
# schools X 4,000 SAS/CODE/Online site		$4,000		$12,000		$20,000		$20,000		$20,000		$20,000
# schools X 20,000 In-state/Out-state travel		$20,000		$60,000		$100,000		$100,000		$100,000		$100,000
# schools X 10,000 Supplies and Materials		$10,000		$30,000		$50,000		$50,000		$50,000		$50,000
Total of the Additional TAP Cost to the LEAs		$244,000		$662,000		$1,150,000		$1,150,000		$1,150,000		$1,150,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$295,750	$689,000	$1,290,250	$1,290,250	$1,290,250	$1,290,250
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$137,800**	**$387,075**	**$516,100**	**$645,125**	**$1,290,250**
Additional Cost of LEAs to Implement TAP	$244,000	$662,000	$1,150,000	$1,150,000	$1,150,000	$1,150,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$244,000**	**$799,800**	**$1,537,075**	**$1,666,100**	**$1,795,125**	**$2,440,250**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A	$ 45,000	$ 187,800	$ 200,000	$ 299,880	$ 528,905	$ 200,000
Title I, Part A 1003 A						
Title I, Part A 1003 G						
Title II	$ 99,000	$ 265,000	$ 265,000	$ 265,000	$ 265,000	$ 265,000
Title III						
Title VI REAP						
IDEA, Part B		$ 50,000	$ 183,780	$ 25,000	$ 25,000	$ 25,000
IDEA, Early Intervening Services		$ 93,000	$ 188,000	$ 300,000	$ 300,000	$ 100,000
MFP(State) Weighted At-Risk Students (22%)	$ 100,000	$ 150,000	$ 274,075	$ 350,000	$ 250,000	$ 250,000
Education Excellence Funds (State)			$ 66,220	$ 66,220	$ 66,220	$ 66,220
Race to the TOP						
Other		$ 54,000	$ 360,000	$ 360,000	$ 360,000	$ 360,000
Other						$ 1,174,030
Total Non-TIF Funds to Sustain PBCS	**$244,000**	**$799,800**	**$1,537,075**	**$1,666,100**	**$1,795,125**	**$2,440,250**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	St. Mary Parish		
Superintendent	Donald Aguillard, Ph. D.	**Email**	daguillard@stmary.k12.la.us
District TIF Liaison	Monica Mancuso, Ph. D.	**Email**	mmancuso@stmary.k12.la.us

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	2	0	
2011-2012	5	2	0
2012-2013		5	2
2013-2014			7
2014-2015			7

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The selection was based on the lowest performing and/or high priority schools (schools with School Performance Score [SPS] 79 and below in the district.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
B. Edward Boudreaux Middle School	6th-8th	2011-12	321	93%	80%	54%	45%
Franklin Jr. High School	6th-8th	2011-12	321	92%	87%	47%	52%
Hernandez Elementary School	PK-5	2012-13	253	95%	91%	25%	25%
Franklin High School	9th-12th	2012-13	491	79%	79%	51%	41%
West St. Mary High School	9th-12th	2012-13	399	78%	71%	44%	35%
Morgan City High School	9th-12th	2012-13	739	53%	44%	29%	21%
Patterson Jr. High School	4th-8th	2012-13	597	72%	48%	38%	42%
Overall District Student Totals for Entire District (NOT just total for participating schools)			9194	75%	52%	32%	29%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
3. Edward Boudreaux Middle Schoo	20	16	4	9	11	8
Franklin Jr. High School	23	18	5	16	7	4
Hernandez Elementary School	21	19	2	11	10	4
Franklin High School	35	31	4	24	11	3
West St. Mary High School	29	25	4	20	9	5
Morgan City High School	52	45	7	35	17	9
Patterson Jr. High School	44	36	8	22	22	28
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
Total Teacher Data	224	190	34	137	87	61

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness	
Policy	**YES or NO**
Career advancement within the classroom	
Explanation:	No
Multiple classroom observations per year for all teachers	
Explanation: Teachers receive one formal in the fall, one in the spring, and new teachers are observed three times per year until they receive tenure.	Yes
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation: Our district's observation form has three achievement levels, satisfactory, needs improvement, and unsatisfactory.	Yes
Trained and certified evaluators	
Explanation:	No
Student growth data used in evaluating teacher effectiveness	
Explanation:	No
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	No
Weekly professional development on school site	
Explanation: Professional development occurs during block meetings, but is fragmented and not needs driven.	Yes
Individual professional growth support provided within the classroom	
Explanation: Limited, but no training exists for the support personnel.	Yes

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
	0 (# of Schools)	2 (# of Schools)	7 (# of Schools)	7 (# of Schools)	7 (# of Schools)	7 (# of Schools)
	0 # teachers	43 # teachers	224 # teachers	224 # teachers	224 # teachers	224 # teachers
	0 # Mentors	8 # Mentors	32 # Mentors	32 # Mentors	32 # Mentors	32 # Mentors
	0 # MTs	4 #MTs	16 # MTs	16 # MTs	16 # MTs	16 #MTs
	0 # Asst. Principals	2 # Asst. Principals	7 # Asst. Principals	7 # Asst. Principals	7 # Asst. Principals	7 # Asst. Principals
	0 # Principals	2 # Principals	7 # Principals	7 # Principals	7 # Principals	7 # Principals
Additional Responsibilities and Leadership Roles						
MTs Addendum @ $10,000 /benefits@ 30%						
# of MTs X **$13,000**	$0	$52,000	$208,000	$208,000	$208,000	$208,000
Mentors Addendum @ $5,000 /benefits@30%						
# of Mentors X **$6,500**	$0	$52,000	$208,000	$208,000	$208,000	$208,000
Differentiated Effectiveness Incentive Payment						
$ 3,250 X Career Teachers@ $2,500	$ -	$ 139,750	$ 728,000	$ 728,000	$ 728,000	$ 728,000
$ 3,250 X Mentor Teachers@$2,500	$ -	$ 26,000	$ 104,000	$ 104,000	$ 104,000	$ 104,000
$ 3,250 X Master Teachers@$2,500	$ -	$ 13,000	$ 52,000	$ 52,000	$ 52,000	$ 52,000
$ 6,500 X Asst. Principals@$5,000	$ -	$ 13,000	$ 45,500	$ 45,500	$ 45,500	$ 45,500
$ 13,000 X Principals@$10,000	$ -	$ 26,000	$ 91,000	$ 91,000	$ 91,000	$ 91,000
Total Projected Cost of the Differentiated Levels of Compensation	$ -	$ 321,750	$ 1,436,500	$ 1,436,500	$ 1,436,500	$ 1,436,500
Additional TAP Cost to the LEAs						
# MTs X $70,000 MT salary and benefits	$0	$280,000	$1,120,000	$1,120,000	$1,120,000	$1,120,000
# schools X 4,000 SAS/CODE/Online site	$0	$8,000	$28,000	$28,000	$28,000	$28,000
# schools X 20,000 In-state/Out-state travel	$0	$40,000	$140,000	$140,000	$140,000	$140,000
# schools X 10,000 Supplies and Materials	$0	$20,000	$70,000	$70,000	$70,000	$70,000
Total of the Additional TAP Cost to the LEAs	$0	$348,000	$1,358,000	$1,358,000	$1,358,000	$1,358,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$0	$321,750	$1,436,500	$1,436,500	$1,436,500	$1,436,500
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$64,350**	**$430,950**	**$574,600**	**$718,250**	**$1,436,500**
Additional Cost of LEAs to Implement TAP	$0	$348,000	$1,358,000	$1,358,000	$1,358,000	$1,358,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$0**	**$412,350**	**$1,788,950**	**$1,932,600**	**$2,076,250**	**$2,794,500**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A		$ 100,000	$ 253,000	$ 280,000	$ 280,000	$ 280,000
Title I, Part A 1003 A						
Title I, Part A 1003 G	$ -					
Title II		$ 12,350	$ 70,000	$ 120,000	$ 620,000	$ 620,000
Title III						
Title VI REAP						
IDEA, Part B						
IDEA, Early Intervening Services		$ 100,000	$ 153,000	$ 300,000	$ 300,000	$ 300,000
MFP(State) Weighted At-Risk Students (22%)				$ 200,000	$ 200,000	$ 200,000
Education Excellence Funds (State)			$ 250,000	$ 250,000	$ 250,000	$ 250,000
Race to the TOP		$ 200,000	$ 732,000	$ 400,000		
Other			$ 330,950	$ 382,600	$ 426,250	$ 1,144,500
Other						
Total Non-TIF Funds to Sustain PBCS	**$0**	**$412,350**	**$1,788,950**	**$1,932,600**	**$2,076,250**	**$2,794,500**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	St. Helena		
Superintendent	Daisy Slan, Ed.D.	**Email**	dslan@sthpk-12.net
District TIF Liaison	Patricia A. Morgan	**Email**	pmorgan@sthpk-12.net

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	2	0	0
2011-2012	0	2	0
2012-2013		0	2
2013-2014			2
2014-2015			2

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The selection was based on the lowest performing and/or high priority schools (schools with School Performance Score [SPS] 79 and below in the district.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
St. Helena Central Elementary	Pre-K-4	2011-2012	443	97%	93%	99%	69%
St. Helena Central High	Gr- 9-12	2011-2012	320	88%	99%	70%	53%
Overall District Student Totals for Entire District (NOT just total for participating schools)			763	93%	96%	85%	61%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
St. Helena Central Elementary	31	14	17	10	21	14
St. Helena Central High	28	12	16	8	20	4
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
Total Teacher Data	59	26	33	18	41	18

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness	
Policy	**YES or NO**
Career advancement within the classroom	
Explanation:	No
Multiple classroom observations per year for all teachers	
According to 2009-2010 Board Approved Personnel Handbook, 0-3 years experience teachers receive two formal observations, one per semester. 4+ teachers receive one formal per year. Walkthroughs and informal observations occur frequently. Performance objectives pertain to planning, management, instruction, student achievent, and development of professional self.	Yes
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Evaluations/ observations were revised this year to include ratings on each performance objectives. Evaluation scale is 1-5 with 5 being the highest score. Total score can range at Superior, Above Standard, Standard, Needs Improvement or Unacceptable.	Yes
Trained and certified evaluators	
Administrators were trained as Assessors through LaTAAP.	Yes
Student growth data used in evaluating teacher effectiveness	
Explanation:	No
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	No
Weekly professional development on school site	
Explanation:	No
Individual professional growth support provided within the classroom	
Explanation:	No

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
	0 (# of Schools)	2 (# of Schools)	2 (# of Schools)	2 (# of Schools)	2 (# of Schools)	2 (# of Schools)
	0 # teachers	59 # teachers	59 # teachers	59 # teachers	59 # teachers	59 # teachers
	0 # Mentors	7 # Mentors	7 # Mentors	7 # Mentors	7 # Mentors	7 # Mentors
	0 # MTs	4 #MTs	4 # MTs	4 # MTs	4 # MTs	4 #MTs
	0 # Asst. Principals	0 # Asst. Principals	0 # Asst. Principals	0 # Asst. Principals	0 # Asst. Principals	0 # Asst. Principals
	0 # Principals	2 # Principals	2 # Principals	2 # Principals	2 # Principals	2 # Principals
Additional Responsibilities and Leadership Roles						
MTs Addendum @ $10,000 /benefits@ 30%						
# of MTs X **$13,000**	$0	$52,000	$52,000	$52,000	$52,000	$52,000
Mentors Addendum @ $5,000 /benefits@30%						
# of Mentors X **$6,500**	$0	$45,500	$45,500	$45,500	$45,500	$45,500
Differentiated Effectiveness Incentive Payment						
$ 3,250 X Career Teachers@ $2,500	$ -	$ 191,750	$ 191,750	$ 191,750	$ 191,750	$ 191,750
$ 3,250 X Mentor Teachers@$2,500	$ -	$ 22,750	$ 22,750	$ 22,750	$ 22,750	$ 22,750
$ 3,250 X Master Teachers@$2,500	$ -	$ 13,000	$ 13,000	$ 13,000	$ 13,000	$ 13,000
$ 6,500 X Asst. Principals@$5,000	$ -	$ -	$ -	$ -	$ -	$ -
$ 13,000 X Principals@$10,000	$ -	$ 26,000	$ 26,000	$ 26,000	$ 26,000	$ 26,000
Total Projected Cost of the Differentiated Levels of Compensation	$ -	$ 351,000	$ 351,000	$ 351,000	$ 351,000	$ 351,000
Additional TAP Cost to the LEAs						
# MTs X $70,000 MT salary and benefits	$0	$280,000	$280,000	$280,000	$280,000	$280,000
# schools X 4,000 SAS/CODE/Online site	$0	$8,000	$8,000	$8,000	$8,000	$8,000
# schools X 20,000 In-state/Out-state travel	$0	$40,000	$40,000	$40,000	$40,000	$40,000
# schools X 10,000 Supplies and Materials	$0	$20,000	$20,000	$20,000	$20,000	$20,000
Total of the Additional TAP Cost to the LEAs	$0	$348,000	$348,000	$348,000	$348,000	$348,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$0	$351,000	$351,000	$351,000	$351,000	$351,000
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$70,200**	**$105,300**	**$140,400**	**$175,500**	**$351,000**
Additional Cost of LEAs to Implement TAP	$0	$348,000	$348,000	$348,000	$348,000	$348,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$0**	**$418,200**	**$453,300**	**$488,400**	**$523,500**	**$699,000**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A				$ 30,100	$ 42,650	$ 50,000
Title I, Part A 1003 A						
Title I, Part A 1003 G						
Title II		$ 25,000	$ 30,000	$ 35,000	$ 40,000	$ 45,000
Title III						
Title VI REAP		$ 20,000	$ 20,000	$ 20,000	$ 25,000	$ 30,000
IDEA, Part B						
IDEA, Early Intervening Services		$ 5,200	$ 5,200	$ 5,200	$ 5,200	$ 5,200
MFP(State) Weighted At-Risk Students (22%)						
Education Excellence Funds (State)		$ 20,000	$ 20,000	$ 20,000	$ 20,000	$ 30,000
Race to the TOP		$ 348,000	$ 348,000	$ 348,000	$ 348,000	$ 500,000
Other			$ 30,100	$ 30,100	$ 42,650	$ 38,800
Other						
Total Non-TIF Funds to Sustain PBCS	**$0**	**$418,200**	**$453,300**	**$488,400**	**$523,500**	**$699,000**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	Tangipahoa Parish		
Superintendent	Mark Kolwe	**Email**	mark.kolwe@tanigschools.org
District TIF Liaison	Angela Corkern	**Email**	angela.corkern@tangishools.org

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	7	1	
2011-2012	7	7	1
2012-2013		7	8
2013-2014			15
2014-2015			15

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The initial school selection was based on the lowest performing and/or high priority schools (schools with School Performance Score [SPS] 79 and below in the district. Year two and beyond feeder schools of the original 5 schools were chosen. All schools have projected SPS's of 79 and below.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Westside Middle School	5th-8th	2010-11	546	90%	81%	49%	60%
Kentwood High School	7th-12th	2011-12	288	94%	97%	46%	48%
Independence High	9th-12th	2011-12	534	76%	53%	45%	41%
Independence Middle	5th-8th	2011-12	321	95%	72%	49%	60%
Natalbany Elementary	3rd-5th	2011-12	502	88%	55%	40%	41%
Hammond Jr. High	7th-8th	2011-12	455	90%	88%	51%	58%
Hammond Westside Primary	1st-3rd	2011-12	600	90%	84%	55%	56%
Hammond Westside Upper	4th-6th	2011-12	532	93%	90%	45%	59%
Woodland Park Early Learning Center	PK-K	2012-13	499	63%	90%	N/A	N/A
Hammond Eastside Upper	4th-6th	2012-13	422	79%	77%	47%	50%
O. W. Dillon	PK-6th	2012-13	473	89%	99%	39%	30%
Independence Elementary	PK-4th	2012-13	426	96%	69%	50%	45%
Roseland Elementary	PK-6th	2012-13	220	92%	90%	39%	56%
Midway Elementary	PK-2	2012-13	625	87%	55%	N/A	N/A
Amite Elementary	PK-4th	2012-13	723	80%	75%	42%	42%
Overall District **Student Totals for Entire District (NOT just total for participating schools)**			19425	69%	51%	38%	40%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
Westside Middle School	41	34		33	8	4
Kentwood High School	27	24	3	18	9	5
Independence High	34	26	8	26	8	4
Independence Middle	21	14	7	15	6	3
Natalbany Elementary	30	20	10	25	5	7
Hammond Jr. High	34	26	8	26	8	7
Hammond Westside Primary	38	24	14	28	10	8
Hammond Westside Upper	36	20	16	25	11	7
Voodland Park Early Learning Cente	34	26	8	25	9	5
Hammond Eastside Upper	44	36	8	34	10	9
O. W. Dillon	33	26	7	27	6	5
Independence Elementary	33	24	9	26	7	18
Roseland Elementary	17	10	7	10	7	1
Midway Elementary	35	25	10	28	7	7
Amite Elementary	28	20	8	21	7	5
0			0		0	
0			0		0	
Total Teacher Data	485	355	123	367	118	95

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness

Policy	YES or NO
Career advancement within the classroom	
Explanation:	NO
Multiple classroom observations per year for all teachers	
Explanation:	No
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation:	No
Trained and certified evaluators	
Explanation:LaTAAP evaluators for 0-3 teachers are in place in Tangipahoa.	No
Student growth data used in evaluating teacher effectiveness	
Explanation:	No
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	No
Weekly professional development on school site	
Explanation:	No
Individual professional growth support provided within the classroom	
Explanation: Tangipahoa has Curriculum Coaches assigned to each school who act as prefessional growth support for classroom teachers.	Yes

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
	1 (# of Schools)	8 (# of Schools)	15 (# of Schools)	15 (# of Schools)	15 (# of Schools)	15 (# of Schools)
	41 # teachers	261 # teachers	485 # teachers	485 # teachers	485 # teachers	485 # teachers
	5 # Mentors	33 # Mentors	61 # Mentors	61 # Mentors	61 # Mentors	61 # Mentors
	3 # MTs	18 #MTs	33 # MTs	33 # MTs	33 # MTs	33 #MTs
	2 # Asst. Principals	11 # Asst. Principals	17 # Asst. Principals	17 # Asst. Principals	17 # Asst. Principals	17 # Asst. Principals
	1 # Principals	8 # Principals	15 # Principals	15 # Principals	15 # Principals	15 # Principals
Additional Responsibilities and Leadership Roles						
MTs Addendum @ $10,000 /benefits@ 30%						
# of MTs X **$13,000**	$39,000	$234,000	$429,000	$429,000	$429,000	$429,000
Mentors Addendum @ $5,000 /benefits@30%						
# of Mentors X **$6,500**	$32,500	$214,500	$396,500	$396,500	$396,500	$396,500
Differentiated Effectiveness Incentive Payment						
$ 3,250 X Career Teachers@ $2,500	$ 133,250	$ 848,250	$ 1,576,250	$ 1,576,250	$ 1,576,250	$ 1,576,250
$ 3,250 X Mentor Teachers@$2,500	$ 16,250	$ 107,250	$ 198,250	$ 198,250	$ 198,250	$ 198,250
$ 3,250 X Master Teachers@$2,500	$ 9,750	$ 58,500	$ 107,250	$ 107,250	$ 107,250	$ 107,250
$ 6,500 X Asst. Principals@$5,000	$ 13,000	$ 71,500	$ 110,500	$ 110,500	$ 110,500	$ 110,500
$ 13,000 X Principals@$10,000	$ 13,000	$ 104,000	$ 195,000	$ 195,000	$ 195,000	$ 195,000
Total Projected Cost of the Differentiated Levels of Compensation	$ 256,750	$ 1,638,000	$ 3,012,750	$ 3,012,750	$ 3,012,750	$ 3,012,750
Additional TAP Cost to the LEAs						
# MTs X $70,000 MT salary and benefits	$210,000	$1,260,000	$2,310,000	$2,310,000	$2,310,000	$2,310,000
# schools X 4,000 SAS/CODE/Online site	$4,000	$32,000	$60,000	$60,000	$60,000	$60,000
# schools X 20,000 In-state/Out-state travel	$20,000	$160,000	$300,000	$300,000	$300,000	$300,000
# schools X 10,000 Supplies and Materials	$10,000	$80,000	$150,000	$150,000	$150,000	$150,000
Total of the Additional TAP Cost to the LEAs	$244,000	$1,532,000	$2,820,000	$2,820,000	$2,820,000	$2,820,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$256,750	$1,638,000	$3,012,750	$3,012,750	$3,012,750	$3,012,750
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$327,600**	**$903,825**	**$1,205,100**	**$1,506,375**	**$3,012,750**
Additional Cost of LEAs to Implement TAP	$244,000	$1,532,000	$2,820,000	$2,820,000	$2,820,000	$2,820,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$244,000**	**$1,859,600**	**$3,723,825**	**$4,025,100**	**$4,326,375**	**$5,832,750**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A					$ 1,589,184	$ 2,000,000
Title I, Part A 1003 A	$ 244,000					
Title I, Part A 1003 G			$ 1,925,000			
Title II				$ 1,314,391	$ 1,322,191	$ 1,361,191
Title III						
Title VI REAP			$ 415,000	$ 415,000	$ 415,000	$ 415,000
IDEA, Part B			$ 100,000		$ 1,000,000	$ 1,000,000
IDEA, Early Intervening Services						
MFP(State) Weighted At-Risk Students (22%)						
Education Excellence Funds (State)						$ 500,000
Race to the TOP		$ 1,859,600	$ 1,283,191	$ 2,295,709		
Other						$ 556,559
Other						
Total Non-TIF Funds to Sustain PBCS	**$244,000**	**$1,859,600**	**$3,723,191**	**$4,025,100**	**$4,326,375**	**$5,832,750**

District TIF Information

The information requested on this form must be completed and submitted to the Louisiana Department of Education, Shelia Talamo, sheila.talamo@la.gov no later than **Friday, June 11 at 4:00 p.m.**

District Contact Information			
District	West Baton Rouge		
Superintendent	David Corona	**Email**	dcorona@wbrschools.k12.la.us
District TIF Liaison	Annette Mire	**Email**	amire@wbrschools.k12.la.us

Growth of TAP in District			
Year	**# of Pre-TAP Schools**	**# Year One TAP Schools**	**# Continuing TAP Schools**
2010-2011	4	0	0
2011-2012	3	4	0
2012-2013		3	4
2013-2014			7
2014-2015			7

Prospective TAP Schools – Rationale for Selected Schools and Student Demographic Data

Provide a brief rationale for the selection of schools. In the chart below, provide the names of the schools that will participate in Louisiana TIF, including the year the particular school will become a Year One TAP School 2010-2011, 2011-2012, or 2012-2013. Provide requested student data for each school.

Brief Rationale for Selection of Targeted Schools- The selection was based on the lowest performing and/or high priority schools. These schools have strong leadership as well as strong PLC's in place.

School Name	Grade Levels	School Year (Provide the specific year that the school becomes a TAP School)	Number of Students	2009-10 (%) Free or Reduced Lunch	2009-10 (%) Minority	2009-10 (%) Below BASIC in ELA	2009-10 (%) Below BASIC in Math
Port Allen Elementary	PK3 - 1st	2011-12	311	94%	84%	31%	22%
Brusly Elementary School	PK3 - 2nd	2012-13	636	60%	40%	20%	10%
Chamberlin Elementary School	PK3 - 3rd	2011-12	252	87%	52%	30%	20%
Devall Middle School	4th - 8th	2011-12	265	78%	50%	30%	37%
Port Allen Middle School	4th - 8th	2011-12	312	86%	84%	60%	68%
Port Allen High	9th - 12th	2012-13	450	76%	65%	36%	31%
Brusly High School	9th - 12th	2012-13	504	47%	40%	15%	13%
Overall District Student Totals for Entire District (NOT just total for participating schools)			3862	67%	55%	35%	31%

Provide requested teacher data for each school.

Prospective TAP Schools – Teacher Data						
School Name	Number of Teachers	Years at Specific School		Years of Teaching Experience		Gen Y Teachers
		Number of Teachers at School for 3 years or more	Number of Teachers at School for less than 3 years	Number of Teachers with 5 years or more experience	Number of Teachers with less than 5 years experience	Number of teachers on staff who are 32 years old and younger
Port Allen Elementary	33	21	12	25	8	12
Brusly Elementary School	45	28	17	34	11	17
Chamberlin Elementary School	25	17	8	21	4	8
Devall Middle School	24	16	8	17	7	9
Port Allen Middle School	27	14	13	12	15	12
Port Allen High	38	29	9	28	10	13
Brusly High School	39	34	5	37	2	7
0			0		0	
0			0		0	
0			0		0	
0			0		0	
0			0		0	
Total Teacher Data	231	159	72	174	57	78

Indicate with YES or NO which of the following are addressed in current district-wide policies and practices. If YES, provide brief explanation.

Current District Policies Related to Teacher Effectiveness

Policy	YES or NO
Career advancement within the classroom	
Explanation:	NO
Multiple classroom observations per year for all teachers	
Explanation:	NO
Evaluation/Classroom Observation Instrument with more than two achievement levels (e.g. more than "satisfactory" and "unsatisfactory")	
Explanation:	NO
Trained and certified evaluators	
LaTAAP certified evaluators	Y
Student growth data used in evaluating teacher effectiveness	
	NO
Multiple measures used on an annual basis to evaluate teacher effectiveness	
Explanation:	No
Weekly professional development on school site	
Professional Learning Communities meet weekly	Y
Individual professional growth support provided within the classroom	
Professional Learning Communities meet weekly	y

Projected Cost of the Differentiated Levels of Compensation

Key costs associated with implementation of the LA TIF include salary/benefits for master teacher (MT), master and mentor teacher addendums for additional roles and responsibilities, differentiated effectiveness incentive pay for teachers, MTs, Assistant Principals and Principals, recruitment and retention of effective teachers in hard-to-staff subjects and other costs as identified in TAP budget handout. Based on the plan for growth of TAP in your district, completed the projected costs chart below.

District TAP Workforce	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
	0 (# of Schools)	4 (# of Schools)	7 (# of Schools)	7 (# of Schools)	7 (# of Schools)	7 (# of Schools)
	0 # teachers	109 # teachers	228 # teachers	228 # teachers	228 # teachers	228 # teachers
	0 # Mentors	11 # Mentors	28 # Mentors	28 # Mentors	28 # Mentors	28 # Mentors
	0 # MTs	8 #MTs	14 # MTs	14 # MTs	14 # MTs	14 #MTs
	0 # Asst. Principals	2 # Asst. Principals	7 # Asst. Principals	7 # Asst. Principals	7 # Asst. Principals	7 # Asst. Principals
	0 # Principals	4 # Principals	7 # Principals	7 # Principals	7 # Principals	7 # Principals
Additional Responsibilities and Leadership Roles						
MTs Addendum @ $10,000 /benefits@ 30%						
# of MTs X **$13,000**	$0	$104,000	$182,000	$182,000	$182,000	$182,000
Mentors Addendum @ $5,000 /benefits@30%						
# of Mentors X **$6,500**	$0	$71,500	$182,000	$182,000	$182,000	$182,000
Differentiated Effectiveness Incentive Payment						
$ 3,250 X Career Teachers@ $2,500	$ -	$ 354,250	$ 741,000	$ 741,000	$ 741,000	$ 741,000
$ 3,250 X Mentor Teachers@$2,500	$ -	$ 35,750	$ 91,000	$ 91,000	$ 91,000	$ 91,000
$ 3,250 X Master Teachers@$2,500	$ -	$ 26,000	$ 45,500	$ 45,500	$ 45,500	$ 45,500
$ 6,500 X Asst. Principals@$5,000	$ -	$ 13,000	$ 45,500	$ 45,500	$ 45,500	$ 45,500
$ 13,000 X Principals@$10,000	$ -	$ 52,000	$ 91,000	$ 91,000	$ 91,000	$ 91,000
Total Projected Cost of the Differentiated Levels of Compensation	$ -	$ 656,500	$ 1,378,000	$ 1,378,000	$ 1,378,000	$ 1,378,000
Additional TAP Cost to the LEAs						
# MTs X $70,000 MT salary and benefits	$0	$560,000	$980,000	$980,000	$980,000	$980,000
# schools X 4,000 SAS/CODE/Online site	$0	$16,000	$28,000	$28,000	$28,000	$28,000
# schools X 20,000 In-state/Out-state travel	$0	$80,000	$140,000	$140,000	$140,000	$140,000
# schools X 10,000 Supplies and Materials	$0	$40,000	$70,000	$70,000	$70,000	$70,000
Total of the Additional TAP Cost to the LEAs	$0	$696,000	$1,218,000	$1,218,000	$1,218,000	$1,218,000

Fiscal Sustainability of the Performance-Based Compensation System Using Non-TIF Funds

TIF funds will primarily be used to support performance pay incentive awards for teachers and principals. Districts will redirect non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost. In the chart below, identify funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Total Differentiated Effectiveness Incentive Payment	$0	$656,500	$1,378,000	$1,378,000	$1,378,000	$1,378,000
Graduated % of Differentiated Levels of Compensation and Effectiveness Payment to be paid by LEAs	0%	20%	30%	40%	50%	100%
Amount of Differentiated Effectiveness Incentive Payment to be paid by Districts	**$0**	**$131,300**	**$413,400**	**$551,200**	**$689,000**	**$1,378,000**
Additional Cost of LEAs to Implement TAP	$0	$696,000	$1,218,000	$1,218,000	$1,218,000	$1,218,000
Total Cost of TAP/Performance-Based Compensation System of LEAs	**$0**	**$827,300**	**$1,631,400**	**$1,769,200**	**$1,907,000**	**$2,596,000**
Identified Non-TIF Funds to Sustain PBCS						
Title I, Part A		$ 173,700	$ 463,300	$ 562,000	$ 655,500	$ 836,000
Title I, Part A 1003 A						
Title I, Part A 1003 G						
Title II		$ 30,000	$ 40,000	$ 50,000	$ 60,000	$ 70,000
Title III						
Title VI REAP						
IDEA, Part B						
IDEA, Early Intervening Services		$ 63,600	$ 463,000	$ 494,000	$ 500,000	$ 800,000
MFP(State) Weighted At-Risk Students (22%)		$ 560,000	$ 560,000	$ 560,000	$ 560,000	$ 560,000
Education Excellence Funds (State)			$ 105,100	$ 105,800	$ 131,500	$ 330,000
Race to the TOP						
Other						
Other						
Total Non-TIF Funds to Sustain PBCS	**$0**	**$827,300**	**$1,631,400**	**$1,771,800**	**$1,907,000**	**$2,596,000**

RACE TO THE TOP:
Louisiana's Education Reform Plan

Standards and Assessments

Support the transition to enhanced standards and high-quality assessments.

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Embed in the universities' and alternative teacher preparation programs curriculum Louisiana's enhanced standards and Louisiana's newly aligned comprehensive curriculum with accompanying assessments and instructional tools. (B3)	1	Assist LDOE in creating and implementing accompanying curriculum pacing guides. (B3)
Revise the Louisiana Comprehensive Curriculum based on National Common Standards (being developed by 49 states) with greater emphasis on Literacy and Numeracy, postsecondary readiness, and "21st century skills," (B3)	2	Implement a comprehensive K-12 instructional strategy aligned to the new state standards and curriculum. (B3)
Develop and provide research-based and grade/subject specific professional development to support the new comprehensive curriculum. This will include development of additional instructional resources (e.g., online tutorials, enhanced scope and sequence documents) and student learning tools (e.g. model practice tests) that support academic achievement against the newly adopted international standards. (B3)	3	Select teachers and/or teacher-leaders (e.g., Instructional Coaches, Master or Mentor Teachers) to attend relevant professional development. (B3)
The Graduate Exit Examination (GEE) will be replaced with rigorous End-of-Course (EOC) assessments in high schools based on previously adopted BESE policy. The LDOE will continue to expand the number of EOC assessments. (B3)	4	Increase the utilization of the ACT and WorkKeys® as assessment tools for career and college readiness and increase the utilization of ACT's EXPLORE (8th grade) and PLAN (10th grade) assessments to identify career interests, gauge progress towards college readiness and make data-driven interventions where needed, per the High School Redesign Commission recommendations. (B3)
Increase courses offered (including Advanced Placement) to students in traditional settings and via the LA Virtual School; and provide corresponding professional development. (B3)	5	Develop an implementation plan to expand the number of local school choice offerings; e.g., Advanced Placement, dual enrollment, foreign language, STEM-related accelerated courses, International Baccalaureate, etc., and create a strategy for how to increase enrollment in the courses. Send teachers to AP professional development. (B3)
Support accelerated early learning by implementing a developmentally appropriate PreK curriculum that focuses on research-based approaches and all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success. (B3)	6	
Participate in a consortium of states to develop common high quality assessments that align with the common core standards. By no later than the adoption of these new assessments, the LDOE commits to providing summative assessment data to districts within two weeks of the completion of the tests. (B3)	7	

RACE TO THE TOP:
Louisiana's Education Reform Plan

Data Systems to Support Instruction

Use data to support instruction by using a local instructional improvement system, providing professional development on the use of data and providing data to researchers.

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Expand the existing LDOE EAGLE test item system to include additional benchmark assessment capabilities aligned to the new standards and, for LEAs interested in using another benchmarking system, pre-qualify other high-quality benchmark vendors. Approved benchmark systems must have the capacity to a) measure mastery of recently taught skills and concepts b) compare the results to those of other students/schools taking the same set of assessments, c) easily conduct assessments that are designed to be administered during a regular school day and class time and provide immediate feedback.(C3i, C3ii)	1	Design and implement a data-driven instructional improvement system that includes benchmarking. Benchmark tests need to align with Louisiana's Comprehensive Curriculum. LEAs must submit a plan that ensures that the central office and each school establish a program that assists teachers in doing the following: Using interim assessment data to inform instruction, identifying key takeaways around content, implementing processes to take information and put it to use in the classroom, determining whether follow-up actions helped students master specific concepts (C3i, C3ii)
Provide training and on-site support for the implementation of Response to Intervention (RtI). With RtI, schools can identify student's at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a students responsiveness. Training will support teachers' and leaders' ability to analyze benchmark data. (C3i, C3ii)	2	Create or expand Response to Intervention (RtI) as the local vehicle to analyze student data and determine appropriate student interventions. (C3i)
	3	Agree to make available to researchers the data produced by using an instructional improvement system, in accordance with R2T regulations. (C3iii)
	4	Agree to structure the school calendar/day in such a way to increase the amount of job-embedded professional development focused on creating a culture for and the capacity to use data to drive instructional practices. (D5i)

RACE TO THE TOP:
Louisiana's Education Reform Plan

Great Teachers and Leaders

Improve teacher and principal effectiveness based on performance, ensure equitable distribution of effective teachers and provide effective support to teachers and leaders.

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Working collaboratively with stakeholders,establish a tool to evaluate teachers called the Comprehensive Performance Management System (CPMS) for teachers. The CPMS will include evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report teacher effectiveness. Fifty percent of the teacher evaluation will be determined by student achievement growth data. Student growth, in tested-grade levels and subjects, will be determined using the same approach that was used to create the Value-Added Teacher Preparation Program Assessment. For non-tested grades and subjects, growth will be determined by other assessments, methodologies or measures of student learning. The remaining fifty percent of teacher evaluations will be determined by a combination of other factors which will include principal observations and may include peer observations, self-assessments and external observations. The CPMS will also include a learning environment index that identifies obstacles/impediments to achievement. (D2i-iii, D2(iv)a-d)	1	Work collaboratively with the state and local stakeholders to develop the Comprehensive Performance Management System (CPMS). Customize the CPMS to fit district specific circumstances which would include such things as, teacher remediation activities, number of classroom observations, structure of observation forms, and the specific formative assessments used to evaluate performance. Any existing evaluation system may remain in effect to the extent that it is not inconsistent with the CPMS. (D2i-iii, D2(iv)a-d)
Working collaboratively with stakeholders, establish a tool to evaluate leaders called the Comprehensive Performance Management System for leaders. The (CPMS) will include evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report principal effectiveness. The primary measures of principal effectiveness will be student achievement, including growth (value-added), the effectiveness of teachers in their building, and the retention of effective teachers. (D2i-iii, D2(iv)a-d)	2	Work collaboratively with the state and local stakeholders to develop the Comprehensive Performance Management System (CPMS). Customize the CPMS to fit district specific circumstances which would include such things as principal assistance activities, number of observations, structure of forms, and the specific formative assessments used to evaluate performance. Any existing evaluation system may remain in effect to the extent that it is not inconsistent with the CPMS. (D2i-iii, D2(iv)a-d)
Using the performance management system for teachers and administrators as a baseline, establish a Comprehensive Performance Management System (CPMS) for school support staff that includes evaluation rubrics, training tools, norming activities and standardized inputs into state data systems that LEAs will use to measure and report support staff effectiveness. (D2i-iii, D2(iv)a-d)	3	Work collaboratively with the state and local stakeholders to develop the Comprehensive Performance Management System (CPMS). Customize the CPMS to fit district specific circumstances. Any existing evaluation system may remain in effect to the extent that it is not inconsistent with the CPMS. (D2i-iii, D2(iv)a-d)

RACE TO THE TOP:
Louisiana's Education Reform Plan

Provide new Comprehensive Performance Management System (CPMS) for teachers and leaders, as well as provide on-site technical assistance to LEAs to implement system (D2ii)	4	Use the Comprehensive Performance Management System (CPMS) to improve teacher and leader effectiveness, including using student achievement growth data to inform professional development. Use CPMS to make decisions related to compensation, promotion, retention, tenure and removal of teachers and leaders when appropriate. (D2i-iii, D2(iv)a-d)
Create several options for a performance-driven sustainable compensation system based on policy recommendations from the Blue Ribbon Commission. Examples include, but are not limited to: 1. Maintaining previous salary schedule but providing bonuses for performance. 2. Creating an" Opt-in" system, in which teachers can decide to maintain traditional step structure, or can enter a performance-based compensation system. 3. Realigning salary structure to ensure that highly effective teachers and leaders are compensated at the highest rate and that effectiveness is weighted over degree and tenure in position. 4. Creating an LEA-designed compensation system to be reviewed and approved. All performance-based compensation systems will be aligned with the Comprehensive Performance Management System (CPMS). (D2, D3i-ii)	5	Provide input into the Blue Ribbon Commission's performance-driven sustainable compensation system recommendations and implement one of the compensation reform options. (D2, D3i-ii)
	6	Transition school administrators to performance contracts that are directly aligned to student achievement and improvements in teacher effectiveness. (D2iii a-b)
Assist in the submission of a grant through the Teacher Incentive Funds (TIF) for districts that want to offer performance incentives. (D2(iv)b)	7	Contingent on funding, consider implementing comprehensive Teacher Advancement Program (TAP) in select district schools and, if successful, consider scaling up incentive-pay system district-wide. (D5i)
	8	Provide incentives to teachers and principals to work in high need assignments, schools, geographies. (D3)
Create a notification system that will inform district leaders of exactly who is approaching tenure to ensure that high quality, performance-driven evaluations occur and that tenure is an active decision on the part of an LEA to reward teacher performance. Participating LEAs will be provided training on how to use this system. Provide guidance to LEAs to reduce transaction costs of tenure hearings. (D2(iv)c)	9	LEAs will implement tenure notification system. Administrators and district leaders will be required to make recommendations to grant or deny tenure to every tenure-eligible teacher based on effectiveness measures. Implement tenure hearing procedures to reduce transaction costs (CPMS). (D2(iv) c)
Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation partners that can be available to fill in gaps in the availability of effective teachers. Provide the accompanying professional development regarding how to most effectively access and utilize the pipeline. (D3i-ii)	10	Recruit and select teachers and leaders from preparation and certification programs, including alternative certification programs, that have proven to be effective. Realign selection criteria to weight certification from effective programs more heavily than certification from less effective programs. (D3i-ii)

RACE TO THE TOP:
Louisiana's Education Reform Plan

	11	Report hard to fill vacancies in teacher and leadership positions to LDOE. (D3i-ii)
Build human capital data capability (through new or existing systems) to gather data on vacancies, recruitment, selection, staffing, educator effectiveness, formative and summative assessment of educator performance, compensation, retention, promotion, tenure and release. Monitor and track data to ensure equitable distribution of effective staff and alignment between effectiveness and LEA actions including analysis of data in relation to learning environment indices. (D3i)	12	Maintain updated data in human capital data system. Utilize human capital data system to monitor and promote effective human capital practices. Ensure that high poverty, high minority schools do not receive highly effective teachers at a lower rate than other schools by monitoring performance data and distribution of staff. Where unequal distribution of staff is occurring, take action to redistribute effective teachers within the LEA. Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, promotion, professional development. (D3i)
	13	Evaluate all staff annually and use the CPMS (including student performance data) to inform rigorous teacher effectiveness decisions regarding compensation, retention, tenure and release. Additionally, ensure that high quality, performance driven evaluations prompt tailored professional development for teachers. Set a high bar on teacher quality by identifying, supporting, providing remediation to and, if no improvement is made, releasing ineffective teachers. (D2(iv)c)
Refine measures of student learning in non-tested subjects and grade levels to allow LDOE and LEAs to gather student achievement data for all subjects and grade levels. (D2i)	14	Implement system to measure student learning in non-tested subjects and grade-levels. (D2i)
Create data capabilities to tie student learning outcomes to administrators at the school and district level in order to calculate value-added gains. (D2ii)	15	
Create a robust and effective network of Louisiana Leadership Academies using universities and independent providers (e.g., New Leaders For New Schools). The academies will be established in multiple areas to ensure geographic proximity to eligible current or prospective leaders statewide. (D3i)	16	Identify existing and potential high-quality leaders to receive intensive leadership training through the LA Leadership Academy network and effective Middle Leaders programs. (D3i)
Create incentive programs (e.g., scholarships, signing bonuses) for individuals willing to attend teacher or leader preparation programs that receive the highest ranking and who are willing to work in a high-poverty school for at least 3 years. (D3i-ii)	17	Devise a recruitment plan designed to attract teachers and leaders who participate(d) in a preparation program that receives the highest ranking. (D3i-ii)

RACE TO THE TOP:
Louisiana's Education Reform Plan

Fund external support for some Participating LEAs to receive technical assistance on best practices in hiring, site selection and redistributive support including: accurately identifying schools' needs, conducting high quality interviews, and ensuring appropriate placement. (D3i-ii)	18	Build expertise at the school level to implement school-based hiring by investing in school leaders' capacity to conduct effective interviews, evaluate candidates, and make appropriate staffing selections. Allow school leaders to be involved in the hiring process by transitioning to mutual consent hiring. (D3i-ii)
Provide training and support to LEAs and principals to build local capacity to implement site-based selection. Fund consulting for districts services to transition to site selection and support hiring in highest priority schools within an LEA. Site-based selection assures that principals are empowered to select personnel in their school. (D3i-ii)	19	Ensure complete mutual consent staffing so that staff who are not selected by the school leadership are not placed at that school. (D3i-ii)
Analyze current Middle Leaders programs (e.g. LALead, Leading Educators.) Enhance and expand effective programs. (D3i)	20	
Create tools for effective implementation of state leadership standards and performance guidelines which create a model of excellence for administrators. (D5i)	21	Create a PD plan for teachers and leaders that is based on teacher and leader formative and summative effectiveness data, and, in particular, qualitative information on staff performance on transparent performance guidelines. (D5i)
Create tools for effective implementation of state teaching standards and performance guidelines which create a model of excellence for teachers. (D5i)	22	
Provide a subsidy for training and on-going technical assistance for district and school level master teachers and external evaluators (in line with CPMS). (D5i)	23	
Develop and implement a professional development program to key district staff and school leadership teams to build capacity in schools to analyze student data and drive instructional practices. Professional development will emphasize how to use formative assessments to improve student achievement and will include personalized online support based on CPMS. (D5i)	24	Use summative and formative student performance data, summative and formative teacher and leader data to drive the creation of more tailored effective professional development for teachers to determine sites where master teachers can/should be placed. (D5i)
Provide technical support for school leadership teams (i.e. master teachers, literacy coaches, math coaches). (D5i)	25	Agree to structure the school day to increase the amount of job-embedded professional development. Additionally, create a PD plan which incorporates job-embedded PD to use student summative and formative evaluation data to drive instruction. (D5i)

RACE TO THE TOP:
Louisiana's Education Reform Plan

Measure effectiveness of professional development by gains in student achievement and staff effectiveness. Continuously revise professional development strategy to dedicate resources to programs with the most impact. (D5ii)	26	
Increase turnaround capacity in Louisiana by supporting existing Louisiana School Turnaround Specialist Program, including providing tuition subsidies for current or future leaders of turnaround schools in participating LEAs. (D5i)	27	Identify turnaround leaders to attend LSTS program and place these leaders in a school leadership position. (D5i)
The state will fully fund a pilot group of LEAs to participate in formal district capacity building programs facilitated by external parties. These training activities will lead to the development of Superintendent and Principal professional learning networks, and the development of district capacity teams. These district capacity teams will receive intensive training and support to develop a common language and set of skills in designing and delivering professional learning and on site support to schools. (D5i)	28	LEAs participating in the pilot will collaborate to establish a training calendar for the year's capacity building activities and attend each session. (D5i)

Turn Around the Lowest-Achieving Schools (optional, for schools with an SPS of 75 or below)

Intervene in and turn around the lowest-achieving schools

STATE ACTIONS TO ADVANCE REFORMS		LEA ACTIONS TO ADVANCE REFORMS
Partner with districts to identify and place highly effective leaders and staff in schools in which superintendents have decided to employ turnaround interventions. (E2).	1	Identify which schools within the LEA will receive turnaround interventions and decide, based on the definitions in the federal regulations, to close, charter, transform or turn around those schools. (Federal regulations require a principal change in both the transformation and turnaround models. Additionally in the turnaround model all staff must be interviewed and no more then 50% can be rehired.) (E2)
Invest in the incubation and scale up of new high performing schools across LA ,including charters, and ensure high quality performance monitoring through increased accountability. This will support the High Performance Schools Initiative (E2).	2	Determine which turnaround schools within the District are prime candidates for charter status consideration. (E2)
Provide technical support, in the form of School Recovery Teams, to assist the school leader in implementing the turnaround process. Examples of support include: Professional Development, coaching, mentoring, evidence-based techniques or programs, or assisting with academic audits. A School Recovery Team is comprised of educational experts who can assess and provide high quality technical assistance to school leaders and staff. (E2)	3	Implement a suite of best practices at the individual school level including benchmarking, Response to Intervention (RtI), Extended Day/Extended Year, Increased Credit Recovery and Advanced Placement offerings, school leadership teams, job-embedded professional development, comprehensive managed curriculum, performance contracts for administrators and site based hiring. (E2)
Under the US Department of Education's State and Local Flexibility Demonstration Act (Section 6131 of NCLB), seek authority from the Secretary of Education to consolidate and use federal funds in a flexible manner to support turn-around related activities. (E2)	4	LEAs must ensure that turn around schools have direct access to the district Superintendent in order an effort to support autonomy at the school level, freedom from unnecessary regulations/bureaucracy and priority for talented teachers, leaders and funding. (E2)
To the maximum extent possible, the LDOE will consolidate all federal and state improvement planning processes for "high-performance schools." Similarly, the school turn around plan should be the "Single Plan" identifying each school's instructional priorities. This plan will combine those plans required by NCLB with additional state mandated plans. The state will also seek to consolidate all other reporting requirements. (E2)	5	Share best practices with other participating LEAs and throughout the state. (E2)

2009-2010 BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE RECOMMENDATIONS

YEAR ELEVEN REPORT

Submitted to the
Governor,
Board of Regents, and
Board of Elementary & Secondary Education

May 20, 2010

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2009-2010
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE
YEAR ELEVEN REPORT

A. STRUCTURE OF THE BLUE RIBBON COMMISSION

The Blue Ribbon Commission for Teacher Quality was originally created by the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) during April 1999 to develop recommendations to recruit, prepare, and retain quality teachers and principals. The name was changed to the Blue Ribbon Commission for Educational Excellence in 2000-2001, and the Commission has continued to meet on a yearly basis to develop recommendations to improve the effectiveness of teachers and educational leaders. During 2009-10, the Commission was composed of 38 members who represented each of the following areas.

Nine Designated Members

- Two members of the Board of Regents
- Two members of the Board of Elementary and Secondary Education
- Chairperson of the Senate Education Committee or designee
- Chairperson of the House Education Committee or designee
- Commissioner of Higher Education or designee
- Governor's Designee
- State Superintendent of Education or designee

Ten Members Selected by the Board of Regents

- One University/College President/Chancellor
- One University Provost
- One Dean of a College of Education (public institution)
- One Dean of a College of Education (private institution)
- One Dean of College of Arts and Science
- One College of Education Faculty Member
- One College of Arts/Science Faculty Member
- One Community and Technical College Representative
- One PK-16+ Coordinator
- One Teacher Preparation Candidate

Ten Members Selected by the Board of Elementary and Secondary Education

- One District Superintendent (Urban)
- One District Superintendent (Rural)
- One District Director of Personnel
- One Elementary Principal
- One Middle School Principal

Ten Members Selected by the Board of Elementary and Secondary Education (Cont'd.)

- One High School Principal
- One Elementary School Teacher
- One Middle School Teacher
- One High School Teacher
- One School Board Member

Nine Members Jointly Selected by the Board of Regents and Board of Elementary and Secondary Education:

- Two Community Representatives
- One Parent
- One Grant Generator
- One NAACP Member
- Four Content Experts Representing Organizations (University & K-12)

The Blue Ribbon Commission for Educational Excellence was co-chaired during 2009-10 by Glenny Lee Buquet (Board of Elementary and Secondary Education) and Mary Ellen Roy (Board of Regents). See Appendix A for a listing of Blue Ribbon Commission members.

The Commission was co-directed by Dr. Jeanne Burns (Board of Regents) and co-directed by three staff members from the Louisiana Department of Education (Karen Burke, Rodney Watson, and Elizabeth Shaw).

B. GRANT FROM THE NATIONAL GOVERNORS ASSOCIATION

On December 19, 2008, the Blue Ribbon Commission's Advisory Committee (i.e., Governor's Educational Advisor Erin Bendily; State Superintendent Paul Pastorek; Commissioner of Higher Education Sally Clausen; Board of Elementary and Secondary Education Member Glenny Lee Buquet; and Board of Regents Member Mary Ellen Roy) met to receive a report from Glenny Lee Buquet and Dr. Jeanne Burns regarding the NGA Policy Forum on State Strategies for Enhancing Teacher Effectiveness and the RFP for the NGA Policy Academy on Creating New Models of Teacher Compensation That Enhance Teacher Effectiveness. It was the consensus of the advisory committee that the Blue Ribbon Commission possessed the infrastructure to create a model for teacher compensation and the State should apply for a grant from the National Governors Association.

On February 12, 2009, the Blue Ribbon Commission explored the topic of teacher compensation and interacted with national teacher compensation experts (Brad Jupp - Senior Academic Policy Officer of Denver Public Schools; Alice Seagren - Commissioner of Education – Minnesota Department of Education) and a state expert (Kevin Guitterrez - Chief Academic Officer – Algiers Charter Schools Association). The Commission indicated a desire to address the topic of developing a comprehensive teacher compensation system during 2009-2010 and used feedback from the national/state experts to provide input into the development of a grant proposal that was submitted to the National Governors Association.

On April 13, 2009, the National Governors Association announced that Louisiana was one of six states selected to receive a grant to participate in the Policy Academy on Creating New Models of Teacher Compensation That Enhances Teacher Effectiveness. The other states were Florida, Indiana, Kansas, Rhode Island, and Tennessee. The action plan within the grant proposal outlined the work to be completed by the Blue Ribbon Commission during 2009-2010.

C. CHARGE AND TOPICS FOR THE BLUE RIBBON COMMISSION

The Blue Ribbon Commission for Educational Excellence met on five occasions during 2009-2010 (September 10, 2009; November 12, 2009; March 4, 2010; April 8, 2010; and May 11, 2010). In addition, Commission members visited schools during October 2009 that were implementing a teacher compensation model called *TAP: A System for Teacher and Student Achievement* in different parts of the state.

The Commission was given the following charge for 2009-10:

> *To develop a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.*

State and national experts who met with Commission members to discuss specific topics during 2009-2010 were the following:

- Identification of a Communications Plan & A National Perspective About Teacher Compensation Models: *Speakers: Tabitha Grossman (National Governors Association) & Cary Baird (State of Colorado)*
- Identification of Components of Teacher Compensation Models: *Speakers (Tammy Kreuz (State of Texas) & Dennis Dotterer (State of South Carolina)*
- Identification of Procedures and Financial Support for Components of Teacher Compensation Models: *Speakers: Dr. George Noell (Louisiana Department of Education) and Kathy Noel (DeSoto Parish School District)*

The following eight members of the Blue Ribbon Commission and staff also served on a NGA Leadership Team for the grant from the National Governors Association.

- Glenny Lee Buquet (Board of Elementary and Secondary Education)
- Jeanne Burns (Board of Regents)
- Wendy DeMers (Edward Hynes charter School)
- Wayne Free (Louisiana Association of Educators)
- Vickie Gentry (Northwestern State University)
- Jill Portie (LeBleu Settlement Elementary School)
- Patrice Saucier (Louisiana Department of Education)
- Sheila Talamo (Louisiana Department of Education)

The NGA Leadership Team attended a two day policy academy in Nashville, Tennessee on August 10 – 11, 2009 and a two day policy academy in New Orleans, Louisiana on May 13 – 14, 2010 with the other five states that received grant awards. Information was attained at both meetings to assist the six states as they addressed teacher compensation issues.

On May 11, 2010, the Blue Ribbon Commission members completed the development of a Louisiana Comprehensive Teacher Compensation Framework for inclusion in the *2009-10 Blue Ribbon Commission for Educational Excellence Report*.

D. RECOMMENDATONS OF THE BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE (2009-10)

The Blue Ribbon Commission for Educational Excellence is making one recommendation for the 2009-10 Blue Ribbon Commission for Educational Excellence Report:

> ***Blue Ribbon Commission Recommendation: To support the use of the Louisiana Comprehensive Teacher Compensation Framework and corresponding Action Plan to enhance teacher effectiveness and improve student achievement in Louisiana.***

The purpose of the Louisiana Comprehensive Teacher Compensation Framework is to assist schools and districts in understanding key elements when selecting or developing a comprehensive teacher compensation model. In addition, it identifies important steps that need to be considered by districts and schools when developing plans to implement a comprehensive teacher compensation model. An Action Plan has been provided to support schools and districts who are interested in implementing comprehensive teacher compensation models. Also, a Question and Response Guide has been developed to address questions about each of the key elements. The purpose of the guide is to provide answers to commonly asked questions and to provide current examples of best practices to assist schools and districts as they make important decisions about the models they select or develop. The guide will be placed on the Department of Education web site and links to web sites will be provided to assist schools and districts in locating relevant information pertaining to comprehensive teacher compensation models.

A copy of the Louisiana Comprehensive Teacher Compensation Framework can be found in Appendix B.

The Blue Ribbon Commission determined that no new laws or policies would be needed to implement the Louisiana Comprehensive Teacher Compensation Framework. Due to current budget cuts in the State, the Blue Ribbon Commission is not recommending that new State funds be appropriated by the legislature to implement comprehensive teacher compensation models. Instead, the Commission compiled a master list of state and federal funds that are currently available within school districts that can be redirected to support the cost of implementing comprehensive teacher compensation models. Efforts are also being made to attain external funds from Race to the Top and the Teacher Incentive Fund to support schools and districts that decide to develop plans to implement a comprehensive teacher compensation model.

During 2009-2010, the Blue Ribbon Commission addressed all required actions identified in the NGA grant proposal and presented the Louisiana Comprehensive Teacher Compensation Framework to the other five states who attended the policy academy that was sponsored by the National Governors Association Center for Best Practices on May 13, 2010. A communications plan will now be developed to provide schools and districts with information pertaining to the Louisiana Comprehensive Teacher Compensation Framework.

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010

CHAIRPERSONS		
Co-Chairperson	Glenny Lee Buquet Board of Elementary and Secondary Education	1309 Bayou Black Drive; Houma, LA 70360; (TEL) 985-876-5216; (FAX) 985-868-7919; E-mail: glennyleeb@comcast.net
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DESIGNATED MEMBERS		
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Board of Elementary and Secondary Education	Penny Dastugue Member-at-Large	10 Serenity Drive, Mandeville, LA 70471 (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: sbese@la.gov
Governor's Designee	Erin Bendily Education Policy Advisor	Governor's Office; P. O. Box 94004, Baton Rouge, LA 70804; (TEL) 225-342-7015 or 225-219-4825; (FAX) 225-376-4885 or 225-342-7099; E-mail: erin.bendily@la.gov
President of the Senate Designee	Senator Ben W. Nevers State Senate	724 Avenue F, Bogalusa, LA 70427; (TEL) 985-732-6863 or 225-342-6090 (Capitol) or 985-516-2965; (FAX) 985-732-6860; E-mail: neversb@legis.state.la.us
Chairperson, House Education Committee	Representative Austin J. Badon, Jr. State Representative	555 Bullard Avenue, Suite 101, New Orleans, LA 70128; (TEL) 504-243-7783; (FAX) 504-243-7785; E-mail: larep100@legis.state.la.us
Commissioner of Higher Education	Sally Clausen Board of Regents	P. O. Box 3677, Baton Rouge, LA 70821-3677; (TEL) 225-342-4253; (FAX) 225-342-9318; E-mail: Sally.Clausen@Regents.la.gov
State Superintendent of Education	Paul Pastorek Louisiana Department of Education	P. O. Box 96064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; E-mail: paul.pastorek@la.gov

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

MEMBERS SELECTED BY BOARD OF REGENTS		
University President Representative	Randy Moffett President University of Louisiana System	1201 North Third Street, Suite 7-300 Baton Rouge, LA 70802; (TEL) 225-219-0283 or 225-342-6950; (FAX) 225-342-6473; E-mail: RMoffett@uls.state.la.us
University Provost	To Be Determined	
University Deans	David Gullatt Public University College of Education Dean Robert Prickett Department Chairperson/Assistant Professor Jeffrey Cass Dean, College of Arts and Sciences University of Louisiana at Monroe	Louisiana Tech University; P.O. Box 3161 Ruston, LA 71272; (TEL) 318-257-3712; (FAX) 318-257-2960 E-mail: gullattd@latech.edu Centenary College of Louisiana 2911 Centenary Boulevard, Shreveport, LA 71104; (TEL) 318-869-5225; (FAX) 318-869-5795; E-mail: rprickett@centenary.edu 700 University Avenue, Admin. 1-49, Monroe, LA 71209; (TEL) 318-342-1754 or 318-737-0507; (FAX) 318-342-1755; E-mail: jcass@ulm.edu
University Faculty Members	Victor Schneider Professor of Mathematics University of Louisiana at Lafayette Connie Melder Director of Field Experiences & Clinical Practice Northwestern State University	Department of Mathematics; P. O. Box 41010; Lafayette, LA 70504; (TEL) 337-482-6702; (FAX) 337-482-5346; E-mail: vps3252@louisiana.edu College of Education, Teacher Education Center, Office B-115 TEC building, Natchitoches, LA 71497; (TEL) 318-357-6278 or 318-729-1717; (FAX) 318-357-4170; E-mail: melderc@nsula.edu.
PK-16+ Coordinator	Debbie Williams	Department of Education; LSU-Shreveport; One University Place; Shreveport, LA 71115; (TEL) 318-797-5040; E-mail: Debbie.williams@lsus.edu
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STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

MEMBERS SELECTED BY BOARD OF ELEMENTARY & SECONDARY EDUCATION		
District Superintendent – Urban	Burnell Lemoine Superintendent Lafayette Parish	P. O. Drawer 2158, Lafayette, LA 70502-2158; (TEL) 337-521-7014 or 337-521-7015; (FAX) 337-233-0977; E-mail: superintendent@lpssonline.com
District Superintendent – Rural	Walter Lee DeSoto Parish Board of Elementary and Secondary Education	201 Crosby Street, Mansfield, LA 71052; (TEL) 318-872-3993 or 318-510-1111; (FAX) 318-872-1324; E-mail: wlee@desotopsb.com
Elementary Principal of the Year	Stephanie "Jill" Portie LeBleu Settlement Elementary School	25404 Highway 383, Kinder, LA 70648; (TEL) 337 582-1370 or 337-523-1370; (FAX) 337-582-6789 E-mail: jill.portie@cpsb.org
Middle School Principal of the Year	Anthony (Tony) J. Guirlando Rayville Junior High School	225 Highway 3048, Rayville, LA 71269 (TEL) 318-728-3618 or 318-245-3134; (FAX) 318-728-9374; E-mail: tguirlando@richland.k12.la.us
High School Principal of the Year	Bobby Jack Thompson LaGrange High School	3420 Louisiana Ave. Lake Charles, La 70607; (TEL) 337-477-4576 or 337-842-9826; (FAX) 337-477-1565; E-mail: bj.thompson@cpsb.org
Elementary School Teacher of the Year	Kim Marie Hebert Nobile Coteau-Bayou Blue Elementary School	520 Pine Street, Thibodaux, LA 70363; (TEL) 985-791-8934; E-mail: **kimnobile@tpsd.org** or kim.marie@live.com
Middle School Teacher of the Year	Edwina "Wendy" DeMers Edward Hynes Charter School	6072 Louisville Street, New Orleans, LA 70124; or 3774 Gentilly Blvd.; New Orleans, LA 70122; (TEL) 504-218-4787 or 504-615-0868; (FAX) 504-324-7160 E-mail: ydnew2@earthlink.net
High School Teacher of the Year	Mitzi W. Quinn Bastrop High School	1806 Pinehurst Road; Bastrop, LA 71220; or 402 Highland Avenue, Bastrop, LA 71220; (TEL) 318-282-7032 or 318-283-0593; (FAX) 318-281-0457; E-mail: mquinn@mpsb.us or mitziquinn@bellsouth.net
Personnel Director	Lottie P. Beebe St. Martin Parish Human Resources Director & President-Elect Louisiana State Association of School Personnel Administrators	P. O. Box 859, St. Martinville, LA 70582; (TEL) 337-394-6261, Ext. 3134; or 337-332-2105, Ext. 3012; or 337-316-8579; (FAX) 337-394-6387; or 337-332-3050; E-mail: lottie_beebe@stmartin.k12.la.us
School Board Member	Atley Walker West Baton Rouge Parish School Board Member	3751 Lukeville Lane, Brusly, LA 70719; (TEL) 225-771-4678 or 225-749-3036 or 225-771-3870; (FAX) 225-771-3338; E-mail: atley_walker@cxs.subr.edu

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS & BOARD OF ELEMENTARY AND SECONDARY EDUCATION		
Community Representatives	Brigitte Nieland Vice President, Communications & Director Education and Workforce Development Council Louisiana Association of Business and Industry	P. O. Box 80258, Baton Rouge, LA 70898-0258; (TEL) 225-928-5388 or 225-603-5668; (FAX) 225-929-6054; E-mail: brigitten@labi.org
	Becky Allemand Member Service Representative LA Parent Teacher Association	302 Marcello Boulevard, Thibodaux, LA 70301; (TEL) 985-859-1435; (FAX) 985-449-0159; E-mail: Beckyallemand.pta@gmail.com
	Kerry Davidson Grant Generator Deputy Director and LaSIP/LA GEAR UP Project Director	1201 North Third Street, Suite 6-200; Baton Rouge, LA 70802; (TEL) 225-342-4253; (FAX) 225-342-3371; E-mail: Davidson@laregents.org
	Kwame Asante National Association for the Advancement of Colored People (NAACP) Louisiana State Conference Education Committee	1150 Florida Boulevard, Baton Rouge, LA 70802; (TEL) 225-214-7800 or 225-205-0572; (FAX) 225-214-7801; E-mail: kasante@theachievementacademy.net
	Wayne Free Louisiana Association of Educators	Director of Instructional Advocacy 8322 One Calais Avenue; Baton Rouge, LA 70809; (TEL) 225-343-9243 E-mail: wayne.free@lae.org
	Steve Monaghan Louisiana Federation of Teachers	President; 9623 Brookline Avenue; Baton Rouge, LA 70809; (TEL) 225-923-1037 or 225-270-9184; (FAX) 225-923-1461; E-mail: stevemonaghanlft@aol.com or smonaghan@lft-aft.org
	Kathy Campbell Associated Professional Educators of Louisiana	Executive Director; 7907 Wrenwood Drive, Suite B; Baton Rouge, LA 70809; (TEL) 225-769-4005; (FAX) 225-766-5053; E-mail: kathy.campbell@apel.org

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2008/2009 (CONT'D)

AGENCIES	*NAMES*	*ADDRESSES & TELEPHONE NUMBERS*
Board of Regents	Jeanne M. Burns Associate Commissioner for Teacher Education Initiatives	Board of Regents; P. O. Box 3677; Baton Rouge, LA 70821; (TEL) 225-342-4253; (FAX) 225-342-5326; E-mail: jeanne.burns@la.gov
Louisiana Department of Education	Ollie Tyler Deputy Superintendent of Education	Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3625; (FAX) 225-342-3283; E-mail: ollie.tyler@la.gov
Louisiana Department of Education	Karen Burk Assistant Superintendent for Office of Quality Educators	Louisiana Department of Education and Recovery School District; 1641 Poland Avenue, New Orleans, LA 70130;(TEL) 504-373-6200, Ext. 20151; (FAX) 504-308-3612; E-mail: elizabeth.shaw@la.gov
Board of Elementary and Secondary Education	Jeanette Vosburg Acting Executive Director	1201 North Third Street, Suite 5-190 Baton Rouge, LA 70802; P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: Jeanette.vosburg@la.gov
Board of Regents	Linda Marino Administrative Assistant	Louisiana Board of Regents; P. O. Box 3677, Baton Rouge, LA 70821; (TEL) 225-342-4253; (FAX) 225-342-5326; E-mail: Linda.marino@la.gov

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

Recommended by the Louisiana Blue Ribbon Commission for Educational Excellence

May 18, 2010

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

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LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

OVERVIEW

Louisiana was one of six states in the nation selected in April 2009 to receive a grant from the National Governors Association to develop a teacher compensation model. The Blue Ribbon Commission for Educational Excellence was given the following charge during 2009-2010:

> To develop a sustainable and comprehensive teacher compensation system model and action plan that will enhance teacher effectiveness and improve student achievement.

The Blue Ribbon Commission met on six occasions from September 2009 to May 2010 to attain information from state and national experts pertaining to the development and implementation of teacher compensation models. The Commission determined that 41 schools within Louisiana were implementing *TAP: A System for Teacher and Student Advancement* (TAP) during 2009-2010. It was found that additional schools were interested in implementing TAP. It was also determined that some schools/districts were interested in implementing independent models that would better address specific needs of their districts.

As a result, a decision was made to develop a Louisiana Comprehensive Teacher Compensation Framework to assist schools and districts in understanding key elements of a comprehensive teacher compensation model (See Document 1). Important steps to consider when developing plans to implement a comprehensive teacher compensation model (See Document 2) were also identified. In addition, an Action Plan to assist schools and districts in implementing comprehensive teacher compensation models were generated (See Document 3). Last, a Question and Response Guide (See Document 4) was developed to address each of the key elements. The purpose of the guide is to provide answers to commonly asked questions and to provide current examples of best practices to assist schools and districts as they make important decisions about the models they select or develop. The guide will be placed on the Department of Education web site and links to web sites will be provided to assist schools and districts in locating relevant information pertaining to comprehensive teacher compensation models.

DOCUMENT 1

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK
KEY ELEMENTS OF A COMPREHENSIVE TEACHER COMPENSATION MODEL

I. Multiple Career Paths for Teachers	•What career paths will be made available to teachers (e.g., master teachers, mentor teachers, etc.) at schools that want to implement a comprehensive teacher compensation model?
II. On-going Professional Learning for School Personnel	•What types of on-going professional learning will need to take place in participating schools to help school personnel use data and change practices to improve student achievement?
III. Valid and Reliable Performance Instruments	•What valid and reliable performance instruments will be used to assess school personnel as they strive to improve the achievement of students (e.g., Performance Observations, Achievement Tests, etc.) and how will they ensure transparency and fairness?
IV. Value-Added Data	•What classroom and school value-added data will be included in a comprehensive teacher compensation model?
V. Teacher Compensation Formula	•What formula will be used to calculate performance scores?
VI. Funding for Comprehensive Teacher Compensation Model	•What funding will be used to support the comprehensive teacher compensation model and what will be the size of the Performance Awards?
VII. Teacher Performance Awards	•What will be the process to award Performance Awards?

DOCUMENT 2

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK PLANNING FOR IMPLEMENTATION

I. Best Practices for Comprehensive Teacher Compensation Models	•Where can information be attained pertaining to best practices for comprehesive teacher compensation models?
II. School and District Commitment	•Upon district commitment, what schools will implement a comprehensive teacher compensation model?
III. District Short & Long Term Planning	•How will districts develop and implement short and long term plans to support schools that want to implement a comprehensive teacher compensation model?
IV. School Short and Long Term Planning	•How will schools use data to develop and implement short and long term plans to implement a comprehensive teacher compensation model?
V. Training of Teachers & Teacher Leaders for Pathways	•Who will train teachers and teacher leaders to successfully address new career pathways (e.g., master teacher, mentor teacher, etc.)?
VI. Delivery of Professional Development	•How will professional learning opportunities be delivered to school personnel?
VII. Collection of Data for Performance Awards	•Who will collect the data for the comprehensvie teacher compensation model and how will they be collected?
VIII. Calculation of Performance Awards	•How will the formula be used to calculate the scores to identify the school personnel who will receive the Performance Awards annually?
IX. Funding to Implement Model	•How will funds be directed to schools that want to implement a comprehensive teacher compensation model?
X. Awarding of Performance Awards	•Who will present the Performance Awards to school personnel, how will they be presented, and what will be the timelines?

DOCUMENT 3

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK ACTION PLAN

ITEM	ACTIONS	AGENCY RESPONSIBLE	TIMELINES
1	Communicate information to the public about the Louisiana Comprehensive Teacher Compensation Framework.	Louisiana Department of Education	August 2010 – Ongoing
2	Notify the Louisiana Department of Education if there is interest in learning more about comprehensive teacher compensation models.	Districts/Schools	August 2010 - Ongoing
3	Meet with district superintendents to provide information and answer questions about comprehensive teacher compensation models.	Louisiana Department of Education	August 2010 - Ongoing
4	Meet with principals and teachers from schools that are interested in implementing a comprehensive teacher compensation model.	Louisiana Department of Education	August 2010 - Ongoing
5	Form advisory committees to develop long range plans to support schools that choose to implement a comprehensive teacher compensation model within the district.	Districts	September 2010 - Ongoing
6	Spend one year developing long range plans to implement the comprehensive teacher compensation model. The plans need to identify how funds will be identified to support and sustain the implementation of the teacher compensation models. The superintendents need to identify leaders to oversee the development/implementation of the plans.	Districts/Schools	2010-2011 and Annually for New Schools/Districts
7	Provide support to the district advisory committees and school teams as they develop their plans. Assist the districts and schools in identifying funds that can support the implementation of their plans.	Louisiana Department of Education	September 2010 - Ongoing
8	Once districts/schools plans are finalized, provide structured professional development to the districts that choose to implement TAP. Direct districts/schools that implement independent comprehensive teacher compensation models to sites that have best practices.	Louisiana Department of Education	September 2010 - Ongoing
9	Have districts that implement independent comprehensive teacher compensation models develop scales for Performance Awards that are consistent with the scale for TAP.	Louisiana Department of Education	September 2010 - Ongoing
10	Collect and report annual data on student achievement and practices in schools and districts that are implementing comprehensive teacher compensation models.	Louisiana Department of Education	September 2010 - Ongoing

DOCUMENT 4

LOUISIANA COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK
QUESTION AND RESPONSE GUIDE

BACKGROUND INFORMATION	
QUESTIONS	**RESPONSES**
1. *What is the primary purpose of a comprehensive teacher compensation system?*	The primary purpose of a comprehensive teacher compensation system is to enhance teacher effectiveness and improve student achievement.
2. *What are the basic elements of comprehensive teacher compensation models?*	There are 7 key elements that schools and districts need to consider when selecting or considering the development of an independent comprehensive teacher compensation model. These elements are identified in Document 1. In addition, there are 10 important steps that schools and districts must consider when planning to implement a comprehensive teacher compensation model. Those steps are identified in Document 2.
3. *Why is it important to address all 7 key elements of the comprehensive teacher compensation model and address all 10 steps when planning to implement a model?*	It is very important for instructionally focused accountability and performance based compensation to exist to ensure that teachers and school personnel who are impacting student learning are being rewarded. It is equally important for teachers and other school personnel to be supported through mentor teachers, master teachers, etc. and receive quality professional development that is focused on specific needs of individual teachers or specific needs of groups of teachers. When all key elements are combined successfully, appropriate assessment and quality mentoring/development can impact teacher effectiveness and student achievement. A comprehensive system provides a balance of accountability and support.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES
4. *Is Louisiana currently implementing comprehensive teacher compensation models?*	Louisiana is implementing *TAP: A System For Teacher and Student Advancement* (TAP) in 41 schools in Louisiana (2009- 2010) that address the 7 key elements of the Louisiana Comprehensive Teacher Compensation Framework. TAP is considered to be one example of a best practice. Examples from TAP have been used in the guide to demonstrate how the different elements can be implemented.
5. *Why is Louisiana discussing the use of more than one comprehensive teacher compensation model?*	Louisiana has successfully implemented TAP in schools across the state. However, there are districts that would like to have the autonomy to develop and implement an independent teacher compensation model that better addresses the needs of their individual districts. Districts that decide to implement TAP will have access to a well developed research based system that utilizes predetermined instruments, measures, and procedures to address the 7 key elements of the Louisiana Comprehensive Teacher Compensation Framework. Districts will be provided direct training by the Louisiana Department of Education to implement TAP. Districts that choose to create and implement an independent comprehensive teacher compensation model will identify their own instruments, measures, and procedures to address the 7 key elements. Districts will be provided guidance in identifying best practices from the Louisiana Department of Education, but will not be provided direct training.
6. *Are there other examples of best practices and where can they be found?*	Schools and districts in other states are implementing other comprehensive teacher compensation models. The State will identify other models that (1) address the 7 key elements identified in the Louisiana Comprehensive Teacher Compensation Framework and (2) possess evidence that the models have had a positive impact upon the achievement of students. Examples of how the 7 key elements are addressed in the models will be placed in the *Question and Answer Guide for the Louisiana Comprehensive Teacher Compensation Framework*. In addition, links will be provided to web sites where more in-depth information can be attained about the models.

QUESTIONS	RESPONSES
7. *Will a comprehensive teacher compensation model be mandatory or voluntary in Louisiana?*	Participation in a comprehensive teacher compensation system will be determined at the school level. Districts and participating schools will be expected to engage in short and long term planning to support the use of the comprehensive teacher compensation models.
8. *Who will be responsible for the improved achievement of students in schools if a comprehensive teacher compensation model is used?*	The following personnel should participate and be held accountable for the improved achievement of students in the participating schools. • Career Teachers • Mentor Teacher(s) • Master Teacher(s) • Assistant Principal • Principal • Support Personnel

KEY ELEMENTS OF A COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK

I. MULTIPLE CAREER PATHS FOR TEACHERS

QUESTIONS	RESPONSES
Ia. *Who will identify the multiple career paths?*	Districts and schools will identify the multiple career paths (e.g., career teachers, mentor teachers, master teachers, regional lead teacher, National Board Certification, etc.) that will available to teachers participating in the comprehensive teacher compensation models.
Ib. *Will the salary of teachers who pursue multiple career paths be augmented?*	Salary augmentation will be provided for teachers who assume additional roles and responsibilities (e.g., mentor teacher(s), master teacher(s), regional lead teacher(s), etc.).

II. ON-GOING PROFESSIONAL LEARNING FOR SCHOOL PERSONNEL		
QUESTIONS	**RESPONSES**	**EXAMPLES**
IIa. Who will provide the ongoing, professional development (e.g., job embedded professional development)?	Ongoing, applied professional development can be provided through a variety of means. The mentor teacher(s), master teacher(s), regional lead teacher(s), and other experts may be responsible for planning and implementing the job embedded professional development in the schools to address needs identified by the school to improve the achievement of the students within the school. Teachers within the schools will also be provided access to other types of professional development outside of the school that specifically address their needs.	***TAP System*** The master and mentor teachers, with the support of the school's TAP Leadership Team, are responsible for planning and implementing job-embedded professional development (cluster meetings). Every teacher in a TAP school participates in 60-90 minutes of cluster per week. The professional development provided in cluster follows a strict protocol and addresses needs identified by the school to improve the practices

QUESTIONS	RESPONSES	EXAMPLES
IIb. What types of professional development and support will be needed to successfully implement a comprehensive teacher compensation model?	Professional development will be needed to train the master teachers and the mentor teachers. In addition, professional development will be needed for teachers in a school to assist them in using their classroom and school data and help them to implement new practices that will improve the achievement of their students.	***TAP System*** The Louisiana TAP State Team provides ongoing support to TAP school sites and TAP districts. The services include: ***School Site Visits by State Executive Master Teachers*** • Conducts regularly scheduled meetings with master teachers, the principal, and mentor teachers to debrief cluster observation. • Provides evaluation and support services for clusters including: observing cluster meetings, modeling cluster process, evaluating strategies being implemented in cluster meetings, and coaching teachers toward improvement. • Attends Leadership Team meetings as needed and provides feedback on operations. • Participates in observations with master and mentor teachers for the purpose of ensuring inter-rater reliability. • Reviews a school's TAP documentation and provides feedback. • Participates in IGP development with master, mentor, and career teachers.

QUESTIONS	RESPONSES	EXAMPLES
IIb. Types of Professional Development (Cont'd.)		***TAP System (Cont'd.)*** • Provides follow-up (demonstration lessons, team-teaching, coaching, etc.) to support master and mentor teachers' understanding and implementation of instructional strategies and TAP processes. ***Specialized Trainings and Workshops*** • Orientation for Pre-TAP Schools • Overview presentations for faculties of Pre-TAP Schools • Grant Planning and Development Workshops • TAP Core Training (Preparing for Success in a TAP School and Preparing to Become a Certified TAP Evaluator) • TAP Evaluator Training (Becoming a Certified TAP Evaluator) • Master Teacher Networking and Support Meetings • TAP Principal Networking and Support Meetings & TAP Summer Institute • Use of the Comprehensive Online Data Entry (CODE) System Workshop • TAP Teacher Evaluation and Performance Award Training

QUESTIONS	RESPONSES	EXAMPLES
IIb. Types of Professional Development (Cont'd.)		***TAP System (Cont'd.)*** *Comprehensive Online Data Entry system (CODE)* CODE enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers. Monitoring and oversight of the CODE system, along with ongoing assistance, is provided by the State. *Annual Program Review* Conducted by TAP state staff, in collaboration with TAP school staff, the program review is designed to evaluate how fully and effectively each school is implementing the TAP elements. Program review is not an "event" – but rather an ongoing process. It is based on a TAP Implementation Rubric developed by the National Institute for Excellence in Teaching, and It occurs throughout the school year with some intensified efforts during the spring semester. At the completion of the program review, each school receives a *Program Review School Report* that is an effective planning tool for further TAP implementation.

III. VALID AND RELIABLE PERFORMANCE INSTRUMENTS	
QUESTIONS	**RESPONSES**
IIIa. What valid and reliable measures can be used to determine which school personnel should receive Performance Awards?	The following are examples of measures that can be used when using a formula to determine who has earned Performance Awards in a school setting. • (*All School Personnel*) Valid and reliable performance evaluation scores (e.g., TAP Rubric Scores, scores on other valid and reliable instruments, etc.). • (*Teachers in the Tested Subjects and Grades*) Classroom learning gains of students in teachers' classrooms and school wide learning gains based on the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. • (*Teachers in Non-Tested Grades and Subjects and Other School Personnel*) School wide learning gains based on the value-added model for schools currently being developed by the Louisiana Department of Education.

IV. VALUE ADDED DATA	
QUESTIONS	**RESPONSES**
IVa. How will schools in Louisiana attain access to value-added results?	The Louisiana Department of Education is currently piloting the use of a value-added model that will generate scores for classrooms and schools in the tested content areas and tested grade levels. The value-added model is being piloted in selected schools during 2009-2010. It will be piloted in selected districts during 2010-2011 and implemented across all districts during 2011-2012. Value-added results in TAP schools are currently being provided by a private contractor.

V. TEACHER COMPENSATION FORMULA		
QUESTIONS	**RESPONSES**	**EXAMPLES**
Va. How is it determined who should receive Performance Awards?	A formula will be identified by a school district that will utilize multiple measures to determine the performance level of personnel at the school. The formula will be weighted and calculated based upon performance evaluation scores and classroom learning gains/school learning gains. The scale for the Performance Awards for independent comprehensive teacher compensation models will be consistent with the scale for TAP.	
Vb. What weights will be used for the measures?	The weights will be determined by the school districts based upon districts' needs, grant requirements, state program requirements (e.g., Race to the Top), and other program requirements.	Four examples of weights are the following: ***Example #1: Initial Race to the Top*** 50% (*All School Personnel*) Valid and reliable performance evaluation scores (e.g., TAP Rubric Scores, scores on other valid and reliable instruments, etc.). 50% (*Teachers in the Tested Grades*) Classroom learning gains of students in teachers' classrooms based on the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. ***Example #2: TAP System*** 50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score) 50% Learning gains of students (classroom and school-wide) based on the value-added model (currently using the Williams Sanders value-added model). When it is developed and implemented, the value-added model for practicing teachers currently being developed by the Louisiana Department of Education will be used.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
Vb. What weights will be used for the measures? (Cont'd.)		***TAP System - Teachers in State-Tested Grades/Subjects*** 50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score) 30% Classroom learning gains of students in teachers' classrooms based on the value-added model (currently using the Williams Sanders value-added model; when developed and implemented, will use the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. 20% School wide learning gains based on the value-added model (currently using the Williams Sanders value-added mode; when developed and implemented, will use the value-added model for practicing teachers currently being developed by the Louisiana Department of Education. ***TAP System - Teachers in Non-Tested Grades/Subjects*** 50% Valid and reliable performance evaluation scores (e.g., TAP Skills, Knowledge and Responsibility Score) 50% School wide learning gains based on the value-added model (currently using the Williams Sanders value-added model)
Vc. What level of performance will be required for school personnel to secure performance pay compensations?	Teachers and school personnel will be required to attain a predetermined level for their (1) performance evaluation score and (2) classroom/school-wide learning gains to receive performance pay compensation.	***TAP System*** To be eligible for performance pay compensations: Performance evaluation scores must be at Levels 3, 4, or 5.for career teachers; 3.5 or higher for mentor teachers; and 4 or higher for master teachers. Classroom learning gains must be at Levels 3, 4, or 5. School-wide learning gains must be at Levels 3, 4, or 5.

VI. FUNDING FOR COMPREHENIVE TEACHER COMPENSATION MODEL		
QUESTIONS	**RESPONSES**	**EXAMPLES**
VIa. Where will districts attain the funds to implement comprehensive teacher compensation models?	Sustainable funds are already available within local school districts to implement the comprehensive teacher compensation models. Districts will need to examine the effectiveness of their existing programs and procedures and redirect funds where there are programs and procedures that are not effective. This needs to occur as they conduct their long range planning. *Note: Please see Appendices A and B that provides a listing of available funds and how they can be used.*	***Example #1: Available Funds in Louisiana*** Examples of funds that are currently available with districts to implement a Teacher Compensation Model are the following: Title I, Part A Title I, Part A School Improvement School Improvement Fund 1003(g) Title II, Part A Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement Act Title VI, Rural Education Achievement Program IDEA, Part B 611 IDEA, Part B Coordinated Early Intervening Services (CEIS) 8(g) Statewide Grant Program – TAP Minimum Foundation Program ***Example #2: Potential Funds With Competitive Grants*** Districts can hire grant writers to attain competitive grant funds to support the program. Examples of competitive grant funds that are available include the following: Teacher Incentive Fund Effective Teachers and Leaders Program Teacher and Leader Innovation Fund Teacher and Leader Pathways

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VIb. How will a comprehensive teacher compensation model impact a teacher's base salary.	Districts should begin with an equitable salary-base. Each yearly Performance Award will be a one-time, individual pay supplement to reward high performing school personnel.	
VIc. What is the recommended process to determine the size of the performance pay compensation?	The size of the performance pay compensation will differ in each school district based upon the formula used by the district to determine the awards. Teachers and school personnel will know in advance the amount of funding for the performance pay compensation.	***TAP System – Teachers in Louisiana*** Each district establishes a per teacher amount to go into an "incentive pay pool." The total amount available in the incentive pool is the Number of Teachers x the Per Teacher Amount. A minimum of $2,000 per teacher is recommended. The award fund is divided into six award pools using a ratio of the career ladder level (e.g. career teachers in tested grades/subjects, career teachers in non-tested grades/subjects, mentor teachers in tested grades/subjects, mentor teachers in non-tested grades/subjects, master teachers in tested grades/subjects, and master teachers in non-tested grades/subjects. The per teacher amounts in Louisiana range from $2,000 -$4,000 per teacher with an average of $2,500 per teacher.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VId. How often should the performance pay compensation be distributed?	The performance pay compensation will be paid annually once growth in student achievement can be determined.	***TAP System – Teachers in Louisiana*** Performance incentive awards are compensated annually. Currently in Louisiana TAP schools, the first calculation of a performance award is made at the conclusion of Year Two of TAP. [Note: In many TAP schools in other states the performance award is first calculated at the end of Year One of TAP.] Since student learning gains and school learning gains are based on statewide assessment results, the award for one school year usually is distributed at the start of the following school year. (For example, the performance awards for the 2008-2009 school year were awarded in October 2009.)
VIe. What is the recommended size of the augmentation stipends for career paths (e.g., mentor teachers, master teachers, regional lead teachers, etc.)?	The size of the augmentation stipends for career paths should be determined by the local school districts.	***Example #1: TAP System - Master Teachers in Louisiana*** The additional amount paid to Master Teachers by districts in Louisiana for additional responsibilities ranges from $1,500 to $6,000, with an average of about $5,000 across participants and districts. Master teachers in Louisiana may also be compensated for working additional days beyond the regular school years. It is recommended that they work an additional 10-20 days at a rate determined by the districts. ***Example #2: TAP System - Mentor Teachers in Louisiana*** The additional amount paid to Mentor Teachers by districts in Louisiana for additional responsibilities ranges from $1,500 to $5,000, with an average of about $2,500 across participants and districts. Mentor teachers in Louisiana may also be compensated for working additional days beyond the regular school years. It is recommended that they work an additional 5-10 days at a rate determined by the districts.

QUESTION & RESPONSE GUIDE – COMPREHENSIVE TEACHER COMPENSATION FRAMEWORK (CONT'D.)

QUESTIONS	RESPONSES	EXAMPLES
VIf. What will be the anticipated additional costs for schools to implement a comprehensive teacher compensation model?	The major potential costs to implement the model will be the following: **Multiple Career Paths**: *Base Teacher Salary* *Augmented Salary – Multiple Paths* *Additional Working Days* **Performance-Based Evaluation** *Teacher Observation Tool Scoring* **Performance-Based Compensation:** *Performance Awards* **Ongoing Professional Development** *Substitutes* *Travel*	***TAP System in Louisiana for an Elementary School with 500-600 students and 32 teachers (career and mentor) – Third Year of Program Once Growth is Calculated*** ***Multiple Career Paths*** ***Master Teachers*** Base Salary for 2 master teachers @ $55,000 per teacher — $110,000 Augmented Salary - $5,000 per teacher — 10,000 Additional Working Days – 2 teachers for 15 additional days @ $200 per day — 6,000 ***Mentor Teachers*** Augmented Salary – 4 mentor teachers @$2,500 per teacher — 10,000 Additional Working Days – 4 teachers for 4 additional days @ $200 per day — 3,200 ***Performance-Based Evaluation*** Scoring of Performance-Based Evaluation Tool — 2,000 ***Performance-Based Compensation*** 32 career and master teachers @ $2,000 per teacher for Performance Awards — 64,000 ***Ongoing Professional Development*** Travel for training of 8 member leadership team. — 20,000 Substitutes for mentors (2 hr. x 36 weeks x 4 mentors x$20) — 5,800 **TOTAL** — **$231,000**

VII. TEACHER PERFORMANCE AWARDS		
QUESTIONS	**RESPONSES**	**EXAMPLES**
VIIa. Will all teachers in Louisiana receive the same size Performance Awards?	Districts will create their own process to award Performance Awards to school personnel.	
VIIb. Will all school personnel receive the same size performance pay compensation or will the performance pay compensations vary in size depending upon the roles and responsibilities of personnel in the school (e.g., teachers, librarians, janitors, etc.)?	The sizes of the performance pay compensations will vary depending on the roles and responsibilities of the individuals.	***TAP System in Louisiana*** Performance pay compensation falls under two broad categories in TAP: • Additional compensation (salary augmentation) for additional roles and responsibilities – The salary augmentation for master teachers and mentor teachers is an example of that type of compensation. (see answer to #15 above). • Additional compensation for teacher performance (as scored against the TAP rubrics on multiple evaluations) and student performance (as measured in learning gains/value added growth of students). The size of the performance award varies from teacher to teacher – with more effective teachers receiving larger amounts of compensation.

QUESTIONS	RESPONSES	EXAMPLES
VIIc. What will happen to a teacher's performance pay compensation if he/she moves from one district to another district?	Districts will set their own policies pertaining to Performance Awards as teachers move from one district to another district.	***Example #1: TAP in Louisiana*** In the Louisiana TAP system, the district in which the teacher is employed when he/she earns the Performance Award is responsible for determining how this will be handled and for assuring that these arrangements are communicated to all participants
VIId. What policies or laws will need to be changed?	No laws will need to be changed if school personnel are being paid a one-time, individual pay supplement to reward high performing school personnel. If actions will be taken that result in a decrease to a teacher's salary, current state law would need to be changed. *Existing Laws/Policies:* R.S. 17:421.3 sets forth the minimum pay scale for teachers and R.S. 17:422.5 and 17:421.5 set forth the minimum salaries for superintendents, principals, assistant principals, and other certified or licensed school personnel. R.S. 17:422.5; 17:422.6; and 17:432 address reduction limitations of teacher/administrator salaries. A teacher/administrator cannot be paid an hourly wage or annual salary less than the amount that was paid in the immediately preceding year. Funds used for any supplemental salary payments shall continue to be paid and shall not be redirected for any other purpose. If additional compensation is not a fixed or regular payment and would not meet the definition of a stipend, it does not form part of the base pay and would not have to be paid the next year. AG Opinion 00-211. A local board may redirect an individual's local supplemental pay, if the amount is redirected to other members of the class. AG Opinion 99-312. As discussed in Kuehn v. Calcasieu Parish School Board (647 So. 2d 544), an individual's supplemental pay may be reduced provided the funds are not redirected to other non-salary purposes. AG Opinion 00-37.	

APPENDIX A
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

AVAILABLE REVENUE

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
Title I, Part A (*Federal*) http://www.louisianaschools.net/lde/uploads/14316.pdf	To ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and assessments. Title I, Part A funds are utilized to supplement the instructional programs in high poverty districts and schools.		X		**$284,316,333**
Title I, Part A School Improvement (*Federal*) http://www.louisianaschools.net/lde/uploads/14317.pdf	To provide supplemental funds to LEAs to assist Title I, Part A schools identified as in need of improvement; to provide a high-quality education, which will enable all children to meet the state student performance standards. Funds must be utilized to specifically address the area(s) in which the school does not meet adequate yearly progress (AYP).	X	X		**$11,790,332**
School Improvement Fund 1003(g) (*Federal*) http://www.louisianaschools.net/lde/uploads/14315.pdf	To improve student achievement in Title I schools identified for improvement, corrective action, or restructuring, so as to enable those schools to make AYP and exit improvement status.	X	X		**$9,953,200**
Title II, Part A (*Federal*) http://www.louisianaschools.net/lde/uploads/14318.pdf	To prepare, train, and recruit highly qualified teachers and principals, assistant principals, paraprofessionals, and personnel in order to have a positive impact on student achievement. Funds may be used to increase teacher quality through job-embedded PD, such as the Teacher Advancement Program.	X	X	X	**$59,445,512**
Title III, Part A — English Language Acquisition, Language Enhancement, and Academic Achievement Act (*Federal*) http://www.louisianaschools.net/lde/uploads/14319.pdf	Title II Funds are to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings.		X		**$2,466,510**

APPENDIX A
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

AVAILABLE REVENUE (CONT'D.)

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
Title VI, Rural Education Achievement Program (*Federal*) http://www.louisianaschools.net/lde/uploads/14314.pdf	Designed to address the needs of rural, low-income schools. Apply these funds to allowable activities under Title I-A Improving Basic Programs, Title II-A Teacher and Principal Training Fund, Title III English Language Acquisition.		X		**$3,438,309**
IDEA , Part B 611 *(Federal)* http://www.louisianaschools.net/lde/uploads/14306.pdf	An LEA may use funds received under Part B school-wide program under Section 1114 of the ESEA, except that the amount so used in any such program may not exceed: • The amount received by the LEA under Part B of the Act for that fiscal year; divided by • The number of children with disabilities in the jurisdiction of the LEA; and multiplied by • The number of children with disabilities participating in the school-wide program.		X		**$166,310,059**
IDEA, Part B Coordinated Early Intervening Services (CEIS) *(Federal)* http://www2.ed.gov/policy/speced/guid/**idea**/ceis-guidance.doc	Any district identified under Section 618(d)(1) must reserve the maximum amount of funds (15 percent) to provide comprehensive coordinated early intervening services to children in the LEA, particularly children in those groups that were significantly over identified under paragraph 618(d)(1)(A). The IDEA Part B regulations define early intervening services (EIS) as services to students who have not been identified as needing special education or related services, but who need increased academic and behavioral support to succeed in a general education environment (e.g., professional development for general education teachers and implementation of academic instruction).		X		**TBD**

APPENDIX A
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

AVAILABLE REVENUE (CONT'D.)

Names of Funding Sources	Purpose of Fund	Types of Schools Eligible for Funding			Amount of Funding SY 2010-2011
		Low-Performing	At-Risk	Not At-Risk	
8(g) Statewide Grant Program-TAP (*State*) http://www.louisianaschools.net/lde/tap/tap.html	The Statewide Grant 8(g) Programs are administered by state agencies, such as the Department of Education, to provide goods, services, or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency and approved by BESE. Students, teachers, and administrators can all benefit from funded programs, which can be implemented to provide support services, including the incorporation of up-to-date classroom methodology, curriculum and assessment materials, technical support for school and district leaders, and professional development.	**X**	**X**	**X**	**$2,200,000**
Minimum Foundation Program (MFP) (*State*) Weighted Student Membership http://www.louisianaschools.net/lde/finance/673.html Level I State Share of At-Risk Dollars is $228,477,619. Growth Dollars Attributable to the 1% Incremental Change in At-Risk Weight is $10,385,346. $8,827,544 is 85% of the 1% Incremental Change in At-Risk Weight LEAs must report what At-Risk Funds were utilized for in each school with 50% or more of F/R students.	The MFP formula determines the cost of a minimum foundation program of education in all public schools and helps to equitably allocate the funds to LEAs. The MFP calculation begins with the base per pupil amount ($3,855) which is multiplied by the number of "weighted" students. Add-on weights are based on student characteristics recognizing the extra costs of instruction for certain categories of students -At-Risk Students (22%). Beginning with FY 08-09, LEAs are required to report on the activities for which the At-Risk Funds were utilized for each school identified as having 50% or more free or reduced priced lunch students. In addition, the LEAs must ensure that 85% of the funding generated by the incremental increase in the At-Risk weight will continue to be allocated to benefit At-Risk students.		**X**		**$8,827,544**
Education Excellence Fund (EEF) (*State*) http://www.louisianaschools.net/lde/eia/1590.html	Monies appropriated…shall be restricted to expenditures for pre-kindergarten through twelfth grade that support excellence in educational practice.	**X**	**X**	**X**	**16,386,789.96**

APPENDIX B
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

POTENTIAL REVENUE

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
Race to the Top (*Federal*) http://www.louisianaschools.net/lde/r2t/index.html	Race to the Top was authorized through the 2009 American Recovery and Reinvestment Act (ARRA) and is designed to support public education reform. The $4.35 billion allocation is the single largest pool of discretionary funding dedicated to education reform in the history of the U.S. Twenty-eight local school districts and fifty-six independent charter schools have voluntarily signed on to take direct part in the state's Race to the Top program as a Participating LEA. Districts that chose not to sign on as Participating LEAs may choose to become Involved LEAs. Involved LEAs will have the opportunity to compete for reform dollars via the Louisiana Educational Best Practices Fund (LEBP).	X	X	X	$3,400,000
Teacher Incentive Fund (*Federal*) http://www2.ed.gov/programs/teacherincentive/applicant.html **2010 US DOE Appropriation:** $400,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	This program supports efforts to develop and implement performance-based teacher and principal compensation systems in high-need schools. Goals include: *Improving student achievement by increasing teacher and principal effectiveness; *Reforming teacher and principal compensation systems so that teachers and principals are rewarded for increases in student achievement; *Increasing the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects; and *Creating sustainable performance-based compensation systems.		X		TBD

APPENDIX B
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

POTENTIAL REVENUE (CONT'D.)

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
Effective Teachers and Leaders Program (*Federal*) http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section1.html Effective Teachers and Leaders Program replaces Title II Improving Teacher Quality State Grants in 2011. (There will be a reduction of $447 million in 2011.) **2011 US DOE Appropriation:** $2,500,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	Formula grants to States and LEAs to promote and enhance the teaching profession; recruit, prepare, support, reward, and retain effective teachers, principals, and other school leaders, especially in high-need LEAs, schools, fields, and subjects; design and implement strong teacher evaluation systems; ensure the equitable distribution of effective teachers and principals; increase the effectiveness of teachers and principals; improve the preparation of teachers and principals by developing, supporting, and expanding effective pathways to the education profession; improve instruction and help ensure that teachers have the knowledge, skills, data, and support needed to be effective in the classroom; promote collaboration and the development of instructional teams that use data to improve practice; and improve the management of human capital in States and LEAs.	X	X	X	TBD
Teacher and Leader Innovation Fund (*Federal*) http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section3a.html#eit **2011 US DOE Appropriation:** $950,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	**Teacher and Leader Innovation Fund** is a new program that would make competitive awards to States and LEAs willing to implement bold approaches to improving the effectiveness of the education workforce in high-need schools. It builds on the strengths of the Teacher Incentive Fund, which would more than double support for State and local efforts to create incentives for effective teachers and school leaders to work in the most challenging schools.		X		TBD

APPENDIX B
STATE AND FEDERAL RESOURCES FOR DISTRICTS TO FUND A TEACHER COMPENSATION MODEL

POTENTIAL REVENUE (CONT'D.)

Names of Funding Sources	Brief Descriptions	Types of Schools Eligible for Funding			Amount of Funding
		Low-Performing	At-Risk	Not At-Risk	
Teacher and Leader Pathways (*Federal*) http://www2.ed.gov/about/overview/budget/budget11/summary/edlite-section3a.html#eit **2011 US DOE Appropriation:** $405,000,000 **Number of New Awards Anticipated:** TBD **Range of Award:** TBD	The **Teacher and Leader Pathways** is a new program with a focus on student outcomes that would support the creation or expansion of high-quality pathways, including university- and LEA-based routes, as well as alternative routes, into the teaching profession, and the recruitment, preparation, and retention of effective principals and school leadership teams who are able to turn around low-performing schools. The request would almost triple funding for the antecedent programs in order to increase the number of effective teachers serving in high-need and low-performing schools and high-need fields and subjects.	X	X		TBD

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010

CHAIRPERSONS		
Co-Chairperson	Glenny Lee Buquet Board of Elementary and Secondary Education	1309 Bayou Black Drive; Houma, LA 70360; (TEL) 985-876-5216; (FAX) 985-868-7919; E-mail: glennyleeb@comcast.net
Co-Chairperson	Mary Ellen Roy Board of Regents	365 Canal Place #2000, New Orleans, LA 70130; (TEL) 504-566-1311; (FAX) 504-568-9130; E-mail: roym@phelps.com
DESIGNATED MEMBERS		
Board of Regents	Robert W. Levy Board of Regents	P. O. Box 777, Ruston, LA 71273; (TEL) 318-513-6356; (FAX) 318-251-5103; E-mail: blevy@lincolnparish.org
Board of Elementary and Secondary Education	Penny Dastugue Member-at-Large	10 Serenity Drive, Mandeville, LA 70471 (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: sbese@la.gov
Governor's Designee	Erin Bendily Education Policy Advisor	Governor's Office; P. O. Box 94004, Baton Rouge, LA 70804; (TEL) 225-342-7015 or 225-219-4825; (FAX) 225-376-4885 or 225-342-7099; E-mail: erin.bendily@la.gov
President of the Senate Designee	Senator Ben W. Nevers State Senate	724 Avenue F, Bogalusa, LA 70427; (TEL) 985-732-6863 or 225-342-6090 (Capitol) or 985-516-2965; (FAX) 985-732-6860; E-mail: neversb@legis.state.la.us
Chairperson, House Education Committee	Representative Austin J. Badon, Jr. State Representative	555 Bullard Avenue, Suite 101, New Orleans, LA 70128; (TEL) 504-243-7783; (FAX) 504-243-7785; E-mail: larep100@legis.state.la.us
Commissioner of Higher Education	Sally Clausen Board of Regents	P. O. Box 3677, Baton Rouge, LA 70821-3677; (TEL) 225-342-4253; (FAX) 225-342-9318; E-mail: Sally.Clausen@Regents.la.gov
State Superintendent of Education	Paul Pastorek Louisiana Department of Education	P. O. Box 96064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3607; (FAX) 225-342-7316; E-mail: paul.pastorek@la.gov

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

MEMBERS SELECTED BY BOARD OF REGENTS		
University President Representative	Randy Moffett President University of Louisiana System	1201 North Third Street, Suite 7-300 Baton Rouge, LA 70802; (TEL) 225-219-0283 or 225-342-6950; (FAX) 225-342-6473; E-mail: RMoffett@uls.state.la.us
University Deans	David Gullatt Public University College of Education Dean Robert Prickett Department Chairperson/Assistant Professor Jeffrey Cass Dean, College of Arts and Sciences University of Louisiana at Monroe	Louisiana Tech University; P.O. Box 3161 Ruston, LA 71272; (TEL) 318-257-3712; (FAX) 318-257-2960 E-mail: gullattd@latech.edu Centenary College of Louisiana 2911 Centenary Boulevard, Shreveport, LA 71104; (TEL) 318-869-5225; (FAX) 318-869-5795; E-mail: rprickett@centenary.edu 700 University Avenue, Admin. 1-49, Monroe, LA 71209; (TEL) 318-342-1754 or 318-737-0507; (FAX) 318-342-1755; E-mail: jcass@ulm.edu
University Faculty Members	Victor Schneider Professor of Mathematics University of Louisiana at Lafayette Connie Melder Director of Field Experiences & Clinical Practice Northwestern State University	Department of Mathematics; P. O. Box 41010; Lafayette, LA 70504; (TEL) 337-482-6702; (FAX) 337-482-5346; E-mail: vps3252@louisiana.edu College of Education, Teacher Education Center, Office B-115 TEC building, Natchitoches, LA 71497; (TEL) 318-357-6278 or 318-729-1717; (FAX) 318-357-4170; E-mail: melderc@nsula.edu.
PK-16+ Coordinator	Debbie Williams	Department of Education; LSU-Shreveport; One University Place; Shreveport, LA 71115; (TEL) 318-797-5040; E-mail: Debbie.williams@lsus.edu
Pre-service Teacher	Sally Gilfour	106 Water Plant Road, Schriever, LA 70395; (TEL) 985-227-9263 or 985-991-5460; E-mail: sallygilfour@yahoo.com
Topic Specialist – Higher Education	Vickie Gentry Dean, College of Education Northwestern State University	Natchitoches, LA 71497; (TEL) 318-357-6288; (FAX) 318-357-6275; E-mail: gentryv@nsula.edu.
Louisiana Community & Technical College System	Jerry Pinsel Interim Senior Vice President of Academic and Student Affairs	265 South Foster Drive, Baton Rouge, LA 70806; (TEL) 225-922-0844; (FAX) 225-922-1485; E-mail: jpinsel@lctcs.state.la.us

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

MEMBERS SELECTED BY BOARD OF ELEMENTARY & SECONDARY EDUCATION		
District Superintendent – Urban	Burnell Lemoine Superintendent Lafayette Parish	P. O. Drawer 2158, Lafayette, LA 70502-2158; (TEL) 337-521-7014 or 337-521-7015; (FAX) 337-233-0977; E-mail: superintendent@lpssonline.com
District Superintendent – Rural	Walter Lee DeSoto Parish Board of Elementary and Secondary Education	201 Crosby Street, Mansfield, LA 71052; (TEL) 318-872-3993 or 318-510-1111; (FAX) 318-872-1324; E-mail: wlee@desotopsb.com
Elementary Principal of the Year	Stephanie "Jill" Portie LeBleu Settlement Elementary School	25404 Highway 383, Kinder, LA 70648; (TEL) 337 582-1370 or 337-523-1370; (FAX) 337-582-6789 E-mail: jill.portie@cpsb.org
Middle School Principal of the Year	Anthony (Tony) J. Guirlando Rayville Junior High School	225 Highway 3048, Rayville, LA 71269 (TEL) 318-728-3618 or 318-245-3134; (FAX) 318-728-9374; E-mail: tguirlando@richland.k12.la.us
High School Principal of the Year	Bobby Jack Thompson LaGrange High School	3420 Louisiana Ave. Lake Charles, La 70607; (TEL) 337-477-4576 or 337-842-9826; (FAX) 337-477-1565; E-mail: bj.thompson@cpsb.org
Elementary School Teacher of the Year	Kim Marie Hebert Nobile Coteau-Bayou Blue Elementary School	520 Pine Street, Thibodaux, LA 70363; (TEL) 985-791-8934; E-mail: **kimnobile@tpsd.org** or kim.marie@live.com
Middle School Teacher of the Year	Edwina "Wendy" DeMers Edward Hynes Charter School	6072 Louisville Street, New Orleans, LA 70124; or 3774 Gentilly Blvd.; New Orleans, LA 70122; (TEL) 504-218-4787 or 504-615-0868; (FAX) 504-324-7160 E-mail: ydnew2@earthlink.net
High School Teacher of the Year	Mitzi W. Quinn Bastrop High School	1806 Pinehurst Road; Bastrop, LA 71220; or 402 Highland Avenue, Bastrop, LA 71220; (TEL) 318-282-7032 or 318-283-0593; (FAX) 318-281-0457; E-mail: mquinn@mpsb.us or mitziquinn@bellsouth.net
Personnel Director	Lottie P. Beebe St. Martin Parish Human Resources Director & President-Elect Louisiana State Association of School Personnel Administrators	P. O. Box 859, St. Martinville, LA 70582; (TEL) 337-394-6261, Ext. 3134; or 337-332-2105, Ext. 3012; or 337-316-8579; (FAX) 337-394-6387; or 337-332-3050; E-mail: lottie_beebe@stmartin.k12.la.us
School Board Member	Atley Walker West Baton Rouge Parish School Board Member	3751 Lukeville Lane, Brusly, LA 70719; (TEL) 225-771-4678 or 225-749-3036 or 225-771-3870; (FAX) 225-771-3338; E-mail: atley_walker@cxs.subr.edu

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2009/2010 (CONT'D)

COMMUNITY REPRESENTATIVES SELECTED BY THE BOARD OF REGENTS & BOARD OF ELEMENTARY AND SECONDARY EDUCATION		
Community Representatives	Brigitte Nieland Vice President, Communications & Director Education and Workforce Development Council Louisiana Association of Business and Industry	P. O. Box 80258, Baton Rouge, LA 70898-0258; (TEL) 225-928-5388 or 225-603-5668; (FAX) 225-929-6054; E-mail: brigitten@labi.org
	Becky Allemand Member Service Representative LA Parent Teacher Association	302 Marcello Boulevard, Thibodaux, LA 70301; (TEL) 985-859-1435; (FAX) 985-449-0159; E-mail: Beckyallemand.pta@gmail.com
	Kerry Davidson Grant Generator Deputy Director and LaSIP/LA GEAR UP Project Director	1201 North Third Street, Suite 6-200; Baton Rouge, LA 70802; (TEL) 225-342-4253; (FAX) 225-342-3371; E-mail: Davidson@laregents.org
	Kwame Asante National Association for the Advancement of Colored People (NAACP) Louisiana State Conference Education Committee	1150 Florida Boulevard, Baton Rouge, LA 70802; (TEL) 225-214-7800 or 225-205-0572; (FAX) 225-214-7801; E-mail: kasante@theachievementacademy.net
	Wayne Free Louisiana Association of Educators	Director of Instructional Advocacy 8322 One Calais Avenue; Baton Rouge, LA 70809; (TEL) 225-343-9243 E-mail: wayne.free@lae.org
	Steve Monaghan Louisiana Federation of Teachers	President; 9623 Brookline Avenue; Baton Rouge, LA 70809; (TEL) 225-923-1037 or 225-270-9184; (FAX) 225-923-1461; E-mail: stevemonaghanlft@aol.com or smonaghan@lft-aft.org
	Kathy Campbell Associated Professional Educators of Louisiana	Executive Director; 7907 Wrenwood Drive, Suite B; Baton Rouge, LA 70809; (TEL) 225-769-4005; (FAX) 225-766-5053; E-mail: kathy.campbell@apel.org

STATE OF LOUISIANA
BLUE RIBBON COMMISSION FOR EDUCATIONAL EXCELLENCE MEMBERS 2008/2009 (CONT'D)

AGENCIES	*NAMES*	*ADDRESSES & TELEPHONE NUMBERS*
Board of Regents	Jeanne M. Burns Associate Commissioner for Teacher Education Initiatives	Board of Regents; P. O. Box 3677; Baton Rouge, LA 70821; (TEL) 225-342-4253; (FAX) 225-342-5326; E-mail: jeanne.burns@la.gov
Louisiana Department of Education	Ollie Tyler Deputy Superintendent of Education	Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-3625; (FAX) 225-342-3283; E-mail: ollie.tyler@la.gov
Louisiana Department of Education	Karen Burk Assistant Superintendent for Office of Quality Educators	Louisiana Department of Education and Recovery School District; 1641 Poland Avenue, New Orleans, LA 70130;(TEL) 504-373-6200, Ext. 20151; (FAX) 504-308-3612; E-mail: elizabeth.shaw@la.gov
Board of Elementary and Secondary Education	Jeanette Vosburg Acting Executive Director	1201 North Third Street, Suite 5-190 Baton Rouge, LA 70802; P. O. Box 94064, Baton Rouge, LA 70804-9064; (TEL) 225-342-5840; (FAX) 225-342-5843; E-mail: Jeanette.vosburg@la.gov
Board of Regents	Linda Marino Administrative Assistant	Louisiana Board of Regents; P. O. Box 3677, Baton Rouge, LA 70821; (TEL) 225-342-4253; (FAX) 225-342-5326; E-mail: Linda.marino@la.gov

ENROLLED

Regular Session, 2010

ACT No. 54

HOUSE BILL NO. 1033

BY REPRESENTATIVES HOFFMANN, AUSTIN BADON, HENRY BURNS, TIM BURNS, CARMODY, CARTER, CHAMPAGNE, CONNICK, GISCLAIR, HARDY, KATZ, LABRUZZO, LIGI, NOWLIN, ROBIDEAUX, SIMON, SMILEY, WILLIAMS, AND WOOTON AND SENATORS APPEL, DONAHUE, DUPLESSIS, MARTINY, AND QUINN

AN ACT

To amend and reenact R.S. 17:10.1(B) and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, to be comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D), to enact R.S. 17:10.1(D), and to repeal Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, relative to professional employee quality development; to provide for evaluation programs for teachers and administrators; to provide for program purposes and definitions; to provide for local evaluation plans and elements required for such plans; to provide relative to the powers and duties of the State Board of Elementary and Secondary Education and local school boards; to provide for an advisory committee to make recommendations relative to the development of a value-added assessment model; to require the state superintendent of education to make certain information available to the public; to provide conditions for the issuance of teacher and higher level certificates; to delete requirements relative to informal evaluations; to require reporting; to provide for applicability; to provide for effectiveness; to repeal provisions relative to the Teacher Assistance and Assessment Program; and to provide for related matters.

Be it enacted by the Legislature of Louisiana:

Section 1. R.S. 17:10.1(B)and (C), Subpart A of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3881 through 3886, Subpart C of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3901 through 3905, and R.S. 17:3997(D) are hereby amended and reenacted and R.S. 17:10.1(D) is hereby enacted to read as follows:

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§10.1. School and district accountability system; purpose; responsibilities of state board

* * *

B. The State Board of Elementary and Secondary Education, hereafter referred to as the "state board", shall provide for a statewide system of accountability for schools and school districts based on student achievement and minimum standards for the approval of schools pursuant to R.S. 17:10. Beginning with the 2011-2012 school year, such system shall be based, in part, on growth in student achievement using a value-added assessment model as determined by the state board. The program shall include, at a minimum, clear and appropriate standards for schools and school districts, indicators for the assessment of schools and school districts, student achievement baselines, student growth targets, and appropriate minimum levels of student achievement for each public school and school district, rewards and corrective actions, specific intervals for assessment and reassessment of schools and school districts, a review process for evaluating growth targets, and technical assistance.

C. The state board shall develop and adopt a policy to invalidate student achievement growth data using a value-added assessment model for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of schools.

D.(1) The ~~State Board of Elementary and Secondary Education~~ state board shall, by rule, define "financially at risk" as a status of any city, parish, or other local public school board the unresolved finding of which subjects the school system and its board to the provisions of Chapter 9B of Title 39 of the Louisiana Revised Statutes of 1950 regarding the judicial appointment of a fiscal administrator.

(2) Each city, parish, or other local public school board shall be notified on a regular basis by the state Department of Education of its status related to the elements of the definition of financially at risk.

* * *

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SUBPART A. GENERAL PROVISIONS

§3881. Purpose

A. It is the purpose of this Part to establish periodic evaluations of performance and effectiveness, based in part on growth in student achievement using a value-added assessment model as determined by the board, and continuous professional development ~~and periodic monitoring of performance levels~~ as integral aspects of professional careers in education.

B. ~~(1) It is the purpose of the teacher assistance and assessment program to provide new teaching employees of the public school systems in this state with a system of leadership and support from experienced educators during the most formative stages of a teacher's experience in Louisiana schools.~~

~~(2) It is further the purpose of the teacher assistance and assessment program to provide assurance to the state, prior to the issuance of a permanent teacher certificate, that the new teaching employee demonstrates competency in the understanding and use of the basic components of effective teaching determined by the state to be the basis for effective professional performance.~~

~~C.~~ It is the purpose of the professional employee evaluation program to:

(1) Provide assurance to the citizens of the state that the quality of instruction and administrative performance in each public school system, building, and classroom is being ~~monitored~~ evaluated and maintained at levels essential for effective schools~~.~~ in an attempt to ensure that every student is taught by an effective teacher and every school is managed by an effective school leader.

(2) Provide clear performance expectations and significant regular information on ~~that~~ such performance to ~~each teacher and administrator~~ all teachers and administrators in the public schools while protecting their dignity and right to fair and equitable treatment.

(3) Provide a consistent means for teachers and administrators to obtain assistance in the development of essential teaching or administrative skills.

(4) ~~To establish~~ Establish professional development as an integral and expected part of a professional career in education, including both the employee's

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commitment to participating and the employer's commitment to providing the time and resources necessary.

§3882. Definitions.

For the purposes of this Part, the following definitions shall apply:

(1) ~~"Administrator" means any person whose employment requires professional certification issued under the rules of the board or who is employed in a professional capacity other than a teacher.~~ "Board" means the State Board of Elementary and Secondary Education.

~~(2) "Assessment" means the process by which the state determines whether a teacher who is seeking to retain or acquire a regular teacher certificate can sufficiently demonstrate the components of effective teaching to qualify for the teaching credential being sought.~~

~~(3)~~(2) "Components of effective teaching" means the elements of teaching performance defined by the board, ~~upon the advice of a panel of persons representing~~ in formal, recognized collaboration with educators and ~~others~~ other stakeholders involved in education, to be critical to providing effective classroom instruction. As used in the ~~assessment and~~ evaluation programs, the term includes any elements of the components being rated.

~~(4) "Evaluation" means the process by which a local board monitors the continuing performance of its teachers and administrators.~~

~~(5) "Evaluation period" means the period of time during each school year during which the evaluation program provided in Subpart C of this Part will be conducted.~~

~~(6)(a) For the purposes of the teacher assistance and assessment program, "teacher" means any full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting who is not an administrator, who is so employed for the first time in a school in this state after August 1, 1994, and who either holds a regular teaching certificate which when issued was valid for three years or who is authorized under law or board regulation to teach temporarily while seeking a regular teaching~~

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~~certificate. For the purposes of the teacher assistance and assessment program, "teacher" shall not include any experienced teacher moving to Louisiana from another state who provides appropriate evaluation results from his immediate previous teaching assignment.~~

~~(b) For the purposes of the personnel evaluation program, "teacher" means any person employed as a full-time employee of a local board who is engaged to directly and regularly provide instruction to students in any elementary, secondary, or special education school setting, including a librarian, an assessment teacher, a speech therapist, and a counselor, who is not an administrator, who has successfully completed the teacher assistance and assessment program, as required in Subpart B of this Part, or who is not required to participate in the teacher assistance and assessment program.~~

(3) "Department" means the state Department of Education.

(4) "Evaluation" means the process by which a local board monitors the continuing performance of its teachers and administrators.

(5) "Local board" means a city, parish, or other local public school board.

(6) "Performance expectations " means the elements of effective leadership approved by the board that shall be included as evaluation criteria for all building-level administrators.

(7) "Teacher" or "Administrator" means any person whose employment requires professional certification issued under the rules of the board.

§3883. State Board of Elementary and Secondary Education; powers and duties

A. The board shall:

(1) Establish the components of effective ~~teaching. These components~~ teaching, including measures of effectiveness, which shall be periodically reviewed and revised as necessary. ~~as becomes appropriate with increased experience and knowledge.~~

(2) Develop, adopt, and promulgate, in accordance with the Administrative Procedure Act, all rules necessary for the implementation of this Part.

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(3) Set standards ~~for the assessment teams in the assistance and assessment program~~ to use in determining whether the teacher has successfully ~~completed the assistance and assessment program and~~ met the ~~assessment~~ evaluation qualifications for retaining or acquiring regular teacher certification.

(4) ~~Provide for the training of all mentor teachers and assessors for the teacher assistance and assessment program as well as provide for the basis for necessary training for those doing evaluations pursuant to the school personnel evaluation.~~

~~(5)~~ Conduct training and regular staff development in evaluation skills as needed.

(5) Develop and adopt grievance procedure requirements for any teacher or administrator aggrieved by any rating by a local board which results from the implementation of this Part. Such requirements shall contain, at a minimum, provisions for the following:

(a) That the teacher or administrator be provided a copy of the evaluation and the evaluators' data recording forms and any documentation related thereto and be entitled to respond as provided in R.S. 17:3884.

(b) That the teacher or administrator be assured of due process, including representation, in all aspects of the evaluation grievance procedures.

(c) That the local board shall administer the evaluation in a fair, objective, and consistent manner and shall comply with all rules and regulations adopted by the board and that the failure to do so shall be a grievable matter.

(6)(a) Require the state superintendent of education to appoint and convene an Educator Evaluation Advisory Committee to make recommendations to the board regarding the development of a value-added assessment model, the identification of measures of student growth for grades and subjects for which value-added data is not available and for personnel for whom value-added data is not available, and the adoption of standards of effectiveness. The membership of the advisory committee shall be approved by the board, and at least fifty percent of the membership shall be comprised of practicing classroom educators. The advisory committee shall include

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but not be limited to at least two parents of public school students and following groups or organizations as follows:

(i) One member appointed by the Associated Professional Educators of Louisiana.

(ii) One member appointed by the Louisiana Association of Educators.

(iii) One member appointed by the Louisiana Federation of Teachers.

(iv) One member appointed by the Louisiana Association of School Superintendents.

(v) One member appointed by the Louisiana Association of Principals.

(vi) One member appointed by the Louisiana Association of Public Charter Schools.

(vii) Two members of the Senate Committee on Education, appointed by the chairman thereof.

(viii) Two members of the House Committee on Education, appointed by the chairman thereof.

(ix) One member appointed by each member of the State Board of Elementary and Secondary Education.

(b) The members of the committee shall serve without compensation.

(c) The initial meeting of the committee shall be held not later than September 30, 2010.

(d) The committee shall submit its initial recommendations to the board and the Senate and House committees on education by not later than April 30, 2012.

(7) Submit a written report to the Senate Committee on Education and the House Committee on Education not later than sixty days prior to the 2011 and the 2012 regular sessions of the legislature regarding the status of the development of the value-added assessment model as specified in R.S. 17:3902(B)(5) and the methodology used in such development. The committees may meet separately or jointly and may disapprove the assessment model so presented upon majority vote of each committee, if the committees determine that the methodology is arbitrary or not evidence-based.

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(8) Beginning in 2013 and thereafter, submit a written report to the Senate Committee on Education and the House Committee on Education, not later than March first of each year, and at such other times as requested by the committees, regarding the implementation, results, and effectiveness of the value-added assessment model as provided in this Part.

~~(6) Require the department to monitor the assistance and assessment program established pursuant to the provisions of this Part. The method to be used in monitoring the program shall be established by the department with the approval of the board and shall be sufficient to determine whether a program has been implemented, to what extent it has been implemented, and whether such program complies with the provisions of this Part.~~

~~(7)(a) Create, by rule, a system to provide a grievance procedure for any teacher or administrator aggrieved by any result or action which results from the implementation of this Part.~~

~~(b) Such a system shall contain, at a minimum, provisions for the following:~~

~~(i) That the teacher or administrator be provided a copy of the assessment or evaluation and the assessors' or evaluators' data recording forms and any documentation related thereto and be entitled to respond as provided in R.S. 17:3884.~~

~~(ii) That the teacher or administrator be assured of due process, including representation, in all aspects of the assessment and evaluation grievance procedures, including that any hearing officer required to conduct a hearing on a grievance shall be an employee of or contracted by the office of the attorney general.~~

~~(iii) That the agencies and their employees, whether state or local, shall administer the program in a fair, objective, and consistent manner, and shall comply with all rules and regulations adopted by the board and that the failure to do so shall be a grievable matter.~~

B. The board may:

(1) Make recommendations to the legislature regarding any changes needed to this Part.

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(2) Establish state review teams, as needed, to review the school personnel evaluation plans for compliance with ~~law and regulation, for the implementation of~~ all applicable laws and regulations to implement such evaluation plans and to provide for the exchange of information regarding them.

(3) Continue to develop, test, and improve the process and content of professional ~~assessment and~~ evaluation with input from appropriate educator ~~groups and panels.~~ groups.

(4) Continue to expand ~~the opportunity~~ opportunities for the growth and development of professional employees.

(5)(a) Request that the department ~~when deemed necessary to~~ monitor ~~an~~ evaluation ~~program established pursuant to the provisions of this Part.~~ programs as necessary. The method to be used in monitoring such programs shall be established by the department with the approval of the board and shall be sufficient to determine ~~whether such programs have been implemented, to what~~ the extent ~~they~~ to which any programs have been implemented, and whether such programs comply with the provisions of this Part. The department shall submit a report to the Senate Committee on Education and the House Committee on Education which contains the details of any monitoring methods developed pursuant to this Subparagraph.

(b) If, in conducting such monitoring, the department determines that a school system has failed to implement its evaluation program ~~of personnel evaluation~~ or ~~that a school system~~ has otherwise failed to comply with the provisions of this Part, the department shall notify the local board of such failure, and the school system shall correct such failure within sixty calendar days after receiving such notification. The department also shall ~~also~~ notify the board of such failure, by the school system.

(c) If the ~~failures are~~ failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such school system the department deems appropriate which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made.

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The board shall act upon such recommendation within sixty calendar days after its ~~receipt.~~ receipt of the notification.

§3884. ~~Assessment and evaluation~~ Evaluation records; response; access

A.(1) Each ~~assessment and~~ evaluation required in this Part shall be documented in writing and a copy shall be transmitted to the school employee not later than fifteen days after the ~~assessment or~~ evaluation takes place. The employee shall have the right to initiate a written reaction or response to the ~~assessment or~~ evaluation. Such response and ~~assessment or~~ evaluation shall become a permanent attachment to the ~~single~~ official personnel file for the employee.

(2) After the ~~assessment or~~ evaluation and any documentation related thereto has been transmitted to the employee, upon request of the employee, and before the end of the school year, a meeting shall be held between the employee and the appropriate official of the local ~~governing~~ board in order that the employee may respond to the ~~assessment or~~ evaluation and have the opportunity to amend, remove, or strike any information proven to be inaccurate or invalid ~~information~~ as may be found within the written documentation and from the employee's personnel file. The employee shall have the right to receive proof by documentation of any item contained in the ~~assessment or~~ evaluation that the employee believes to be inaccurate, invalid, or misrepresented. If such documentation is not presented, such items shall be removed from the ~~assessment or~~ evaluation record and shall not be the basis for any decision of the board regarding certification or the local board regarding any employee action.

B. Copies of the ~~assessment or~~ evaluation results and any documentation related thereto of any school employee may be retained by the local board, the board, or the department and, if retained, are confidential, do not constitute a public record, and shall not be released or shown to any person except:

(1) To the ~~assessed or~~ evaluated school employee or his designated representative.

(2) To authorized school system officers and employees for all personnel matters, including employment application, and for any hearing, which relates to

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personnel matters, which includes the authorized representative of any school or school system, public or private, to which the employee has made application for employment.

(3) For introduction in evidence or discovery in any court action between the board and a teacher in which either:

(a) The competency of the teacher is at issue.

(b) The ~~assessment and~~ evaluation was an exhibit at a hearing, the result of which is challenged.

C. The superintendent of education shall make available to the public ~~such~~ the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational ~~personnel, but shall not reveal information pertaining to the assessment and evaluation report of a particular employee.~~ personnel but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

D. Any local board wishing to hire a person who has been ~~assessed or~~ evaluated pursuant to this Chapter, whether that person is already employed by that school system or not, shall request such person's ~~assessment and~~ evaluation results as part of the application process. The board to which application is being made shall inform the applicant that as part of the mandated process, the applicant's ~~assessment and evaluations~~ evaluation results will be requested. The applicant shall be given the opportunity to apply, review the information received, and provide any response or information the applicant deems appropriate.

§3885. Beginning and Continuing Teacher Assistance

A. During the first three years of employment, beginning teachers shall be provided by the local board with professional development opportunities and assistance designed to enhance teaching competencies in accordance with rules and regulations promulgated by the board.

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B. The local board shall provide targeted professional development to teachers to address deficiencies identified in the evaluation process

§3886. Teaching credentials; regular certification, permanent certification; effect of evaluation

A. If a teacher's evaluation demonstrates that he has met the standard for effectiveness as determined by the board, using value-added data, for three years during the initial certification or renewal process, a certificate shall be issued or renewed unless the board receives evidence from the local board, through an appeal, that justifies discontinuation. Similarly, if a teacher's evaluation demonstrates that he has not met the standard for effectiveness as determined by the board, using either value-added data or other components of the evaluation, for three years during the initial certification or renewal process, the board shall not issue or renew a certificate unless evidence of effectiveness is received from the local board, through an appeal, that justifies the issuance of a certificate.

B. Persons who seek a regular teacher certificate and hold a teacher certificate from out of state and have out-of-state teaching experience of three years or more shall not be credited with their years of teaching experience in the issuance of any teaching credential until receipt of a successful evaluation as provided by board policy.

SUBPART C. SCHOOL PERSONNEL EVALUATION

§3901. Applicability

~~Beginning with the 1994-1995 school year, this~~ This Subpart and the program provided herein shall apply to all teachers and administrators.

§3902. Evaluation program; process

A.~~(1) Not less often than once every three years, every~~ Every teacher and administrator who has been employed ~~as such for more than three years~~ by a local board shall be formally evaluated annually by the local board pursuant to this Subpart.

~~(2) The performance of a teacher or an administrator who has been employed as such for three years or less shall be formally evaluated annually.~~

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~~(3) In every school year when the performance of a teacher or administrator is not formally evaluated, the local board shall evaluate such employee informally.~~

B. The elements of evaluation ~~are:~~ and standards for effectiveness shall be defined by the board pursuant to rules and regulations promulgated for such purpose. Such rules and regulations shall require that, at a minimum, local evaluation plans contain the following elements:

(1) A job description. The local board shall establish a job description for every category of teacher and administrator pursuant to its evaluation plan. Such job descriptions shall contain the ~~elements~~ criteria on which the teacher or administrator ~~will~~ shall be evaluated. Each teacher or administrator shall be provided with his job description prior to the beginning of his first employment in the school system in his position and each time the job description is revised. The teacher or administrator shall acknowledge receipt of the job description by signing a copy thereof.

(2) A professional growth plan. A professional growth plan shall be developed by each teacher and administrator, collaboratively with his ~~evaluator,~~ evaluator or evaluators during the beginning of each evaluation period. Such plan shall be designed to assist each teacher and administrator in meeting the standards for effectiveness, effectively addressing the social, developmental, and emotional needs of students and maintaining a classroom environment that is conducive to learning. Each such plan shall include a statement of the professional development objectives of the teacher or administrator as well as the strategies the teacher or administrator intends to employ toward the realization of each objective.

(3) ~~Self-evaluation. Each teacher and administrator shall, throughout the evaluation period, conduct a personal review of his performance, assessing strengths and weaknesses and assessing his progress toward the realization of the objectives in his professional growth plan.~~

~~(4)~~ Observation and conferencing. The evaluator or evaluators of each teacher or administrator shall conduct a pre-observation conference during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. A teacher shall provide information concerning the planning of the

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lesson to be observed as well as any other information the teacher considers pertinent. The observation shall occur at a time and place established in advance, shall be of sufficient duration to provide meaningful data which, in the case of a teacher, shall be not less than the duration of one complete lesson. In the case of a teacher, the observation shall be conducted using the components of effective teaching, as well as any additional local board criteria included in the job description. In the case of an administrator, the observation may consist of the collection of prescribed performance documentation and shall be conducted using applicable components of effective teaching, elements prescribed by board rule, and any additional local board criteria included in the job description. A post-observation conference shall be conducted to discuss commendation and recommendations.

~~(5)~~(4) Classroom visitation. The evaluator may, on his own initiative or upon the request of a teacher or administrator he has evaluated, periodically visit the teacher or administrator to monitor progress toward achievement of professional growth plan objectives and provide support or assistance.

(5) Measure of effectiveness. By the beginning of the 2012-2013 school year, fifty percent of such evaluations shall be based on evidence of growth in student achievement using a value-added assessment model as determined by the board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available and for personnel for whom value-added data is not available, the board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

C.(1) ~~Formal evaluation shall consist of observation and conferencing in addition to the other elements of evaluation.~~

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~~(2) Informal evaluation shall consist of all elements except observation and conferencing.~~

~~D.(1)~~ At the conclusion of each year's evaluation, the evaluator or evaluators shall determine whether the teacher or administrator is ~~satisfactory~~ effective or ~~unsatisfactory~~ ineffective pursuant to the ~~local board's~~ evaluation plan. Such determination shall be transmitted to the local board.

(2)(a) Any teacher or administrator who fails to meet the ~~local board's~~ standard of performance with regard to effectiveness shall be placed in an intensive assistance program designed to address the complexity of the teacher's deficiencies and shall be formally re-evaluated. A teacher or administrator shall be informed in writing of placement in an intensive assistance program and provided in writing with the reasons for such placement.

(b) Each intensive assistance program shall be ~~individually~~ designed for the individual teacher or administrator involving ~~collaboratively with~~ the evaluator or evaluators and the teacher or administrator and shall include at a minimum:

(i) Specific steps ~~that should~~ to be taken to improve.

(ii) The assistance, support, and resources ~~that are~~ to be provided by the local board.

(iii) An expected time line for achieving the objectives and the procedures for monitoring progress including observations and conferences. The time line shall not exceed two years.

(iv) The action ~~that will~~ to be taken if improvement is not demonstrated.

(v) If the intensive assistance program required pursuant to this Paragraph is not completed in conformity with its provisions or if the teacher or administrator ~~still performs unsatisfactorily~~ is determined to be ineffective after a formal evaluation conducted immediately upon completion of the program, then the local board shall timely initiate termination proceedings pursuant to Part II of Chapter 2 of this Title ~~within six months following such unsatisfactory performance~~.

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(3) The board shall determine a standard for highly effective teachers for use by local boards to recognize, reward, and retain teachers who demonstrate a high level of effectiveness.

~~E.~~ D. Nothing contained in this Section shall diminish the right of the local board to evaluate employees or to make employment decisions or of principals and other employees with supervisory responsibilities to observe the employees they supervise.

§3903. Evaluators; selection and training

A. Each local board shall ~~create~~ establish and maintain an accountability relationships ~~register.~~ register in accordance with rules adopted by the board for such purpose. The register shall contain clear definition of who shall be the evaluator or evaluators of whom within the ranks of teachers and administrators. The ~~evaluator~~ evaluators of classroom teachers shall ~~always~~ be defined as the school principal or assistant principal or ~~equivalent level supervisor designee.~~ his respective supervisory level designees.

B. Every employee with responsibility for evaluating a teacher or administrator shall receive training as provided in this Part.

§3904. Local boards; power and duties

A. Each local board shall:

(1) Develop and maintain a program of local evaluation in accordance with rules and regulation promulgated by the board for every teacher and administrator employed by the local board.

(2) Create, ~~revise as necessary,~~ revise, and disseminate to each professional employee a job description which shall be the statement of performance ~~expectation~~ expectations and the basis of any evaluation criteria conducted pursuant to this Subpart. ~~For teachers, the job description shall specifically contain all applicable components of effective teaching and any additional elements adopted by the local board.~~

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(3) Cooperate with the board and the department in whatever manner is necessary to implement this Subpart, including providing for the training of evaluators.

(4) Assist in developing the mechanisms necessary for rapid transmission of evaluation information and reports to teachers and administrators and for maintenance of the confidentiality of such information, except for information to be made available to the public in accordance with R.S. 17:3884(C).

(5) Incorporate the evaluation plan required by this Subpart into its general employee policies.

~~(a) Establish an evaluation steering committee as provided by the board.~~

~~(b) The steering committee shall develop a plan to monitor, review, and submit recommendations to the local board concerning needed changes in the school personnel evaluation plan of the local board.~~

(6) Incorporate ~~any~~ the elements of the program in this Subpart into any performance-based contracts with its employees.

B. Each local board ~~may:~~ may

~~(1) Incorporate the evaluation plan required by this Subpart into its general employee policies.~~

~~(2) Expand~~ expand the scope of the program in this Subpart to ~~provide for~~ apply to all employees of the board.

~~(3) Incorporate the any elements of the program in this Subpart into any performance-based contracts with its employees.~~

§3905. Reports to the department

The department may request a local board to submit to the department the local evaluation plan and the accountability relationships registry, including such revisions as are made for the succeeding evaluation period and upon such request, the local board shall provide the requested information in a timely manner.

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§3997. Charter school employees

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D.(1)(a) ~~The~~ Each governing authority of ~~any~~ a charter school ~~may determine whether the members of the faculty and staff of the school are going to participate in any assessment and evaluation program required by the state, including the teacher assistance and assessment program pursuant to the Children First Act. For those schools choosing not to participate in the teacher assistance and assessment program, three years of successful teaching within the charter school shall be deemed to meet the provisions of R.S. 17:3891 which require the successful completion of the teacher assistance and assessment program in order to obtain or retain a regular teacher certificate. However, such regular teacher certificate is only valid for teaching within a charter school, and any teacher with such certificate hired to teach in a public school other than a charter school shall be required to successfully complete the teacher assistance and assessment program.~~ annually shall evaluate every teacher and administrator employed at the school using the value-added assessment model and measures of student growth as determined by the State Board of Elementary and Secondary Education pursuant to R.S. 17:3902(B)(5).

(b) The governing authority of a charter school shall terminate the employment of any teacher or administrator determined to be ineffective for three consecutive years pursuant to the evaluation required by this Section.

(2) By the beginning of the 2012-2013 school year, fifty percent of each teacher and administrator evaluation conducted pursuant to Paragraph (1) of this Subsection shall be based on evidence of growth in student achievement using the value-added assessment model as determined by the state board for grade levels and subjects for which value-added data is available. For grade levels and subjects for which value-added data is not available, the state board shall establish measures of student growth. The model shall take into account important student factors, including but not limited to special education, eligibility for free or reduced price meals, student attendance, and student discipline. The state board shall develop and adopt a policy to invalidate such student growth data for any teacher for any school year in which there is a natural disaster or any other unexpected event that results in the temporary closure of the school.

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(3) The state superintendent of education shall make available to the public the data specified in R.S. 17:3902(B)(5) as may be useful for conducting statistical analyses and evaluations of educational personnel, but shall not reveal information pertaining to the evaluation report of a particular employee. Beginning with the 2012-2013 school year, such public information may include school level student growth data as specified in R.S. 17:3902(B)(5).

(4)(a) The State Board of Elementary and Secondary Education may request that the state Department of Education monitor evaluation programs established pursuant to this Section as necessary. The method to be used in monitoring such programs shall be established by the department with the approval of the board and shall be sufficient to determine the extent to which any programs have been implemented, and whether such programs comply with the provisions of this Section.

(b) If, in conducting such monitoring, the department determines that the governing authority of a charter school has failed to implement its evaluation program or has otherwise failed to comply with the provisions of this Section, the department shall notify the charter school governing authority of such failure, and the charter school governing authority shall correct such failure within sixty calendar days after receiving such notification. The department also shall notify the State Board of Elementary and Secondary Education of such failure, by the charter school governing authority.

(c) If the failure is not corrected within the prescribed sixty calendar days, the department shall notify the board of such continued failure and shall recommend to the board whatever sanctions against such charter school governing authority the department deems appropriate, which may include withholding funds distributed pursuant to the minimum foundation program formula until the corrections are made. The board shall act upon such recommendation within sixty calendar days after its receipt of the notification.

Section 2. For the 2010-2011 school year, notwithstanding any law, rule, or regulation to the contrary, each city, parish, and other local public school board shall be allowed to continue to use the personnel evaluation plan as prescribed by each board's policy

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on the effective date of this Act. For the 2011-2012 school year, if the State Board of Elementary and Secondary Education fails to promulgate the rules and regulations necessary to implement the provisions of this Act at least sixty days prior to the beginning of the school year, each city, parish, and other local public school board shall be allowed to continue to use the personnel evaluation plan as prescribed by each board's policy on the effective date of this Act.

Section 3. The Louisiana state superintendent of education and every employee of the Department of Education who makes over one hundred thousand dollars shall be evaluated using the same standards and criteria as teachers and administrators evaluated pursuant to the provisions of this Act.

Section 4. Subpart B of Part II of Chapter 39 of Title 17 of the Louisiana Revised Statutes of 1950, comprised of R.S. 17:3891 through 3895, is hereby repealed in its entirety.

Section 5. This Act shall become effective upon signature by the governor or, if not signed by the governor, upon expiration of the time for bills to become law without signature by the governor, as provided by Article III, Section 18 of the Constitution of Louisiana. If vetoed by the governor and subsequently approved by the legislature, this Act shall become effective on the day following such approval.

_____
SPEAKER OF THE HOUSE OF REPRESENTATIVES

_____
PRESIDENT OF THE SENATE

_____
GOVERNOR OF THE STATE OF LOUISIANA

APPROVED: _____

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Teacher Advancement Program (TAP)

School Review:
I. Reviewer Guidance Booklet
(Internal Use Only)

2009-2010

www.tapsystem.org

National Institute for Excellence in Teaching

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NIET PROGRAM REVIEW

Statement of Purpose

The program review was developed to collect and maintain data on the quality of TAP implementation at the various school sites. Beginning in the 2006-2007 school year, NIET restructured the TAP program review process to utilize regionally assigned personnel to assess TAP school training and improvement efforts. Program review is intended to be a cost-effective process that can be replicated with national program growth.

Description of Program Review Process

Regional TAP directors and NIET staff supporting schools without directors act as the primary program review evaluators. In contrast to an "event," program review should be embedded in your regular director role. Essentially, as you conduct your usual site visits and monitoring activities of the schools you work with, you will collect anecdotal information to gauge the implementation progress.

Viewing all of the program review elements formally and *informally* throughout the year will provide adequate information from which you will determine a culminating score for each of the areas that program review assesses. In addition, you will indicate an overall area of reinforcement and refinement. Of course, you can use the data for on-going coaching and training in needed areas and/or the general improvement of overall TAP implementation.

Supporting Documents

This ***Reviewer Guidance Booklet (PR 1)*** explains the program review procedures, timelines, and scoring rubrics. Please note that this document is for internal use and is not for distribution to schools.

The ***Reviewer Workbook (PR 2)*** provides space for your ongoing anecdotal notes as well as documentation for final score determination. While this particular document is not mandatory, you are expected to keep some sort of record of visits and relevant communications. The ***Reviewer Workbook*** or equivalent documentation will be *required* for backup documentation. As necessary, the back-up documentation may be requested for the justification of scores, for catastrophic loss of data or data error, or for a quality control measure of the process, which can be connected to the ongoing director training process.

> At the end of the ***Reviewer Workbook (PR 2)*** you will find the one-page *Summary Score Report.* Please use this (or a similar document developed locally) to report the culminating implementation scores from each school site. By **May 29th, 2010**, submit this document to Teddy Broussard (tbroussard@tapsystem.org) with the NIET national office. NIET will track review scores and provide on-going analyses of the review data.

The ***School Guidance Booklet (PR 3)*** is an informational document that can be given to school leadership teams as needed. This document contains a statement from Dr. Gary Stark, a brief overview of the program review process and the criteria or rubrics on which their implementation will be evaluated.

School Level Communication of Scores

As your schools' reviewer, you may determine your role in the communication of scores and/or feedback to the schools. In addition, you will determine whether the communication of formal scores is appropriate. You are expected to submit your communication plan and confer with Teddy Broussard regarding this matter by February of 2010.

General Timeline for the Review Process

1. June/July- Formal Trainings / TSI
2. August- School year begins for a new or existing implementation
3. September- Training and coaching on-going
4. October- Training and coaching on-going
5. November- Training and coaching on-going, collect implementation data*
6. December- Training and coaching on-going, collect implementation data *
7. January- Training and coaching on-going, collect implementation data , submit communication plan to Teddy Broussard*
8. February- Training and coaching on-going, collect implementation data *
9. March- Training and coaching on-going, collect implementation data **
10. April- Training and coaching on-going, collect implementation data **
11. May- Deadline for Program Summary Score Reports

(*) Start collecting implementation documentation in the Reviewer's Workbook (or another equivalent documentation system you may determine) during routine support visits. This effort should be an informal and embedded data collection process on your part.

(**) You may utilize a more "formalized" informal process culminating during the months of March and April. Although you have been providing the on-going support and gathering data throughout the year, you may utilize a more defined and communicated timeframe for the reviews to be conducted during the months of March and April. This approach may be more advantageous for new schools, given their degree of program understanding during the start-up phase in the implementation process.

Summary Comments

Again, you have the discretion to utilize this process as a separate training/coaching experience or to integrate the program review into your on-going and routine improvement efforts. This implementation review process is directly linked to TAP director training and the director's responsibilities associated with site level implementation. Therefore the on-going evaluation of directors and additional training needs will be based in part on the completeness, appropriate submission, and demonstrated validity of the reviews.

(The information below, reflected in the *School Guidance Booklet (PR 3),* is available for you to give to your schools as a resource in preparation of the review process. It primarily communicates the criteria for the on-going informal data collection process.)

National Institute for Excellence in Teaching

PROGRAM REVIEW OVERVIEW

The program review measures how fully and effectively TAP is being implemented at a school site. The **quantitative (structure)** review includes practices and outcomes related to training and certification and basic implementation and structure of the four TAP elements. The **qualitative (process)** review includes practices and outcomes related to cluster group operations, master/mentor instructional leadership, and principal leadership. The qualitative review also examines cluster group meeting records and leadership team meeting logs.

The program review will be conducted by the TAP state director or a designee of the National Institute for Excellence in Teaching (NIET). Throughout the school year, the director or designee will monitor the areas mentioned above. Information gathered throughout the year will be used to produce an overall quantitative and qualitative score for each area, which will be scored on an aligned rubric using a scale of 1 to 5, with 5 representing the fullest, most complete and high quality level of implementation.

The following pages detail the areas of TAP implementation and each of the rubrics that will be used to measure implementation. We recommend that your leadership team reviews this packet together with your director or NIET designee.

AREAS OF TAP IMPLEMENTATION EXPLAINED

The following section details each area and a summary of the rubrics and indicators used to measure the particular area. It is the school's responsibility to have the documentation, interview, or observation prepared for review when the TAP state director or NIET designee plans to visit the school throughout the year.

Quantitative Review			
Area to be reviewed	**Description**	**Possible Sources of Evidence ***	**Rubric Page**
A.1. Leadership Team Training & Certification	This indicator has two sub-sections; the first sub-section measures the number and percentage of leadership team members who have successfully completed each of the TAP Training Workshops (PSTS, PBCTE, and BCTE). The second sub-section measures the number and percentage of leadership team members who are certified TAP evaluators. Additionally, these indicators take into consideration the efficacy of the plan to train or certify those members of the leadership team who are new to their positions or who were unable to participate in the regular training program in a timely fashion.	• TAP school training calendar and attendance roster • Plan for retraining and/or recertifying as needed	page 8
A.2. Career Teachers Training: *Ongoing Applied Professional Growth*	Measures the quantity and quality of training opportunities provided to career teachers to learn about cluster groups' organization and operation; to improve career teachers' skills in data analysis, standards alignment, and individual growth plans, and how to use TAP's *STEPS for Effective Learning* for instructional improvement.	• Cluster meeting records • Faculty meetings agendas • Agenda from Start-up of TAP School Workshops • Evidence of availability of Cluster Handbook • Director's ongoing observations of cluster meetings	page 8
A.3. Career Teachers Training: *Teacher Evaluation and Performance-based Accountability*	Measures the opportunity the TAP leadership team provided to career teachers to learn and understand all of the components of the TAP Teacher Performance-based Accountability system.	• Cluster meeting records • Faculty meetings agendas • Evidence that teachers have copies of policies, standards, and scoring rubrics • Handouts from value-added presentations • Evidence that teachers are knowledgeable about TEPAG.	page 9

* The TAP director will communicate to you which of these are necessary

Quantitative Review			
Area to be reviewed	**Description**	**Possible Sources of Evidence ***	**Rubric Page**
B.1. Expanding the Supply of Quality Teachers: *Competitive Hiring*	Measures the rigor of competition that schools used to select master and mentor teachers. Elements measured include the criteria from which master/mentor candidates were assessed (e.g. teaching portfolio, observation or videotape of teaching, documented student achievement).	• Principal/hiring committee records/notes from hiring process • Master teachers' resumes • Personal knowledge based on participation in hiring process	page 9
B.2. Multiple Career Paths: *Configuration*	Measures how well each school has adhered to the guidelines for putting in place the structural supports needed for master and mentor teachers to effectively fulfill their job responsibilities. Elements measured include master and mentor ratios, salary augmentation, clear job descriptions, and release time.	• Samples of contract addendums • Master/mentor teacher schedules • Counts of staff	page 10
B.3. Ongoing Applied Professional Growth: *Structure*	Measures how well each school has institutionalized the structures needed for all teachers to effectively participate in cluster group professional growth activities. Additionally, this indicator takes into consideration whether students are engaged in academically rigorous activities while their teachers are involved in cluster group work.	• Cluster schedule • Class schedule during cluster time • Leadership team meeting records	page 10
B.4. Teacher Evaluation and Performance-based Accountability: *Preparation*	Measures how well each school has put in place the necessary support structures needed to implement a performance-based accountability system.	• Minutes from board meetings • Contract with value-added calculations vendor • Anecdotal principal and/or other leadership team member interviews	page 11
B.5.a Teacher Evaluation and Performance-based Accountability: *Implementation Structure*	a. The first sub-section measures how well each school has adhered to the guidelines for implementing the TAP evaluation system in terms of frequency of evaluations, type of evaluations, and the attention to inter-rater reliability. *Years one and two and beyond are measured using separate rubrics*.	• Evaluation reports • Evaluation records (PAMS when available) • Leadership team meeting records	page 12
B.5.b. Teacher Evaluation and Performance-based Accountability: *Implementation Process*	b. The second sub-section uses a rubric to measure the quality of the teacher performance-based evaluation conference plans with particular focus on the quality of the refinement and reinforcement objectives identified by the TAP evaluator. *This section is for year two and beyond schools.*	• Post-conference plans	page 13

Qualitative Review			
Area to be reviewed	**Description**	**Possible Sources of Evidence ***	**Rubric page**
C.1. Cluster Groups Operation	Measures how effectively cluster groups are operating. The reviewers observe typical cluster meetings throughout the year during regular site visits. The purpose is to provide the leadership team with both systemic and specific feedback for cluster improvement. *The Cluster Group Observation Rubric* is used to evaluate cluster goals, activities, and their connection to student need/classroom instruction and the larger school plan. One score is assigned to the clusters to represent the school's overall quality of cluster implementation.	• Ongoing observations of a variety of cluster groups • Cluster meeting records (including the Cluster Long Range Plan)	page 14
C.2. Master/Mentor Instructional Leadership	Measures how efficiently and effectively the master and mentor teachers have worked with mentors (as applicable) and career teachers to improve class wide student performance/classroom instruction. The reviewers(s) review IGPs to evaluate IGP goals, activities, and follow-up during regular site visits throughout the year. This area is assessed by the *Master/Mentor Instructional Leadership Rubric* and pays special attention to how, using the STEPS framework, these elements link the student need to improved classroom instruction, as well as how well they are aligned to the larger cluster and school plan**.**	• Ongoing work with master and mentor teachers • IGPs and other documents representative of the work of all master and mentor teachers with career teachers • Quantified and compact student data	page 15
C.3. Principal Leadership	Measures the principal's knowledge and leadership of TAP toward increasing student achievement. During the reviewer's ongoing interactions with the principal, the reviewer will ask the principal questions about how the school is utilizing the TAP processes and assessment to increase student achievement. The reviewer may discuss the school's record-keeping system for TAP evaluation scores and any interventions that have been made because of them. The principal should review the *Principal Leadership Rubric* included in this document.	• School and Cluster Plan • Student assessment data • Examples of interventions based on formative assessment • Evaluation records	page 16-17
C.4. Cluster Group Meeting Records	Measures how effectively cluster groups are operating. The reviewers assess the cluster documentation during regular site visits throughout the year. The *Cluster Group Record Rubric* is used to evaluate cluster goals, activities, and their connection to student need/classroom instruction, and the larger school plan**.**	• Documents (Cluster Meeting Records and Long-Range Plans) for each cluster in the school	page 18
C.5. Leadership Team Meetings	Measures the extent to which the leadership team meetings are monitoring the TAP process in the school. The *Leadership Team Meeting Log Rubric* is used to assess this area.	• LT Meeting Log(s) representing the leadership team's work during the year • Observations of leadership team meetings	page 19

SCORING RUBRICS: Quantitative

A. Training & Certification

A.1. Leadership Team Training & Certification		
5	**3**	**1**
• All members of the leadership team have received each of the TAP trainings. • All members of the leadership team are certified TAP evaluators.	• 80% of the leadership team have received training. • 80% of the leadership team are certified TAP evaluators. **OR:** • Not all members are certified/trained, but there is a plan in place with scheduled dates and times for training all staff and for certifying all evaluators. Everyone has been informed of this information.	• Less than 60% of the leadership team have received training. • Less than 60% of the leadership team are certified TAP Evaluators. **OR:** • Not all leadership team members are trained, and there is no specific plan in place to train those who have not received training or certification.

A.2. Career Teacher Training: Ongoing Applied Professional Growth		
5	**3**	**1**
There is **strong** evidence of redundancy of training and information provided to career teachers regarding cluster group operations, test analysis, standards alignment, individual growth plans, and the STEPS for effective learning. • All teachers have ready access to Cluster Group Handbook. • More than three Cluster Group Records for each aspect • Master or mentor providing coaching to individual teachers • Material was presented at an Opening of TAP School Workshop or other staff meeting with follow-up throughout the year.	There is evidence that career teachers were provided training and information regarding cluster group operations, test analysis, standards alignment, individual growth plans and the STEPS for Effective Learning. • Teachers have ready access to Cluster Group Handbook. • At least three Cluster Group Records covered material. • Material was presented at an Opening of TAP School Workshop or other staff meeting.	There is **little** evidence that career teachers were provided training or information regarding cluster group operations, test analysis, standards alignment, individual growth plans or STEPS for Effective Learning. • Teachers do not have access to the Cluster Group Handbook. • One or fewer Cluster Group Records covered material. • Material was not presented at an Opening of TAP School Workshop or other staff meeting.

A.3. Career Teacher Training: Teacher Evaluation Performance Award		
5	**3**	**1**
There is **strong** evidence that career teachers were provided with redundant information regarding the T-PBA polices, teaching standards, portfolios, teacher responsibilities and value-added. • Multiple Cluster Groups Records include review of information. • Faculty meetings covered information more than once. • All teachers have copies of polices, standards, and scoring rubrics. • Specific presentation(s) on value-added were made, and teachers have handouts.	There is evidence that career teachers were provided information regarding T-PBA policies, teaching standards, portfolios, teacher responsibilities, and value-added. • Three or more fewer Cluster Group Records covered material. • Principal or Director made at least one presentation to the faculty. • Most faculty members have copies of polices, standards, and scoring rubrics. • Handouts were provided on value-added in addition to the presentation.	There is **little** evidence that career teachers were provided information regarding T-PBA polices, teaching standards, portfolios, teacher responsibilities, and value-added. • One or fewer Cluster Group Records covered material. • No presentations were made to the faculty. • Most faculty members do not have copies of polices or standards and scoring rubrics.

B. TAP Basic Implementation

B.1. Expanding the Supply of Quality Teachers: Competitive Hiring*		
5	**3**	**1**
• 100% of master teachers hired submitted portfolio and were rated as above proficient on TAP teaching rubrics. • 100% of master teachers hired could show documented student achievement gains (at class or individual student level) achieved in their prior position. • 100% of master teachers have one documented area of expertise.	• 50% of master teachers hired submitted portfolio and were rated as proficient or above on TAP teaching rubrics. • 50% of master teachers hired could show documented student achievement gains (at class or individual student level) achieved in their prior position. • 75% of master teachers have one documented area of expertise.	• 0% of master teachers hired submitted portfolio and were rated as proficient or above on TAP teaching rubrics. • 0% of master teachers hired could show documented student achievement gains (at class or individual student level) achieved in their prior position. • 50% of master teachers have one documented area of expertise.

** The competitive hiring process is to be completed and will be reviewed during the first year of implementation and/or when any new or additional master/mentor teachers are hired.*

B.2. Multiple Career Paths: Configuration		
5	**3**	**1**
• Master and mentors have copies of signed contract addendums outlining their positions. • Masters have 12 or more extended days, and mentor have 7 or more extended days specified in their contract addendums. • Master addendum is $7,000 or more. • Mentor addendum is $4,500 or more. • Master-to-mentor/career ratio is 1:12 or less. • Mentor-to-career ratio is 1:5 or less. • Master release time is 75% or more. • Mentor teacher release averages 2 hours per week for evaluation and instructional assistance.	• Master and mentors have copies of contract addendums outlining their positions. • Masters have at least 10 extended days and mentors have at least 5 extended days specified in their contract addendums. • Master addendum is at least $5,000. • Mentor addendum is at least $2,500. • Master-to-mentor/career ratio is 1:15 or less. • Mentor-to-career ratio is 1:8 or less. • Master release time is **at least** 50%. • Mentor teacher release averages 1 hour per week for evaluation and instructional assistance.	• There are no contract addendums outlining the master and mentor positions. • Master & mentor do not have extended days specified in their contract addendums. • Master addendum is $2,000 or less. • Mentor addendum is $1,200 or less. • Master-to-mentor/career ratio is more than 1:20. • Mentor-to-career ratio is more than 1:8. • Master release time is 35% or less. • Mentor teachers have no release time for evaluation and instructional assistance.

B.3. Ongoing Applied Professional Growth: Structure		
5	**3**	**1**
• Clusters meet 2 times a week. • Clusters meet **during** teacher contract time. • Cluster blocks are more than 50 minutes in length. • When teachers are clustering, students are engaged in meaningful learning designed to address state academic standards or other state requirements. • Leadership team meets once a week, and additional regular meetings are scheduled between the leadership team members (i.e. principal and masters, mentors and masters).	• Clusters meet 1 time per week. • Clusters meet **during** teacher contract time. • Cluster blocks are at least 50 minutes.* • When teachers are clustering, students are engaged in meaningful learning. • Leadership team meets once a week.	• Clusters meet less than once a week. • Clusters meet **outside** of teacher contract time. • Cluster blocks are less than 45 minutes. • Clusters meet beyond the instructional day. • When teachers are clustering, students are engaged in busy work. • Leadership team meets less than once a week.

***** *If cluster blocks are not at least 50 minutes in length, the school cannot receive an overall score of 3 or above in this section.*

B.4. Teacher Evaluation Performance Award: Preparation		
5	**3**	**1**
Yes, to **all** of the following: • The school board approved the TEPAG plan. • Allocation and bonus awards payouts are as follows: 50% teaching, 20% classroom achievement, 30% school-wide achievement. • Student testing program to use for value-added calculations is in place. • Contract for value added calculations has been executed with approved vendor. **Contract** includes timelines and clearly specified delivery times. • Someone has been clearly assigned the responsibility for working with the vendor, conducting value-added calculations to ensure accuracy and timeliness of data collection. • School has allocated funding for teacher performance awards. • Bonus pool is **$2,000 or more**.	*Yes*, to **all** of the following: • The school board approved the TEPAG plan. • Allocation and bonus awards payouts are as follows: 50% teaching, 20% classroom achievement, 30% school-wide achievement. • Student testing program to use for value-added calculations is in place. • Contract for value-added calculations has been executed with approved vendor. **Contract** includes timelines and clearly specified delivery times. • Someone has been clearly assigned the responsibility for working with the vendor, conducting value-added calculations to ensure accuracy and timeliness of data collection. • School has allocated funding for teacher performance awards. • Bonus pool is **at least $1,500.**	*No* on **any** of the following: • The school board approved the TEPAG plan. • Allocation and bonus awards payouts are as follows: 50% teaching, 20% classroom achievement, 30% school-wide achievement. • Student testing program to use for value-added calculations is in place. • Contract for value-added calculations has been executed with approved vendor. **Contract** includes timelines and clearly specified delivery times. • Someone has been clearly assigned the responsibility for working with the vendor, conducting value-added calculations to ensure accuracy and timeliness of data collection. • School has allocated funding for teacher performance awards • Bonus pool is **less than $1,500**.

B.5.a. Teacher Evaluation Performance Award: Implementation Structure*			
	5	**3**	**1**
Year One	Principal, master and mentor teachers: • Conducted at least 3 practice evaluations and conferences among themselves or using the TAP videotape library. • Each conducted at least 3 practice evaluations with volunteer career teachers. • Used at least 4 leadership team meetings to compare scores and improve inter-rater reliability.	Principal, master and mentor teachers: • Conducted at least 1 practice evaluation and conferences among themselves or using the TAP videotape library. • Each conducted at least 1 practice evaluation with volunteer career teachers. • Used at least 2 leadership team meetings to compare scores and improve inter-rater reliability.	Principal, master and mentor teachers: • Did not conduct any practice evaluation or conferences among themselves or by using the TAP videotape library. • Did not conduct any practice evaluations with volunteer career teachers. • Did not use any leadership team meetings to compare scores and improve inter-rater reliability.
Year Two & Beyond	• Each career teacher participated in 6 or more evaluations and conferences. • Used at least 3 leadership team meetings to improve inter-rater reliability. • At least 2/3 of all evaluations are unannounced. • There is a standard record- keeping system for performance evaluation scores and it is current. • There is a review system to ensure "grade inflation" does not occur on teacher performance evaluations. The principal or the leadership team routinely reviews all scores for this flaw.	• Each career teacher participated in 4 or more evaluations and conferences. • Used at least 2 leadership team meetings to improve inter-rater reliability. • At least ½ of all evaluations are unannounced. • There is a standard record-keeping system for performance evaluation scores. • There is a review system to ensure "grade inflation" does not occur on teacher performance evaluations.	• Each career teacher participated in 3 or fewer evaluations and conferences. • Used 1 or less leadership team meetings to compare scores & improve inter-rater reliability. • Only announced evaluations were conducted. • There is not a standard record-keeping system for performance evaluation scores. • There is no review system for "grade inflation" on teacher performance evaluations.

** For schools that do not have a preparation year, their adherence to the implementation of the TAP performance accountability system will be judged based on their implementation calendar.*

B.5.b. Teacher Evaluation Performance Award: Conference Plans			
	5	**3**	**1**
Reinforcement Conference Objective	Reinforcement conference objective identifies a concept that significantly impacts student learning and includes observable behaviors.	Reinforcement conference objective identifies a concept that positively impacts student learning.	Reinforcement conference objective identifies a concept that does not positively impact student learning.
Refinement Conference Objective	Refinement objective significantly impacts student learning and includes observable behavior.	Refinement objective will somewhat impact student learning, but other objectives would have greater impact on student learning.	Refinement objective does not address needed areas of improvement.
Self-Analysis	Probing questions progress from general to specific, examine both strengths and weaknesses, and tie teacher performance to student learning.	Probing questions partially progress from general to specific, examine both strengths and weaknesses, and tie teacher performance to student learning.	The self-analysis portion of the conference does not include questions that progress from general to specific, both strengths and weaknesses nor tie teacher performance to student learning.
Reinforcement	Conference plan includes all components clearly and appropriately stated.	Conference plan includes most components clearly and appropriately stated.	Conference plan is missing several components and they are vague and unclear.
Refinement	Conference plan includes all components clearly and appropriately stated, and a strong model for improvement.	Conference plan includes most components clearly and appropriately stated, and a model for improvement.	Conference plan is missing several components and they are vague and unclear, and it lacks a model for improvement.

SCORING RUBRICS: Qualitative

C.1. Cluster Group Observation Rubric

5	3	1
Leader as Presenter: The leader **demonstrates expertise when presenting new learning** as evidenced by his/her **ability** to: - explain the material - provide relevant examples - clearly identify the critical attributes - redirect teacher questions when necessary - ask higher order questions **Leader as Facilitator:** • Begins meeting with link to previous learning and references to the long range plan **in a brief and systemic manner.** • Is prepared with appropriate materials and activities that have **been applied to cluster members' students.** • Provides an agenda with measurable outcomes, **aligned assignments, and definitive follow- up.** • Establishes a **strong sense** of purpose, which **connects what they are doing to the classroom and student learning.** • **Effectively and actively** assists all members to develop competency during cluster time. **Member Participation/Preparation:** • All members participate and actively apply learning **that increases instructional proficiency in their classrooms.** • Members are prepared and have completed preliminary assignments that **are directly connected to the students they teach.** • **During this meeting**, significant student information/artifacts are used to inform decisions. **Quality of Content:** • Is part of a **logical, clearly defined** continuum of teacher learning that increases student learning. • Is documented with s**ignificant** increases in student achievement. **Cluster/Classroom Connection:** • There is **an immediate** application of teacher learning into the classroom as a result of what takes place during cluster. • Specific M/M classroom follow-up is planned to ensure **all members effectively transfer new learning for their students in the classroom.**	**Leader as Presenter:** The leader **demonstrates adequate knowledge in presenting materials** as evidenced by his/her **ability** to: - explain the material - provide relevant examples - clearly identify the critical attributes - redirect teacher questions when necessary - ask higher order questions **Leader as Facilitator:** • Begins meeting with link to previous learning and references the long-range plan. • Is prepared with **appropriate** materials and activities. • Provides an aligned agenda with outcomes and adequate information. • Establishes a sense of purpose • Assists all members to develop competency during cluster time. **Member Participation/Preparation:** • All members participate and actively apply learning to their classrooms. • Members are prepared and have completed preliminary assignments. • Significant student information/ artifacts are used/referenced to inform decisions. **Quality of Content:** • Is part of a logical continuum that increases student learning. • Is substantiated with documented success that increases student achievement. **Cluster/Classroom Connection:** • There is application of teacher learning into the classroom as a result of what takes place during cluster. • Plans are made for M/M follow-up to ensure **effective transfer regarding the classroom/cluster connection.** *From TAP Handbook, page 82-83*	**Leader as Presenter:** The leader does **not demonstrate knowledge** about materials being presented as evidenced by his/her **inability** to: - explain the material - provide relevant examples - clearly identify the critical attributes - redirect teacher questions when necessary - ask higher order questions **Leader as Facilitator:** • Begins meeting **without adequate** link to previous learning through the long-range plan. • Is **unprepared and without** appropriate materials and activities. • Has **no** agenda or it is **without adequate information.** • **Does not** establish a purpose as to why members are engaged in the activities/learning. • **Extends insufficient effort to** assist all members in developing competency during cluster time. **Member Participation/Preparation:** • Members **do not** participate in learning that applies to their classrooms. • Members are **not** prepared to learn. • Significant student information/artifacts are not used to inform decisions. **Quality of Content:** • Is **not** part of a logical continuum that addresses ways of increasing student learning. • Is **not** substantiated with documented success that increases student achievement. **Cluster/Classroom Connection:** • There is **not** a **clear** crossover into the classroom as a result of what takes place during cluster. • Plans are **not** made or are **non-specific** regarding M/M follow-up that would ensure effective transfer regarding the classroom/cluster connection.

C.2. Master/Mentor Instructional Leadership Rubric

5	3	1
IGP process includes identified activities within cluster and classroom using all of the STEPS for Effective Learning and includes the following:	*IGP process includes identified activities within cluster and classroom using all of the STEPS for Effective Learning and includes the following:*	*IGP process includes identified activities within cluster and classroom using some or few of the STEPS for Effective Learning or includes the following:*
Step One: Identified need is: • Clearly based on specific student data by **sub-group and sub-objectives** as defined by the cluster and school plans, **with links to instructional rubric*** • Teacher competency area/goal: - Is measurable in terms of specific student outcomes and **teacher outcomes** - Is clearly defined **with links to benchmark and pre/post assessment instruments** - Leads to specific classroom applications focused on identified student need	**Step One: Identified need is:** • Based on specific student data as defined by the cluster and the school plans **with links to instructional rubric.** • Teacher competency area/goal: - Is measurable in terms of specific student outcomes - Is clearly defined with links to aligned assessments - Leads to specific classroom applications focused on identified student need	**Step One: Identified need is:** • **Not** based on student data. • **Defined only in terms of teacher need** • Teacher competency area/goal: - Is **not** measurable - Is **poorly** defined - Does **not** lead to specific classroom applications
Step Two: New learning: • Comes from credible sources and is explicitly connected to student learning need and **teacher refinement area.** • **Segmented and sequenced appropriately for clear and accurate classroom application focused on improving teacher/student proficiency in the identified area**	**Step Two: New learning:** • Comes from credible sources and is connected to student and teacher learning need. • **Segmented and sequenced appropriately for clear and accurate classroom application**	**Step Two: New learning:** • Does **not** come from credible sources (evidence of proven application showing student growth) or is **not** directly connected to student learning need. • **Not properly segmented and/or sequenced for clear and accurate classroom application**; **fragmented**
Step Three: New learning is developed with: • With systematic assistance from master and mentor teachers, the teacher follows a learning continuum where he/she observes an exemplary demonstration of a skill, is coached, observed, and assisted to assure effective implementation with his or her students. • **Measures, language and feedback from the instructional rubric** • **Frequent formative assessment used to monitor/ adjust interventions**	**Step Three: : New learning is developed with:** • Master/Mentor teacher demonstrating/team teaching, and/or assisting with planning the new skill in the classroom. • Language from the instructional rubric • Formative assessment to inform instructional decision-making	**Step Three:** Development of learning to fit classroom is arbitrary, fragmented, or unclear. • The IGP does **not** include Master/Mentor teacher demonstrating/team teaching the new skill in the classroom or assistance may not unrelated to student need. • May remain focused on teacher behavior with only little or general consideration given to impact on student performance.
Step Four: Effective application of new learning is *assured* through: • **Continual** monitoring of student work using formative assessments to determine whether intervention is effective. • **Monitoring of student work is focused on moving *each* student to proficiency**	**Step Four: Effective application of new learning is *developed* through**: • Monitoring of student work to determine whether intervention is effective with **focus on moving *all* students to proficiency**	**Step Four:** • Teacher does not apply new learning in classroom or does **not** monitor student work to determine whether intervention is effective. • **Focus is only on the teacher area of need with limited consideration given to the impact on identified student need**
Step Five: Evaluation clearly demonstrates*:* • **Alignment with pre-test, and intervention** • **Timely and appropriate application** • Teacher analysis of data results in terms of individual student performance • **Results** from teacher **learning** are measurable in terms of student achievement **and teacher growth.** • Increased proficiency for **all** students, or clear plans to achieve this	**Step Five: Evaluation clearly demonstrates***:* • **Alignment with pre-test, and intervention** • **Timely and appropriate application** • **Results** from teacher **learning** is measurable in terms of student achievement • **Increased proficiency for most students, or clear plans to achieve this**	**Step Five:** Evaluate ▪ There is no evidence of student achievement. ▪ **Evaluation is not planned or considers only teacher area of need** ▪ **Reference to evaluation of student performance may be given to the annual test or other assessment not administered in a timely manner**

From TAP Handbook, page 103-104 (also known as IGP/Case Study Rubric),

C.3. Principal Leadership Rubric		
5	**3**	**1**
1. School Cluster Plan **The school goal is:** • Formulated based on analysis of student sub-group performance by sub-tests/sub-objectives of "high stakes" testing • Focused on improving **all** students' achievement levels **and** maintaining advanced level students' success **The cluster goals are:** • Aligned to school goal • Based on benchmark data that is aligned to the state test • Specific in terms of **individual** student needs • Appropriate in scope **and** content and developed by task analysis • Inclusive of student and teacher needs in measurable terms **and** interconnect **The interventions selected are:** • Using pre/post assessments to include measures of student progress • Systemic in nature, following a logical sequence/progression inclusive of the 5 STEPS • From credible sources **and** have been "field tested" with positive results in the classroom • Involve systemic, direct classroom interventions that are measured on an **ongoing** basis through formative assessment	**1. School Cluster Plan** **The school goal is:** • Formulated based on analysis of the "high stakes" test • Focused on improving **all** students' achievement levels **The cluster goals are:** • Aligned to school goal • Based on benchmark data that is aligned to the state test • Specific in terms of student needs • Appropriate in scope • Inclusive of student and teacher needs in measurable terms **The interventions selected are:** • Using pre/post assessments to include measures of student progress • Inclusive of the 5 STEPS • From credible sources • Involve systemic, direct classroom interventions	**1. School Cluster Plan** **The school goal is:** • **Not** grounded in student data • Focused on improving **some** students' achievement levels **The cluster goals are:** • Not aligned to school goals, not based on benchmark data **or** are based on data that is not aligned to the state test • Vague in terms of student needs • Too broad or too narrow **The interventions are:** • Misaligned to school/cluster goals • Fragmented • From untested sources • Not monitored
2. Principal's Presentation of School Assessment • State test data is **fully** utilized to help define the school goal. • Benchmarks exams are aligned to the state standards and provide more specific information about student performance. • Benchmarks are given in a timely manner and their student data is used to define the following time frame's (quarter, semester, 9 weeks, etc.) goal. • Teacher-made pre/post tests are **always** used if benchmark data is not timely or its data is not specific enough to direct the intervention. • **All** teachers use forms of ongoing formative assessment to monitor the success of the intervention vis-à-vis increased student performance. • All three levels of testing (high stakes, benchmark, formative) work systemically in the content areas of reading, language/writing and math and provide ongoing information to staff about student progress in a result- oriented and detailed manner.	**2. Principal's Presentation of School Assessment** • State test data is utilized to help define the school goal. • Benchmarks exams are aligned to the state standards and provide more specific information about student performance. • Benchmarks are given in a timely manner and their student data is used to define the following time frame's (quarter, semester, 9 weeks, etc.) goal. • Teacher-made pre/post test are **consistently** used if benchmark data is not timely or its data is not specific enough to direct the intervention. • **Most** teachers use forms of ongoing formative assessment to monitor the success of the intervention vis-à-vis increased student performance. • All three levels of testing (high stakes, benchmark, formative) in the content areas of reading, language/writing and math are present, and it is evident that testing is used to make instructional decisions	**2. Principal's Presentation of School Assessment** • State test data is **partially** utilized to help define the school goal. • Benchmarks exams either do not exist or are poorly aligned to the state standards. • Teacher-made pre/post tests are **missing.** • Most teachers **do not** use forms of ongoing formative assessment to monitor the success of the intervention vis-à-vis increased student performance. • School assessments tools **do not** report student progress related to: - Student goal attainment - High-Stakes test predictability - Day-to-Day student performance

3. Principal's Description of How the Teacher Evaluation Process is Monitored • Based on the data presented, there is evidence that a system is used to regularly monitor the teacher evaluation process by the following: - Scores checked by evaluator **and at least one intervention/decision implemented as a result** - Scores checked by indicator **and at least one intervention/decision implemented as a result** - Refinement/reinforcement goals reviewed, **and at least one intervention/decision implemented as a result** • There is evidence that evaluators observe and score videos collaboratively and/or observe in the classroom in pairs **at least twice per semester.** • **There is evidence that post-conferencing is observed/coached to assure consistency and effectiveness among all evaluators.**	**3. Principal's Description of How the Teacher Evaluation Process is Monitored** • Based on the data presented, there is evidence that a system is used to regularly monitor the teacher evaluation process by the following: - Scores checked by evaluator - Scores checked by indicator - Refinement/reinforcement goals reviewed, and at least one intervention/decision implemented as a result • There is evidence that evaluators observe and score videos collaboratively and/or observe in the classroom in pairs at least **once per semester**.	**3. Principal's Description of How the Teacher Evaluation Process is Monitored** • Based on the data presented, there is **limited** evidence that a system is used to regularly monitor the teacher evaluation process by the following: - Scores checked by evaluator - Scores checked by indicator - Refinement/reinforcement goals reviewed and at least one intervention/decision implemented as a result • There is **limited** evidence that evaluators observe and score videos collaboratively and/or observe in the classroom in pairs at least **once per semester**.
4. Monitoring the TAP Processes • Based on scores of **4 or above** on cluster group operations and documentation, IGPs and the Leadership Team Meeting Log, the leadership team is **very effectively** monitoring the quality of the school plan, cluster groups, individual growth plans. • All master teachers score **4 or better** on their 5 STEPS interview.	**4. Monitoring the TAP Processes** • Based on scores of **3 or above** on cluster group operations and documentation, IGPs and the Leadership Team Meeting Log, the leadership team is **effectively** monitoring the quality of the school plan, cluster groups and individual growth plans. • All master teachers score **at least a 4** on the 5 STEPS interview.	**4. Monitoring the TAP Processes** • Based on scores of **below a 3** on cluster group operations and documentation, IGPs and the Leadership Team Meeting Log, the leadership team is **not effectively** monitoring the quality of the school plan, cluster groups, and individual growth plans. • One or more master teachers score **below a 4** on the 5 STEPS interview.

Suggested questions for principal:

1. Please present and explain your school cluster plan to increase student achievement. Please refer to specific school, cluster, and IGP goals, the evidence they are based on, and the interventions being used to address them.

   A. Please explain your school's plan for ensuring consistency and articulation in teacher/student learning between all cluster groups.

2. Assessment
   B. How is student learning progress reported and monitored in your school? (i.e., the use of state, benchmark, teacher-made pre/post, and ongoing formative assessments)

   C. Based on what you learned from regularly monitoring student progress, please give three examples of some of the interventions that were implemented.

3. Teacher Evaluation System
   A. Provide a sample and describe how teacher evaluation scores are recorded and analyzed. (Please mention trends in both teacher refinement/reinforcement areas, indicator and evaluator, and how score inflation is monitored.)

   B. What interventions have occurred as a result of this data?

C.4. Cluster Meeting Records Rubric		
5 Exemplary	**3** Proficient	**1** Unsatisfactory
Goal *The Cluster Cycle goal:* - Has **clearly** defined results in terms of student learning gains - Is **directly** aligned to the school plan **Outcomes** *The Cluster outcome includes:* - A **clear** link between what is being learned in cluster and the implementation in the classroom to address identified student learning need - Reference to **the immediate** and appropriate classroom application of cluster learning **Follow-Up** *For career teachers, includes:* - **Immediate** and specific implementation of cluster learning - The collection and analysis of student data to monitor the intervention *For Master/Mentors, includes:* - Scheduled appointments **before the next cluster meeting** to provide teachers with further assistance in the form of classroom-based demonstration/team teaching/ coaching **Long-Range Plan** *The cluster long-range plan includes reference to and quality implementation of all five of the STEPS for Effective Learning as evidenced by:* - **High-**quality pre/post assessments to monitor student work - Appropriately sequenced/segmented high-quality new learning (proven application showing student growth) - Master/Mentor teacher assistance in the form of demonstration/team teaching to **ensure all members effectively transfer new learning for their students in the classroom** - **Continual** monitoring of student work using formative assessments to determine whether intervention is effective	**Goal** *The Cluster Cycle goal:* - Has defined results in terms of student learning gains - Is aligned to the school plan **Outcomes** *The Cluster outcome includes:* - A link between what is being learned in Cluster and the implementation in the classroom to address identified student learning need - Reference to appropriate classroom application of cluster learning **Follow-Up** *For career teachers, includes:* - Implementation of cluster learning - The collection and analysis of student data to monitor the intervention *For Master/Mentors, includes:* - Scheduled appointments to provide teachers with further assistance in the form of classroom-based demonstration/team teaching/ coaching **Long-Range Plan** *The cluster long-range plan includes the quality implementation of all five STEPS for Effective Learning as evidenced by:* - Quality pre/post assessments to monitor student work - Appropriately sequenced/segmented quality new learning (proven application showing student growth) - Master/Mentor teacher assistance in the form of demonstration/team teaching **to ensure effective transfer regarding the classroom/cluster connection** - Monitoring of student work to determine whether intervention is effective	**Goal** *The Cluster Cycle goal:* - **does not** have defined results in terms of student learning gains - **is not** aligned to the school plan **Outcomes** *The Cluster outcome **does not** include:* - A link between what is being learned in cluster and the implementation in the classroom to address identified student learning need - Reference to appropriate classroom application of cluster learning **Follow-Up** *For career teachers, **does not** include:* - Implementation of cluster learning - The collection and analysis of student data to monitor the intervention *For Master/Mentors, **does not** include:* - Scheduled appointments to provide teachers with further assistance in the form of classroom based demonstration/team teaching/ coaching **Long-Range Plan** - *The cluster long-range plan **does not** include reference to all five of the STEPS for Effective Learning and may contain any of these problems:* - May be assumed, unclear or indirect measure of how cluster learning is impacting student performance and learning - May remain at the theoretical level of information for teachers without consistent and direct classroom application - May emphasize a "list of activities" for teachers to do without examining student work to help monitor interventions applied

From TAP Handbook, page 57

C.5. Leadership Team Meetings Rubric		
5	**3**	**1**
• Team **routinely** reviews IGPs and cluster meeting records & provides feedback to clusters & to mentor and master teachers responsible for IGP and cluster development.	• Team **usually** reviews IGP and Cluster Meeting Records and provides feedback to clusters and to mentor and master teachers responsible for IGP & cluster development.	• Team **infrequently or never** reviews IGP and Cluster Meeting Records nor provides useful feedback to cluster members or mentor and master teachers responsible.
• Team conducts systematic **self-** monitoring for inter-rater reliability and inflation of evaluation scores.	• With the **aid of the TAP director or coordinator**, team conducts systematic monitoring for inter-rater reliability and inflation of evaluation scores.	• Team conducts **little** monitoring for inter-rater reliability and inflation of evaluation scores.
• Follow-up and decisions are **clearly defined & evident** in the development of the activities.	• Follow-up and decisions are **clearly defined.**	• Follow-up and decisions are **unclear**.
• **All** of the following components of TAP are functioning at the level of proficient or above as indicated by their own appropriate performance measure: • Cluster groups • Implementation of the STEPS • Individual growth plans • The school plan	• **Most** of the following components of TAP are functioning at the level of proficient or above as indicated by their own appropriate performance measure: • Cluster groups • Implementation of the STEPS • Individual growth plans • The school plan	• **Few** of the following components of TAP are functioning at the level of proficient or above as indicated by their own appropriate performance measure: • Cluster groups • Implementation of the STEPS • Individual growth plans • The school plan

From TAP Handbook, page 55.

Summary Score Report

School: ____ **State:** ____

Reviewer: ____ **Date Submitted:** ____

Quantitative Review	Overall Score	Qualitative Review	Overall Score
A.1. Leadership Team Training & Certification		C.1. Cluster Group Operations	
A.2. Career Teachers Training: Ongoing Applied Professional Growth (OAPG)		C.2. Master/Mentor Instructional Leadership	
A.3. Career Teachers Training: Teacher Evaluation and Performance-based Accountability Guide (TEPAG)		C.3. Principal Leadership	
B.1. Expanding the Supply of Quality Teachers (ESQT): Competitive Hiring		C.4. Cluster Meeting Records	
B.2. Multiple Career Paths (MCP) Configuration		C.5. Leadership Team Meetings	
B.3. Ongoing Applied Professional Growth (OAPG): Structure			
B.4. Teacher Evaluation and Performance-based Accountability Guide (TEPAG): Preparation			
B.5.a. Teacher Evaluation and Performance-based Accountability Guide (TEPAG): Implementation Structure			
B.5.b. Teacher Evaluation and Performance-based Accountability Guide (TEPAG): Conference Plans			

Overall Reinforcement and Refinement:

GES/SJE 9/2006

PR/Award # S385A100109

Instruction

	Exemplary (5)	Proficient (3)	Needs Improvement (1)
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding, and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to he lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.
Presenting Instructional Content	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.
Lesson Structure and Pacing	• All lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• Most lessons start promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• Lessons are not started promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for less than half of the students, and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.

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Instruction

	Exemplary (5)	Proficient (3)	Needs Improvement (1)
Activities and Materials	Activities and materials include all of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include few of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).
Questioning	Teacher questions are varied and high quality providing a balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing for some, but not all, question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.

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Instruction

	Exemplary (5)	Proficient (3)	Needs Improvement (1)
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.[2] • The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.
Teacher Knowledge of Students[3]	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

2 A variety of subject specific instructional strategies to teach reading comprehension, for example, would be writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self monitoring one's understanding, etc.

3 Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Instruction

	Exemplary (5)	Proficient (3)	Needs Improvement (1)
Thinking	Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information.[4] • practical thinking where students use, apply, and implement what they learn in real-life scenarios.[5] • creative thinking where students create, design, imagine and suppose.[6] • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.[7] The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	• The teacher implements few learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. **NOTE. If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.**
Problem Solving	Over the course of multiple observations, the teacher implements activities that teach and reinforce 6 or more of the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations, the teacher implements activities that teach and reinforce 4 or more of the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Over the course of multiple observations, the teacher implements less than two activities that teach the following problem solving types. • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

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4 Robert Sternberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72.

5 Ibid.

6 Ibid.

7 Perkins, D.N., Goodrich, H., Tishman, S., & Owen, J. (1994). Thinking Connections: Learning to Think and Thinking to Learn. Addison-Wesley.

Designing and Planning Instruction

	Exemplary (5)	Proficient (3)	Needs Improvement (1)

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards.
	• activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson and unit closure.
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners.
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards.
		• activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure.
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners.
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards.
			• activities, materials, and assessments that:
			  ○ are rarely aligned to state standards.
			  ○ are rarely logically sequenced.
			  ○ rarely build on prior student knowledge
			  ○ inconsistently provide time for student work, and lesson and unit closure
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work[1]	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards. • have measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.

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[1] Newman, F.M., Bryk, A., & Nagaoka, J.K. (2001). Authentic Intellectual Work and Standardized Tests: Conflict or Coexistance? Consortium on Chicago School Reform.

The Learning Environment

	Exemplary (5)	Proficient (3)	Needs Improvement (1)
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved, and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved, and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off-task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.
Environment	The classroom • welcomes all members and guests • is organized and understandable to all students. • supplies, equipment, and resources are easily and readily accessible. • displays student work that frequently changes. • is arranged to promote individual and group learning.	The classroom • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible. • displays student work. • is arranged to promote individual and group learning.	The classroom • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Teacher seeks out, and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.

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TAP Performance Standards Overview

Designing and Planning Instruction 1. Instructional Plans 2. Student Work 3. Assessment	**The Learning Environment** 1. Expectations 2. Managing Student Behavior 3. Environment 4. Respectful Culture
Instruction 1. Standards and Objectives 2. Motivating Students 3. Presenting Instructional Content 4. Lesson Structure and Pacing 5. Learning Activities and Materials 6. Questioning 7. Academic Feedback 8. Grouping Students 9. Teacher Content Knowledge 10. Teacher Knowledge of Students 11. Thinking 12. Problem Solving	**Responsibilities** 1. Staff Development 2. Instructional Supervision 3. School Responsibilities 4. Mentoring 5. Community Involvement 6. Growing and Developing Professionally 7. Reflecting on Teaching

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ADMINISTRATOR DIFFERENTIATED COMPENSATION STRUCTURE

The proposed administrator performance pay structure is based on incentive pool allocations of $10,000 per principal and $5,000 per assistant principal. The structure is built on the experience of TAP Schools in the Algiers Charter School Association TIF grant and was developed in consultation with Dr. Joe Murphy.

Principal Compensation

50 % of the performance payout ($5000) will be based on student value added growth as evidenced in the school wide value added scores for the school year as follows:

Value added 5……principal earns $5000
Value added 4……principal earns $3750
Value added 3……principal earns $2500
Value added of 1 or 2……principal earns no money from this part of the $10,000 allocated per principal

25% of the performance payout ($2500) will be based on the TAP School Review Scores as follows:

Principals whose schools are in their 2nd year or more of implementation are eligible for this part of the performance pay as follows:
School Review score of 4.5 (level 5) …….principal earns $2500
School Review score of 4.0 (level 4) …….principal earns $1875
School Review Score of 3.0 (level 3)…….principal earns $1250
School Review Score of below 3……principal earns no money from this part

Principals whose schools are in their 1st year of implementation are eligible for this part of the performance pay as follows:
School Review Score of 4.0 (level 5) ……principal earns $2500
School Review Score of 3.5 (level 4)…….principal earns $1875
School Review Score of 3.0 (level 3) ……principal earns $1250
School Review Score of below 3……principal earns no money from this part

25 % of the performance payout ($2500) will be based on the Principal's VAL ED Effective Leadership Survey score. Principals will earn money based on their percentile rank from the survey as follows:

VAL ED %tile rank 90 – 100 (level 5)……..principal earns $2500
VAL ED %tile rank 80 – 89.9 (level 4)…….principal earns $1875
VAL ED %tile rank 75 – 79.9 (level 3)…….principal earns $1250
VAL ED %tile rank below 75……...principal earns no money from this part

Assistant Principal Compensation

In regards to assistant principals, a total of $5000 per assistant principal has been allocated and the district will provide performance pay to them based 50% ($2500) on school wide achievement scores and 50% ($2500) based on the TAP School Review Score.

50 % of the performance payout ($2500) will be based on student value added growth as evidenced in the school wide value added scores for the school year as follows:

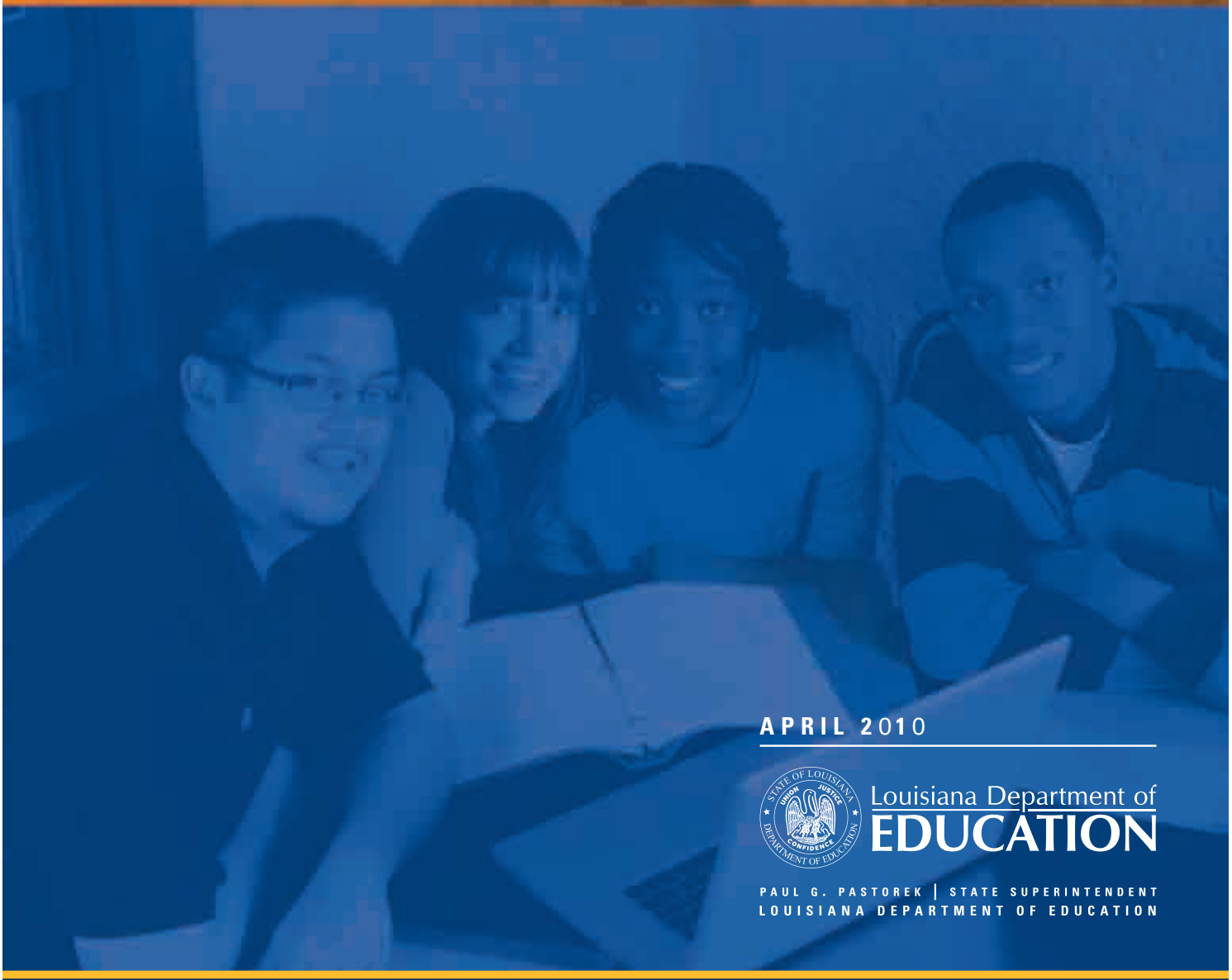
Value added 5……..assistant principal earns $2500
Value added 4……..assistant principal earns $1875
Value added 3……..assistant principal earns $1250
Value added below 3……..earns no money from this part of the $5

50% of the performance payout ($2500) will be based on the TAP School Review Scores as follows:

Assistant Principals whose schools are in their 2nd year or more of implementation are eligible for this part of the performance pay as follows:
School Review score of 4.5 (level 5) …….assistant principal earns $2500
School Review score of 4.0 (level 4) …….assistant principal earns $1875
School Review Score of 3.0 (level 3)…….assistant principal earns $1250
School Review Score of below 3……asst principal earns no money from this part

Assistant Principals whose schools are in their 1st year of implementation are eligible for this part of the performance pay as follows:
School Review Score of 4.0 (level 5) ……assistant principal earns $2500
School Review Score of 3.5 (level 4)…….assistant principal earns $1875
School Review Score of 3.0 (level 3) ……assistant principal earns $1250
School Review Score of below 3……assistant principal earns no money from this part

Initiatives



APRIL 2010

Louisiana Department of
EDUCATION

PAUL G. PASTOREK | STATE SUPERINTENDENT
LOUISIANA DEPARTMENT OF EDUCATION

Initiatives

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Introduction

It may be the right thing to do, but do we really have a choice now?

With each year's budget projections getting smaller and smaller, we are forced to think of more efficient ways to do business. We know the tremendous responsibility we have to do the right thing for our children ... and now we have to make tough choices – and make them now. The education budget is no different or more sacred than any other agency budget. The difference is our product is children and our children deserve a fully functioning, world-class "system."

Bold leadership blazing the trail…

Leadership is the key in integrating educational funds to achieve the sustainability of "system change" for improved student outcomes. We must put aside our "turfs" and our "purse-strings," in order to overcome the challenges that dwindling resources present for school improvement planning. It is critical for all leaders at the district level to support this effort, in order to empower all personnel to collaborate in new and effective ways.

Leaders must remain engaged in this new way of planning and allow personnel the flexibility to think outside of the box to transform the way we do business. Refocusing our energy into thinking about the function (i.e., what we hope to accomplish) of our educational system should ultimately drive the structure (i.e., the way adults are organized to do the work). Having function discussions with all stakeholders at the table will lead to more effective use of the structure.

Rigid thinking will undermine this process.

Managing change is difficult and to be successful, we have to meet the needs of all children, regardless of the ways we choose to fund programs. Far too often, in our silos we have said, "No, we can't do that because…," rather than working together to eliminate the silos. We are comfortable with the inflexibility we have created.

This training includes more than the federal program managers for a reason. Having others at the planning table shows the collaborative nature that is now required of us. All parties must make a commitment to be action-oriented to avoid another reform attempt that ends up dusty on the shelf. We simply cannot afford it.

Who says it is okay?

We are not asking you to do anything we are not willing to do ourselves. We have looked at ourselves differently, and have even designed this manual differently. We have already come to the table and collectively we are telling you it is okay to think outside the box. The function of your district and local needs should drive how you structure your resources, both financial and human. With fewer people, the old adage is true, we have to work smarter, not harder. You are urged to overcome the bureaucratic resistance and examine all funding streams that use existing funds appropriately to achieve improved outcomes for children.

How did we get there?

We took a close look at our departmental functions and realized there is a challenge to transcend what any one system alone can provide to support districts and schools. We offer a unified concept that adopts a three component framework to guide the development of school improvement. That framework includes:

1. An Instructional Component that provides guidance for best practices for effective instruction.
2. A Comprehensive Learning Supports Component that guides the coalescing of resources to address barriers to student engagement in the classroom.
3. A Management Component that guides best practices for site management and administrative capacity.

How do we help you get there?

We have done a lot of leg work. Our work together identified promising initiatives that serve as best practices for meeting Louisiana's educational Priority Goals. We also assessed how federal, state, and local funding sources can work together to implement these promising initiatives. While not intended to be an exhaustive list of best practices or available funding options, this guide is intended to be a district/school framework for review of current and planning for future, fiscal effectiveness.

The initiatives represented in this booklet are organized in templates which include the following information:

Purpose

Target Population

Academic Achievement Support

Activity Description

Budget Activities for Development/Implementation

Research Base

The initiative template is followed by a graphic identifying "potential" funding sources for the sample budget activities listed for each initiative. Intended as a guide to possible funding sources, this should influence the fiscal efforts of districts, and final decisions within the regulations of each program.

While we believe these initiatives will aid your students in achieving Louisiana's Priority Goals, this guide is not intended to limit allowable expenditures of federal dollars to only these initiatives or best practices. Expenditures allowed under the established federal guidance continue to be appropriate uses of federal funds.

Ultimately, the state and district leaders are responsible for successfully linking instruction, learning supports and management to ensure the academic success of each child and to create a world-class system.

Adolescent Literacy Project (6-12)

LDOE Priority Goals: 4, 6

Purpose To disseminate the state's adolescent literacy plan to ensure all middle and high schools have an action-based blueprint to improve the quality of adolescent literacy in Louisiana, and to provide direct support to 20 middle and/or high schools to implement the plan.

Targeted Population All middle and high schools in Louisiana (to include principals, lead teachers, district *ELA* literacy coordinators, literacy coaches), with intensive support provided to 20 of these schools based on state graduation rate data.

Detail how this LDOE initiative supports academic achievement

» Increase graduation rate to 80% by 2014 in the targeted high schools.

» Increase student achievement on literacy assessments, including state standardized tests, in 9th grade in 2010-2011; with an increase in additional targeted grade levels for each of the following years (2011-2015).

» Successfully implement the new LA Adolescent Literacy Plan, as measured by improvements in literacy instruction using classroom observation and assessment data.

PROGRAM/ACTIVITY: Adolescent Literacy Project (6-12)

PROGRAM/ACTIVITY DESCRIPTION: The plan will be implemented in the ninth grade in year 1, and then adds a grade level up and a grade level down each of the following years to continue the laser-like focus on the 2014 Graduation Cohort, as well as subsequent Cohorts, enabling schools to sustain the graduation goal beyond the first Cohort.

2009-2010:	Plan development and identification of schools; orientation sessions
2010-2011:	Ninth grade in fifteen targeted high schools
2011-2012:	Ninth and tenth grades in same high schools; eighth grade in three middle schools that feed into two of the high schools
2012-2013:	Ninth, tenth, and eleventh grades in same high schools; seventh and eighth grades in the same three middle schools
2013-2014:	Ninth, tenth, eleventh and twelfth grades in same high schools; seventh and eighth grades in the same three middle schools; sixth grade in three elementary schools that feed into the middle schools
2014-2015:	Continued focus on the same grades and schools in previous year; begin process again

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» A certified intervention teacher will provide supplemental reading instruction to struggling readers. The interventionist may be full-time or part-time.

Professional Development

» Each interventionist will receive training, technical assistance, and/or support in the implementation of a supplemental reading intervention program.
» Teacher team meetings will be held during planning periods for content area teachers involved in the project to look at student work and to develop and adjust instructional plans using the recommended actions included in Louisiana's Adolescent Literacy Plan.
» Principals will conduct literacy walk-through observations and use the data to differentiate professional development activities.

Travel

» In-state travel for LDOE staff to conduct two on-site visits to project schools each semester to provide technical assistance and support.
» In-state travel is used for project participants to attend training two times a year on progress monitoring and the use of assessment data to inform instruction.

Materials/Supplies

» A progress monitoring instrument will be administered as a pre- and post-test to measure student achievement in reading.
» A research-based, supplemental reading intervention program will be implemented to accelerate students' literacy development.
» Classroom materials and supplies are needed to support reading and writing in all content areas.

Other

» The principal of each participating school, along with the district superintendent, will be asked to commit to a set of assurances based on Louisiana's Adolescent Literacy Plan, in order to enhance the school's success in the Adolescent Literacy Support Project. See attached Adolescent Literacy Support Project Assurances.

RESEARCH: After carefully reviewing the research, policies, and promising practices on adolescent literacy, Louisiana's Adolescent literacy Plan describes five interconnected core components important to improving adolescent literacy:

» Leadership and Sustainability

» Standards-Based Curriculum

» Assessment System

» Instruction and Intervention

» Professional Learning and Resources

Primary sources of information include:

Biancarosa, C., & Snow, C. E. (2006). *Reading next – A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education. (p. 4).

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice guide* (NCEE 2008-4030). Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

ADOLESCENT LITERACY PROJECT (6-12)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Literacy Coaches	☒	☒	☒		☒				☒					
	School site Interventionists	☒	☒	☒	☒			☒		☒	☒				
	Teacher Stipends for PD	☒	☒	☒		☒				☒		☒			
	Sub Pay for Teachers for PD	☒	☒	☒		☒				☒		☒			
200	**Employee Benefits**														
		☒	☒	☒	☒	☒				☒					
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒	☒			☒		☒			
	Travel-Out of State	☒	☒	☒		☒	☒			☒		☒			
	Summer Teacher Institutes	☒	☒	☒		☒	☒			☒		☒			
600	**Supplies (Less Than ' 5,000)**														
	Resource Materials - Adol Lit Plan	☒	☒	☒						☒					
	Resource Materials - Intervention	☒	☒	☒						☒					
	Resource - Software	☒	☒	☒			☒			☒					
700	**Resource -Soft☒ are**														
800	**Other Objects**														

After School Interventions

LDOE Priority Goals: 1, 2, 3, 4, 5, 6

Purpose To improve student achievement and provide students and their families with academic and enrichment opportunities during out-of-school hours.

Possible Funding Sources NCLB Title I, IVA (Safe and Drug Free Schools), IVB (21st Century Community Learning Centers), VI (REAP), IDEA

Targeted Population K-12 students and their families

Detail how this LDOE initiative supports academic achievement Department of Education after school programs are required to align curricula with the Department's Literacy and Numeracy initiatives and BESE adopted After School Standards. All LDOE funded after school program providers are evaluated on the academic performance of participating students. Failure to show academic improvement among participating students will lead to sanctions up to termination as a provider.

PROGRAM/ACTIVITY: After School programs should focus on project-based learning in the areas of literacy, numeracy, enrichment, credit recovery, and workforce development. The programs should use innovative technology to foster a strong culture of student responsibility. The various research based approaches focus on preparing students from all types of backgrounds to excel in school and prepare students to excel in postsecondary education and the modern workplace. Using small groups and one-on-one instruction through smaller classrooms, programs provide cross-disciplinary curricula, increased rigor and real-world experiences

PROGRAM/ACTIVITY DESCRIPTION: 21st CCLC providers must offer high quality services to support student learning and development, including tutoring and mentoring, homework help, technology, academic enrichment and community service opportunities. Services are to be offered to the K-12 students, along with their families.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

- Project Director – (Full-time administrative position) performs a variety of supervisory and administrative tasks in monitoring and administering the operation of the 21st CCLC before-school and after-school programs according to federal, state and local guidelines. The Project Director oversees the implementation of programs, monitoring their effectiveness, providing staff development opportunities, and ensuring adherence to federal, state and local policies and procedures. Employee also coordinates with outside agencies to share ideas and services to better meet the needs of students.
- Site Coordinator (Part-time administrative/instructional position - OPTIONAL) should oversee the planning and implementation of activities at a site level and will collaborate with school personnel and community partners to ensure an effective program that meets the needs of the local community and draws on all available resources to accomplish the center's goals.
- Student Worker (optional instructional part-time position – Student Workers MAY NOT BE 21ST CCLC PARTICIPANTS) responsibilities include reinforcing learning skills as assigned by the teacher and Site Coordinator with groups of students or a single student; assisting in tutoring students, either in a group or individually; assisting Site Coordinator, teacher and instructional assistant in planned daily activities; and assisting Site Coordinator in preparation of materials.
- After-School Program Teacher – (Instructional Position) responsibilities include developing and instructing enrichment activities for youth, including short-term and long-term plans for the class; monitoring student progress and needs as appropriate; providing documented lesson plans for all activities; and preparing students for performances or presentations, as appropriate.

Professional Development

- The Department will sponsor at least one quarterly staff development opportunity. Professional development funds must be budgeted annually, although dates and locations may vary from year to year. Projects are encouraged to provide ongoing, appropriate staff development for all staff (project director, teachers, site coordinators, paraprofessionals, volunteers, bus drivers, etc.), in coordination with the school or community partner(s). Quality training should be pertinent to the responsibilities of the staff person and the identified objectives and needs of the program, community and school.

Travel

» In-state travel may consist of program staff such as the lead teacher and project director traveling from one site to another or to in-state professional development. Funds may support a maximum of two individuals per contract to travel out-of-state to attend the USDOE-sponsored after-school conference. Generally, attendees should be the project director or site supervisor. Providers must reimburse the state according to state rates in the PPM49 state travel guide, justify attendance showing a link to their project objectives, and document how the training will improve program quality.

Materials/Supplies As a guideline, the contractor may use funds for the following:

» After-school and summer activities that promote student achievement: Allowable costs include program staffing, facilities, equipment, supplies, curricula, professional services, transportation, etc. Contractors are limited to providing the allowable activities outlined in Section 1.4. Expenditures must be fully justifiable and linked to objectives and activities of the program. Equipment requests will need to be fully justified and linked to proposed outcomes. Contractors may not provide ANY services during school hours.

» Technical Assistance Meetings and Professional Development: Proposers should include costs for mileage and per diem for two individuals to participate in the state and national 21st CCLC workshops during each year of the funding period. These meetings are required for all 21st CCLC contractors. Travel costs will be reimbursed in accordance with PPM 49.

» Indirect Costs/Administrative Costs: Indirect costs are the expenses incurred by a school district, community-based organization or other entity in administering or providing program services. Indirect or administrative costs for school districts are at the fixed federal rate; administrative/indirect costs for private, non-profit organizations can be no more than twenty percent (20%). When calculating indirect costs, private, non-profit organizations cannot include administrative costs as both line items and an indirect cost line item.

» Fiscal Audit and Evaluation Costs: Contractors cannot exceed ⊠7,500 for the sum total of audit and/or evaluation costs associated with the contract. If the contractor receives ⊠500,000 or more per year in federal awards, a fiscal audit is required.

» Pre-Award Costs: Pre-award costs such as travel to orientation and program supplies may be charged against the contract pending LDE approval.

Other

» None

RESEARCH INFORMATION: According to The National Youth Violence Prevention Resource Center Afterschool Fact Sheet, 2007, high-quality after-school programs can produce a range of outcomes for its participants, including:

⊠ A reduction in the number of children who use drugs and become teen parents. Research shows that children and youth who spend no time in extracurricular activities are 49% more likely to have used drugs and 37% more likely to have become teen parents than those who spend one to four hours per week in extracurricular activities.

Students in high-quality after-school programs have better academic performance (math, reading and other subjects), behavior, and school attendance, and greater expectations for the future.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	School Site Coordinator	☒	☒	☒					☒	☒					
	Teachers for After Hours														
	Instruction	☒	☒	☒					☒	☒			☒	☒	
	Recreation								☒						
	Enrichment								☒		☒				
	Stipends for Content Specific PD	☒	☒	☒		☒			☒	☒			☒	☒	
200	**Employee Benefits**														
	Coordinator	☒	☒	☒					☒	☒				☒	
	Teachers	☒	☒	☒					☒	☒					
	Stipends for PD	☒	☒	☒		☒			☒	☒					
300	**Purchased Professional /Tech SVC**														
	Contract Site Coordinator	☒	☒	☒					☒	☒					
	Contract Teachers	☒	☒	☒	☒			☒	☒	☒	☒		☒	☒	
	Contract Private Provider	☒	☒	☒					☒	☒					
	PD - Program Implementation	☒	☒	☒					☒	☒			☒	☒	
	PD Content Specific Instruction	☒	☒	☒	☒	☒		☒	☒	☒			☒	☒	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒					☒	☒			☒	☒	
	Travel-Out of State	☒	☒	☒					☒	☒			☒	☒	
600	**Supplies (Less Than ' 5,000)**														
	PD Program Implementation	☒	☒		☒				☒	☒			☒	☒	
	Content specific PD	☒	☒	☒	☒	☒		☒	☒	☒			☒	☒	
	Computers to support enrichment	☒	☒	☒			☒		☒	☒					
	Software	☒	☒	☒			☒		☒	☒					
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Career and Technical Education Industry-Based Certification (CTE IBC)

LDOE Priority Goals: 6, 7, 8

Purpose Career and Technical Education incorporates a broad range of program areas, which afford students the opportunity to participate in career specific courses, culminating in Industry-Based Certification and dual enrollment/articulated credit courses that provide a "jump start" to postsecondary education. CTE supports the following LDOE Agency Goals: Graduate on time; enroll in postsecondary education or workforce ready (postsecondary enrollment); and enroll in postsecondary education or workforce ready (IBC attainment).

Available Amount and Funding Source Various federal, state and local.

Targeted Population All secondary students.

Detail how this LDOE initiative supports academic achievement CTE programs provide rigorous instruction that incorporates academic concepts into career specific skills. Through these courses, students are able to make connections between academic concepts and career choices. Through CTE, academic rigor is intertwined with academic relevance.

PROGRAM/ACTIVITY: Career and Technical Education Instructor Training

PROGRAM/ACTIVITY DESCRIPTION: The majority of the professional development is provided during LDOE's Super Summer Institute, held the last week of July. Additional professional development is provided regionally throughout the year.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» Secondary and postsecondary CTE instructors: special emphasis will be give to secondary instructors at "Target Rich" schools. Training will focus on attainment of Industry-Based Certifications by instructors, in order for them to in turn offer the training to their students.

Professional Development

» Targeted course specific credential requirements and on-going job imbedded implementation. Training will be targeted to certification, re-certification, and/or renewal requirements.

Travel

» Statewide and regional training and professional development concerning IBCs.

Materials/Supplies

» Support of CTE Regional Service Center Graduation Coordinators, College to Career Transition Coordinators (CCTC) employed through the LCTCS, and regional LCTCS staff. Approved instructional technology, curriculum resources, instructional materials, professional development materials, equipment purchases. NOTE: consumable supplies are not approved expenditures under Federal Perkins guidelines.

» Session-specific materials/supplies necessary for effective training.

Other

» None.

RESEARCH INFORMATION: Analysis of Louisiana CTE data reveals that students earning an IBC are more likely to graduate than students not earning an IBC. Additionally, a student earning an IBC is more likely to become a First Time Freshman, continuing his/her education and training at the postsecondary level.

Research from the University of Minnesota's College of Education and Human Development shows that carefully integrating academic and technical curricula leads to higher test scores.

Research conducted through Achieve Texas 2007 concluded earning an Industry-Based Certification (IBC) has multiple benefits, including:

» student holds a highly valued professional credential
» student becomes more employable with a high starting salary
» IBCs are valid, reliable evidence of technical skill attainment

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Stipends for Teacher PD		☒	☒	☒			☒	☒			☒			
	Sub-Pay for Teacher PD		☒	☒	☒			☒	☒			☒			
	Extended Year Salaries											☒			
200	**Employee Benefits**														
	Stipends for Teacher PD		☒	☒	☒			☒				☒			
	Sub-Pay for Teacher PD		☒	☒	☒			☒				☒			
	Extended Year Salaries											☒			
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State: CTE activities only				☒		☒	☒		☒		☒			
	Travel-Out of State: CTE related activities only				☒		☒	☒		☒		☒			
	CTE Courses				☒		☒	☒		☒		☒			
600	**Supplies (Less Than ' 5,000)**														
	Computer Software: CTE only						☒					☒			
	Materials/Lab Equipment: CTE only				☒			☒		☒		☒			
	Student-Specific Equipment				☒			☒		☒					
700	**Property (Greater Than ' 5,000)**														
	Equipment necessary for IBC training											☒			
800	**Other Objects**														

Cecil J. Picard LA 4 Early Childhood Program

LDOE Priority Goals: 1

Purpose LA 4 is a program that provides universal access to high-quality, developmentally appropriate prekindergarten classes and before- and after-school enrichment activities to at-risk four-year-old children who are eligible to enter public school kindergarten the following year.

Available Amount and Funding Source Multiple funding sources are utilized to fund this initiative (i.e., State, Local, Federal). TANF, Title I, IDEA, EEF, 8(g)

Targeted Population Four-year-old students who qualify for free or reduced price meals and who may be insufficiently ready for Kindergarten for the following year. Children who do not qualify for free or reduced price meals may attend the program on a tuition basis or though local funds.

Detail how this LDOE initiative supports academic achievement The LA 4 Prekindergarten Program is an early intervention program. The program provides high-quality, developmentally appropriate educational opportunities and experiences for four-year-old children deemed at-risk for school failure.

PROGRAM/ACTIVITY: Provision of early childhood classes for at-risk four-year-old students along, with appropriate professional development and technical assistance for all prekindergarten staff.

TARGETED POPULATION: Four-year-old students who qualify for free or reduced price meals and who may be insufficiently ready for Kindergarten for the following year.

PROGRAM/ACTIVITY DESCRIPTION: TLA 4 program provides: Full day; full school year educational programs staffed by certified early childhood teachers; before- and after-school enrichment programs; inclusive settings for children with disabilities and for those whose home language is other than English; a research-based curriculum which supplements the Louisiana Standards for Programs Serving Four-Year-Old Children and supporting Grade-level Expectations; an adult to child ratio of 1:10, maximum class size of 20; vision/hearing screenings and referrals, on-site technical assistance for program improvement; appropriate assessments; program monitoring for adherence to state and federal guidelines and regulations; mandated eighteen hours of professional development for all prekindergarten staff relevant to the field of early childhood education; parental involvement activities; transportation and other support services; learning environments set up to foster children's academic and social, approaches to learning and physical development; collaborative partnerships with other stakeholders in four-year-old programs to maximize services for children and families

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

- Certified Teachers –Responsible for setting up the learning environment and implementing a developmentally appropriate curriculum to meet the Louisiana Standards for Programs Serving Four-Year-Old Children and supporting Grade-Level Expectations to promote achievement in all areas of development (cognitive, social/emotional, health/physical and approaches to learning). They provide on-going, authentic assessment and monitoring of student progress.
- Highly-qualified paraprofessionals – Paraprofessionals are essential partners supporting teaching staff in all areas. Additionally, they assist teachers in efforts to individualize instruction through small group instruction or one-on-one focus.
- District/charter Coordinators - Responsible for ensuring that all programs operate at the maximum level of effectiveness. Job responsibilities include securing all essential materials/equipment/activities, providing required professional development, requesting and appropriating funds for program operation and ensuring supports and services are provided to children and families.
- Resource Coordinators - Responsible for ensuring that support services are provided for children and families. These support services promote child health, child development knowledge/parenting skills and linkages to mental health services/adult literacy/employment counseling, etc.
- Other administrative staff - Responsible for verifying attendance and eligibility. They perform clerical/fiscal duties, including development and oversight of program budgets, making requests for reimbursement, etc.

» LDOE/Regional Staff - Provide support to district/charter programs through on-site technical assistance and monitoring, guidance on state policy/guidelines/regulations, information on trends in research and best practices. They design and deliver professional development modules and ensure that grantees are held accountable for appropriate use of funds and program operation.
» Substitute pay - Required when teaching staff must be away from the classroom, in order to continue offering on-going instruction and continuity of care.

Professional Development

» State statute requires the delivery of a minimum of 18 hours of job-embedded professional development focused on early childhood issues for all staff. Professional development must include, but is not limited to, guidance and best practice for children with disabilities.
» Districts may collaborate with other providers of early childhood programs or other districts/charters, in order to maximize resources. May include contracting with recognized professionals in the field of early childhood care and education.

Travel

» District travel is essential for all parties involved. District/charter coordinators must be able to monitor, evaluate and provide support/guidance to their programs to ensure that they are effectively meeting the educational needs of children. Additional travel is needed to address specific areas of program need and/or to investigate issues that would jeopardize a program's quality.
» In-state travel by coordinators and/or teaching staff includes travel to Regional Service Centers, in order to participate in professional development opportunities, such as conferences and workshops, and to network with other staff members. Additionally, district/charter coordinators are required to travel to the Department of Education periodically for the purposes of monitoring and/or for updates in program policies and guidelines.
» Out-of-state travel is encouraged when staff members have opportunities to participate in high-quality professional development opportunities.

Materials/Supplies

» Instructional Materials/supplies - Provided in order to accommodate all appropriate programmatic activities. May include, but are not limited to: age and developmentally appropriate classroom/outdoor materials for centers and whole/small group work, access to activities and experiences to promote child development and learning, materials supporting student assessment and progress, other consumable supplies to support program operation, etc.
» Computers/Smartboards - Age and developmentally appropriate computer and other technology materials/equipment that support student learning and growth
» Special software - Supporting software that provides programs with opportunities to enhance learning; to be integrated into thematic units of instruction or projects. May include assessment software as well.
» Assistive technology - Essential for students whose developmental and/or physical needs require additional supports that regular classroom materials cannot provide.
» Playground equipment - Necessary to support the growth and development of children's health/physical skills and abilities. May include age appropriate stationary and portable equipment.
» Parent Outreach/Involvement - Includes any materials, consumables and/or activities that encourage any support and parental involvement in their child's education.
» Classroom furniture - Age and size appropriate furniture must be provided ,in order to appropriately support children's development and safety.

Other

» Programmatic monitoring - Includes all materials/activities essential to monitor program progress and effectiveness, including consumable items, documentation materials, etc.
» Evaluation - Evaluation of program in order to determine effectiveness and to determine appropriate professional development needs for staff, improve program quality and increase student achievement in all developmental domains.
» Technical assistance – Materials and/or experiences for teachers to enhance their skills. May include mentoring activities, assistance from other professionals, access to on-going planning and strategy-building activities, etc. May include materials and/or activities that encourage collaboration efforts between other stakeholders in early childhood programs.

RESEARCH INFORMATION: Louisiana's LA 4 program began in SY 2007-08. At that time, more than 14,000 were enrolled statewide. At the end of SY 2007-2008, students scored at the 50th percentile in language, the 59th percentile in print and the 46th percentile in math on the Developing Skills Checklist (DSC).

At the end of SY 2008-2009, student performance on the DSC was at the 50th percentile in print and 52nd percentile in math indicating that all posttest scores were statistically significant and at or above the national average.

When compared to children that did not participate in the public school prekindergarten program, the students in LA4 were at the 75th percentile in *ELA*; 73 percentile in Math; 71st percentile in Science; and the 70th percentile in Social Studies on the LEAP subtests in 2008-09 when compared to their peers that did not participate in the public prekindergarten program that were at the 71st percentile in *ELA*; 67th percentile in math; 67th percentile in science; and 66 percentile in social Studies.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C	A:	D:			B:			Part	Early	
Budget Code	Activity		1003A	1003G	Migrant	Teacher Quality	Tech	LEP	B	REAP-RLIS	McKinney-Vento		B	Intervening	Preschool
100	**Salaries**														
	Certified Classroom Teachers	☒	☒	☒						☒					
	Resource Coordinators	☒	☒	☒											
	Clerical/Support Staff														
	Stipends for professional Development	☒	☒	☒	☒	☒		☒		☒			☒		☒
	Sub-Pay for PD	☒	☒	☒		☒				☒			☒		☒
	Administrative Staff														
200	**Employee Benefits**														
	Certified Classroom Teachers	☒	☒	☒						☒					
	Resource Coordinators	☒	☒	☒						☒					
	Admin/Clerical/Support Staff														
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒	☒			☒		☒			☒		☒
	Travel-Out of State	☒	☒	☒	☒			☒		☒			☒		☒
600	**Supplies (Less Than ' 5,000)**														
	Instructional Materials/supplies	☒	☒	☒	☒			☒		☒					
	Computers/Smartboards	☒	☒	☒	☒		☒	☒		☒			☒		☒
	Special Software	☒	☒	☒	☒		☒	☒		☒			☒		☒
	Assistive Technology		☒	☒			☒			☒			☒		☒
	Playground Equipment	☒	☒	☒						☒					
	Parent Outreach/involvement	☒	☒	☒	☒			☒		☒			☒		☒
	Classroom furniture	☒								☒					
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Comprehensive Learning Supports System (CLSS)

LDOE Priority Goals: 1, 2, 3, 4, 5, 6

Purpose To ensure all students have opportunity to succeed at school by aligning and redeploying resources to develop a comprehensive system of learning that addresses students' academic, emotional, physical, and social needs.

Possible Funding Sources Title I, II, III, IV, VI, X, School Improvement, MFP, IDEA.

Targeted Population Students with physical, social, or emotional barriers to learning.

Detail how this LDOE initiative supports academic achievement Students learn best when their academic, emotional, physical, and social needs are met. By addressing all of these needs, we are educating the whole child and ensuring that he/she is healthy, safe, engaged, supported, and challenged. Anticipated outcomes are (1) increased graduation rates and reduced student dropout rates; (2) re-engaged students; (3) reduced number of low-performing schools; (4) narrowing of the achievement gap; and (5) countering of student achievement plateau effect.

PROGRAM/ACTIVITY: Implement a fully developed Comprehensive Learning Supports System

PROGRAM/ACTIVITY DESCRIPTION: The Comprehensive Learning Supports System is a comprehensive and systemic approach to ensuring all students have equal opportunity to succeed at school. Learning Supports are the resources strategies and practices that provide physical, social, and emotional support to directly address barriers to learning and teaching and to re-engage disconnected students.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» District CLSS Facilitator - directs, guides, and facilitates the development of a cohesive and coherent district-wide support with the intent of addressing barriers to learning and teaching and reengaging disconnected students.

Professional Development

» Job Embedded professional development to model appropriate learning supports strategies to improve student academic achievement.
» Stipend and Substitute allowances for teacher and support staff participation in professional development.

Travel

» In-state - travel to schools by facilitators to improve student achievement by providing technical assistance and job-embedded professional development. Travel to other districts to view model schools and to attend state-level training.
» Out of state - Travel to conferences that focus on strategies to implement a comprehensive system of learning supports designed to improve student achievement by eliminating barriers to learning and teaching and providing equal opportunity for all students.

Materials/Supplies

» Supplies to facilitate professional development activities.

Other

» None.

RESEARCH: The work of Drs. Howard Adelman and Linda Taylor through the UCLA School Mental Health Project, (http://smhp.psych.ucla.edu/) indicates the need for developing a comprehensive, multifaceted, and cohesive system of learning supports. There are many barriers that interfere with ensuring all students have an equal opportunity to succeed at school. A comprehensive learning supports system is essential to ensuring higher academic achievement, closing the achievement gap, and preparing students to be effective citizens in a global market. The research-base for initiatives to pursue a comprehensive focus on addressing barriers indicates the value of a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature supports the need for new directions, offers content for learning supports, and stresses the importance of integrating such activity into a comprehensive, multifaceted approach.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	CLSS Leader: to support existing or new employee	☒	☒	☒		☒				☒					
	Stipends - Teacher PD	☒	☒	☒	☒	☒		☒		☒				☒	
	Sub Pay Teacher CLSS PD	☒	☒	☒	☒	☒		☒		☒				☒	
200	**Employee Benefits**														
		☒	☒	☒	☒	☒		☒		☒				☒	
300	**Purchased Professional /Tech SVC**														
	Capacity Building PD: Admin/teach	☒	☒	☒	☒	☒		☒		☒				☒	
	Capacity Building: PA and Support☒	☒	☒	☒	☒			☒		☒				☒	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒	☒	☒		☒		☒				☒	
	Travel-Out of State	☒	☒	☒	☒	☒		☒		☒				☒	
600	**Supplies (Less Than ' 5,000)**														
	PD Materials/Supplies	☒	☒	☒	☒	☒		☒		☒				☒	
	Outreach Materials/Supplies	☒	☒	☒	☒			☒		☒				☒	
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

☒School Psych/SW/S Counselors

Ensuring Literacy and Numeracy for All

LDOE Priority Goals: 1, 2, 3

Purpose The Ensuring Literacy and Numeracy Initiative is a competitive grant intended to improve literacy and numeracy achievement in schools. The ELFA and ENFA programs support state goals to have students enter kindergarten ready to learn, literate by third grade, and enter fourth grade on time. The Literacy Pilot Program supports the goal for students to perform at or above grade level in *English Language Arts* by 8th grade.

Available Amount and Funding Source Funding is provided from the state general fund in the amount of $13,290,000 supplemented with 8(g) state funds in the amount of $5,000,000.

Targeted Population ELFA PreK-4th Grade, ENFA PreK-5th Grade, Literacy Pilot K-12th Grade

Detail how this LDOE initiative supports academic achievement The Ensuring Literacy and Numeracy for All Initiative seeks to improve student achievement in selected schools through intensive content-specific professional development targeted at the classroom level in the areas of curriculum, instruction, and tied to assessment.

PROGRAM/ACTIVITY: Ensuring Literacy and Numeracy for All Initiative

PROGRAM/ACTIVITY DESCRIPTION: The Ensuring Literacy and Numeracy for All Initiative seeks to improve student achievement in selected schools through intensive content-specific professional development targeted at the classroom level in the areas of curriculum and instruction, tied to assessment.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» School Level Literacy and Numeracy Instructional Coaches who are directly involved on a daily basis (80% of time) in working with teachers in classrooms to improve instruction.
» Interventionists who are certified teachers employed on a full-time or part-time basis (may be a retired teacher) assigned to work with low-performing students in reading/math. Funding may be used to hire paraprofessionals as interventionists only if a district states that a certified teacher is not available.

Professional Development

» Job-embedded professional learning (e.g., instructional coaching, coaching clusters, study groups), other trainings such as specific literacy and numeracy strategies, LETRS, DIBELS, leadership, assessment, paraprofessional trainings, coach and interventionist trainings.

Travel

» In-state travel for conference and professional development opportunities if aligned with ELFA/ENFA guidelines and a plan for redelivery of information.
» Out-of-state travel as approved by the LDOE if meeting the criteria for in-state travel and a plan for redelivery of information.

Materials/Supplies

» Classroom materials and supplies needed to support a scientifically based comprehensive curriculum and a consistent literacy/numeracy program aligned with the state initiative.

Other

» Substitute pay or stipend for approved professional learning.

RESEARCH INFORMATION: Research has shown that the inclusion of specific instructional components and strategies delivered through systematic, explicit instruction increases the impact on student outcomes. Infrastructural components required for a strong literacy or numeracy program include: extended time for instruction with additional time for intervention as needed, job-embedded professional development, data-driven decisions based on formative and summative assessment, and strong instructional leadership.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Instructional Coach	☒	☒	☒		☒				☒			☒	☒	
	Student Interventionist	☒	☒	☒	☒			☒		☒	☒		☒	☒	
	Stipends - Teacher PD	☒	☒	☒		☒				☒			☒	☒	
	Sub-Pay for Teacher PD	☒	☒	☒		☒				☒			☒	☒	
200	**Employee Benefits**														
		☒	☒	☒	☒	☒				☒			☒	☒	
300	**Purchased Professional /Tech SVC**														
	PD Consultants	☒	☒	☒		☒				☒			☒	☒	
	Site License	☒	☒	☒			☒			☒					
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒	☒			☒			☒		
	Travel-Out of State	☒	☒	☒		☒	☒			☒			☒		
600	**Supplies (Less Than ' 5,000)**														
	Computer software	☒	☒	☒			☒			☒			☒		
	Classroom materials	☒	☒	☒						☒			☒		
	Intervention Program material	☒	☒	☒						☒			☒		
	PD Training Materials	☒	☒	☒		☒				☒			☒		
	Parent Ed Materials	☒	☒	☒	☒					☒			☒		
	Computers for Intervention	☒	☒	☒			☒			☒					
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Freshman Academies/Middle Grade Transitions

LDOE Priority Goals: 4, 5, 6

Purpose Freshman Academies/Middle Grade Transitions is a dropout prevention program designed to increase the high school readiness of 8th and 9th grade students. It will provide start-up costs related to high school transition programs. Possible uses of funds include the following:

» Contract nationally-recognized expert consultant(s) to provide continuing technical assistance and/or professional development;

» Make site visit(s) to schools that are exemplary models of redesign and/or arrange meetings with leaders of redesign programs in such schools;

» Attend conferences related to redesign;

» Purchase resource materials that have been specifically developed to aid schools in the process of redesigning;

» Provide stipends/substitutes for faculty to engage in professional development and planning.

Available Amount and Funding Source Current funding (2010-11) in the amount of $2,000,000 is available through a BESE 8(g) statewide competitive grant. The program may also be funded through state and local funds, as well as Title I and II, other general funds, and, partially, through Carl Perkins funds (with strict stipulations regarding CTE activities and as provided for by an approved Perkins budget that follows the State Plan.)

Targeted Population 8th and 9th grade students

Detail how this LDOE initiative supports academic achievement Targeted students receive interventions aimed at improving outcomes and ultimately assuring an on-time graduation in the 9th grade cohort. Participating schools show improvement in the following indicators:

» Improved promotion rates;

» Decreased dropouts;

» Increased daily attendance rates;

» Reduced core course failures;

» Fewer disciplinary referrals; and

» Higher scores on state standardized tests.

PROGRAM/ACTIVITY: Freshman Academies/Middle Grade Transitions

PROGRAM/ACTIVITY DESCRIPTION: The purpose of this initiative is to assist the state in reaching its goals by encouraging and supporting Louisiana public schools in using their data collection system to Identify at-risk students, and provide interventions to assure that more students receive an on-time promotion to the next grade and ultimately graduate with their 9th grade cohort.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» Additional teachers for reducing class size; an additional freshmen school counselor to improve counselor-to-student ratio.
» Credit Recovery instructors for students who have failed to make up class credits.
» Freshman Academy Administrator who coordinates the activities of the program full-time.
» Freshman Academy Coordinator who is a school staff member who coordinates the program part-time in exchange for a lesser teaching load or as extra duties.
» Stipends for instructional staff to attend trainings beyond regular work hours; to offer instruction during before and after school tutoring programs; to engage in planning/program development beyond regular work hours.
» Pay for substitutes while instructional staff attend trainings or attend planning meetings
» Teachers to provide more academic support for students needing "Academic Catch Up"

Professional Development

» Comprehensive School Counseling model
» Advisory Program start-up costs (professional development and/or materials)
» Attendance Recovery for students who need to make up missed seat time pass their grade
» Credit Recovery for students who need to (re)take academic content to pass their grade
» Grade Recovery for students who need remediation to prevent class/grade failure
» Literacy
» Education/Career Planning for school staff to work with students on planning for their future
» Teaming (common, structured planning time for teachers who share a group of students)

Travel

» In-state visits to model schools
» In-state trainings as described above and High School Redesign conferences (if offered)
» Out-of-state conferences related to redesigning schools and middle-to-high-school transition

Materials/Supplies

» Instructional materials, PD materials, Parent contact software or phone system

Other

» logistical supplies and computers supporting the goals/purposes of the program

RESEARCH INFORMATION: An efficacy study conducted by the Louisiana Department of Education showed that the 9th Grade Initiative led to 4 more graduates per 100 students served. **Schools participating in the 8(g) 9th Grade Initiative during 2007-10 showed statistically significant gains in rates of promotion, dropout, core course failure, suspension, and *i*LEAP when comparing AY 2005-06 to AY 2008-09.** In most areas, schools appeared to make the strongest gain in the first year of the program, with smaller gains in the second year.

9th Grade Initiative Schools	2006-07	2007-08	2008-09
Promotion Rate	81.9%	87.5%	90.0%
Dropout Rate	3.3%	1.6%	1.2%
Failure of One or More Courses	31.4%	26.3%	25.3%
Suspensions	27.4%	23.8%	20.8%

In *ELA*, strong gains in the percent of students scoring *basic* or above were found across both years. In mathematics, the statistically significant gains were found in the second year of the initiative, not in the first.

9th Grade Initiative Schools	2006-07	2007-08	2008-09
basic or above *ELA* *i*LEAP	57.1%	62.1%	66.3%
basic or above Math *i*LEAP	57.6%	59.6%	65.8%

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Additional CSR Teachers for Academy	☒	☒	☒		☒				☒					
	Credit Recovery Instructors	☒	☒	☒						☒			☒		
	Freshman Academy Admin														
	Freshman Academy Coord														
	Freshman Academy Counselor	☒	☒	☒						☒					
	Stipends for Teachers PD	☒	☒	☒	☒	☒	☒	☒		☒					
	Stipends for planning/development														
	Sub Pay for PD	☒	☒	☒	☒	☒		☒		☒					
	Sub pay for planning/development														
	Teachers for Academic Catch up	☒	☒	☒	☒			☒		☒			☒		
200	**Employee Benefits**														
		☒	☒	☒		☒				☒					
300	**Purchased Professional /Tech SVC**														
	Comprehensive School counseling	☒	☒	☒		☒				☒		☒			
	Advisory Program	☒	☒	☒		☒				☒					
	Attendance Recovery	☒	☒	☒		☒				☒					
	Credit Recovery	☒	☒	☒		☒	☒			☒					
	Ed/Career Planning											☒	☒		
	Grade Recovery	☒	☒	☒		☒				☒			☒		
	Team Teaching	☒	☒	☒		☒				☒		☒	☒		
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒	☒			☒			☒		
	Travel-Out of State	☒	☒	☒		☒	☒			☒			☒		
600	**Supplies (Less Than ' 5,000)**														
	Specialized Software	☒	☒	☒			☒			☒			☒		
	Content specific Software	☒	☒	☒			☒			☒					
	Parent contact Software	☒	☒	☒			☒			☒					
	Parent Contact Phone System	☒	☒	☒						☒					
	Parent Information/Outreach	☒	☒	☒	☒			☒		☒					
700	**Property (Greater Than ' 5,000)**														
	Technology to support student achievement						☒								
800	**Other Objects**														

High Schools that Work/Making Middle Grades Work

LDOE Priority Goals: 4, 5, 6, 7, 8

Purpose High Schools That Work/Making Middle Grades Work is an effort-based school improvement initiative designed by the Southern Regional Educational Board (SREB) to provide high school and middle grades leaders and teachers with the skills for implementing the 10 key practices found by SREB to be essential to school improvement while increasing rigor, relevance and relationships in the school and classroom.

Available Amount and Funding Source This initiative may be funded through state and local funds, Titles I, II, and VI.

Targeted Population Middle and High Schools.

Detail how this LDOE initiative supports academic achievement This initiative has provided initial Site-Based Technical Assistance Visits (TAVs) at each school, monthly coaching at the school sites, school choice site-based PD, and professional development throughout the school year dealing with various school improvement topics.

PROGRAM/ACTIVITY: Site-Based Technical Assistance Visits (TAVs) at each school, monthly coaching at the school sites, school choice site-based PD, professional development throughout the school year dealing with various school improvement topics and Summer Conference attendance.

PROGRAM/ACTIVITY DESCRIPTION: Professional development dealing with site development, leadership, literacy, guidance, embedding Math and English in CTE, Transition in grades 5-6, 8-9 and senior, teaching to grade level standards, failure is not an option, and program of studies.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
» None.

Professional Development
» Professional contracted services through Southern Regional Education Board (SREB) for professional development activities, including coaching, workshops, etc.

Travel
» In-state to attend relevant professional development offerings sponsored by SREB and/or LDOE.
» Out of state to attend relevant professional development offerings sponsored by SREB.

Materials/Supplies
» None.

Other
» None.

RESEARCH INFORMATION: HSTW has shown a 12 graduate per 100 student increase over the state average graduation rate. For participating HSTW/MMGW schools, school data indicate that 70% of participating schools made improvement in *ELA* LEAP scores; 60 % made improvement in Math LEAP. For GEE, 70% of participating schools improved in both *ELA* and math.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
200	**Employee Benefits**														
300	**Purchased Professional /Tech SVC**														
	Professional contracted services through Southern Regional Education Board (SREB)	☒	☒	☒		☒				☒					
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒	☒			☒		☒			
	Travel-Out of State	☒	☒	☒		☒				☒		☒			
600	**Supplies (Less Than ' 5,000)**														
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Jobs for America's Graduates (JAG-LA)

LDOE Priority Goals: 6

Purpose To reduce the dropout population of Louisiana youth by keeping them actively engaged in age-appropriate educational settings that lead to a recognized high school exit. JAG-LA will provide salary for JAG specialists, travel, classroom supplies, student materials and professional development to support JAG-LA participants.

Available Amount and Funding Source $11 million TANF, and Title I, II, VI, X and Perkins (limited).

Targeted Population Students with three or more barriers, as defined by the national JAG organization, that identify students who are most at risk of dropping out of the traditional school setting.

Detail how this LDOE initiative supports academic achievement JAG-LA helps LDOE achieve the targeted 80% graduation rate through academic remediation, mentoring and attaining employability skills.

PROGRAM/ACTIVITY: Jobs for America's Graduates/Dropout Prevention

PROGRAM/ACTIVITY DESCRIPTION: Jobs for America's Graduates-Louisiana (JAG-LA) is a dropout prevention and recovery program that delivers a unique set of services for at-risk students to help them earn a high school diploma, and for out-of school youth, to assist them in earning a GED and marketable skills. Services are provided by a Job Specialist and are centered around the national JAG Competencies. Information on JAG-LA participants is entered daily in the JAG National Database System, which provides an accurate measure of success for the JAG-LA Program. The program also provides 12 months of post-graduation follow-up services, with the graduate pursuing post-secondary education and/or entering the workforce in a quality job leading to a career.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
» JAG-LA Specialists—full-time certified teachers who work with at-risk students to support them in attaining graduation and job placement.

Professional Development
» Quarterly meetings and monthly conference calls conducted by the LDOE
» National JAG conference

Travel
» In and Out of State professional development, as described above

Materials/Supplies
» Telephone, fax machine, computer, classroom supplies, additional instructional materials, and GED assessment
» Computer software for interventions to improve student achievement
» Computer software to improve career readiness
» Instructional materials and classroom supplies specifically for improving achievement for at-risk students

Other
» Administration fees of the *WorkKeys* assessment for measuring career-readiness skills

RESEARCH INFORMATION: Based on 08-09 data derived from the National JAG Electronic Data Management System:

» In-school program participants completed requirements for a high school diploma with a 93% graduation rate (national standard = 90%).

» Out-of-school program (dropout recovery) participants completed requirements for a GED with a graduation rate of 50% (national standard = 50%).

Based on follow-up data, graduates employed full-time, enrolled in post-secondary education on a full-time basis, or a combination of work and school equated to 79% (national standard = 60%) of in-school program participants and 82% (national standard =60%) of out-of-school program participants.

JOBS FOR AMERICA'S GRADUATES (JAG-LA)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	JAG Specialists/Teachers (General Fund/TANF)	☒	☒	☒						☒	☒	☒			
200	**Employee Benefits**														
	JAG Specialists/teachers	☒	☒	☒						☒	☒	☒			
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒						☒		☒			
	Travel-Out of State	☒	☒	☒						☒		☒			
600	**Supplies (Less Than ' 5,000)**														
	WorkKeys Assessment														
	Computer Software-Intervention	☒	☒	☒			☒			☒					
	Computer Software - Career	☒	☒	☒			☒			☒		☒			
	Instructional materials	☒	☒	☒						☒		☒			
	Classroom Supplies - Intervention	☒	☒	☒						☒					
	GED Assessment														
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Louisiana Virtual School (LVS)

LDOE Priority Goals: 4, 5, 6, 7, 8

Purpose The purpose of the Louisiana Department of Education's Louisiana Virtual School (LVS) is to improve student achievement and academic opportunities by providing students and teachers with increased access to required courses, a rich curriculum, enrichment programs, and professional development opportunities utilizing 21st century technology tools. The LVS employs both proven distance-learning techniques and pilots the use of new technologies for providing greater course/curriculum access to participating schools throughout every Louisiana school district/system. The LVS delivers more than 60 web-based courses via the Internet through a course content management system.

Available Amount and Funding Source Multiple funding sources are utilized to fund this initiative (i.e. state, local, Federal: Title I, Part A; Title II, Part D; IDEA; EEF).

Targeted Population LVS courses are being used to meet public and non-public high school student graduation requirements; to qualify students for TOPS scholarships, for recovery credit and/or catch–up purposes, to alleviate scheduling conflicts, and to extend Dual Enrollment, Career and Technical Education, and Advanced Placement (AP) course offerings to students across the state.

Detail how this LDOE initiative supports academic achievement LVS courses are being used to meet graduation requirements; to qualify students for TOPS scholarships, for recovery credit and/or catch–up purposes, to alleviate scheduling conflicts, and to extend Dual Enrollment, Career and Technical Education, and Advanced Placement (AP) course offerings to students across the state.

PROGRAM/ACTIVITY: Louisiana Virtual School

PROGRAM/ACTIVITY DESCRIPTION: The LVS is an established statewide program which advances education in Louisiana through a variety of means. Because course delivery occurs online, students in the LVS regularly develop 21st century technology skills through the use of blogs, wikis, simulations and a variety of synchronous and asynchronous tools. LVS courses are designed to foster online collaboration, unique instructor/student communication and opportunities to work with technology tools essential not only for increased student achievement, but also for future workforce development. All LVS courses are currently Section 508 compliant, which allows for seamless access to students with disabilities, including those with sight and hearing impairments.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
- School Site Facilitator – Monitors students online course participation per Bulletin 741 - §2395 Distance Education.
- Technical Support Staff – To support set up of infrastructure to support LVS computer labs/equipment.

Professional Development
- Stipends – Participation in LVS PD/Training for on-site school facilitators and participating instructors.
- Sub-Pay – To pay for a sub while attending an LVS PD/Training session.
- Digital Textbooks – To pay for any required electronic LVS course materials/supplement.
- Franchise Model – Associated cost of leasing LVS course content designed to help students reach challenging academic standards.
- Student Registration Fees – Any associated registration/technology , and or LVS course material cost.

Travel
- Travel-In State – Travel to attend an LVS PD/Training session.
- Travel Out of State – Travel to attend an LVS PD/Training session ex. AP Institute for online LVS instructors.

Materials/Supplies
- LVS Supplies – Associated LVS course supply fees that help students reach challenging academic standards.

Other

» None

RESEARCH INFORMATION:

» 70% or more of LVS students score a grade of C or above in their online courses.

» The LVS received data from the 2008 Algebra I end of course exam, indicating that LVS online Algebra I students show higher levels of achievement with a composite EOC exam average of 712 opposed to a 686 average by their peers being taught in traditional classrooms.

» LVS Credit Recovery results are significant, in that (71%) of Algebra I and (83%) of English I students recover their credit.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	School Site Facilitator						☒			☒					
	Technical Support Staff						☒			☒					
	Stipends - Teacher Trainings	☒	☒	☒		☒	☒			☒		☒	☒		
	Sub-Pay - Teachers LVS training	☒	☒	☒		☒	☒			☒		☒	☒		
200	**Employee Benefits**														
							☒			☒					
300	**Purchased Professional /Tech SVC**														
	Digital Textbooks (Core/Other)						☒			☒					
	Franchise Model	☒	☒	☒			☒			☒		☒	☒		
	LVS Registration Costs	☒	☒	☒	☒		☒			☒	☒		☒		
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State					☒	☒			☒		☒			
	Travel-Out of State						☒			☒					
600	**Supplies (Less Than ' 5,000)**														
	LVS Supplies	☒	☒	☒			☒			☒		☒			
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Positive Behavior Support (PBS)

LDOE Priority Goals: 1, 2, 3, 4, 5, 6

Purpose Positive behavioral supports provide an alternative to the traditional methods of discipline. The goal of positive behavioral supports is to replace the use of punitive measures (e.g., detention, suspension, expulsion) with proactive, preventative, and educative processes that result in a more positive school climate and increased academic performance.

Available Amount and Funding Source Title I A, School Improvement, Title II A, Title IV B, IDEA

Targeted Population Students Pre-K through 12th grade

Detail how this LDOE initiative supports academic achievement Positive behavioral supports create a more positive school climate, which increases academic performance (*i*LEAP, LEAP, GEE scores), while at the same time decreasing negative outcomes (suspensions, expulsions, and low-attendance rates, and grade-level retention rates) as opposed to traditional methods of discipline.

PROGRAM/ACTIVITY: Provide schools with techniques and strategies for implementing positive behavioral approaches to classroom management and discipline.

PROGRAM/ACTIVITY DESCRIPTION: Positive behavioral supports create a more positive school climate which increases academic performance (*i*LEAP, LEAP, GEE scores) while at the same time decreasing negative outcomes (suspensions, expulsions, and low-attendance rates, and grade-level retention rates) as opposed to traditional methods of discipline. Professional development is needed for school personnel – so that a positive behavioral approach to classroom management and discipline can be implemented effectively.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» To pay stipends to teachers who attend training, particularly during the summer months when they are not under contract with their respective school boards. Otherwise, normally the only funds that would be submitted for reimbursement would be the cost that is incurred to pay the substitutes for those teachers who attend the PBS trainings during the school year.

Professional Development

» The Louisiana Positive Behavior Support Project will continue to use personnel throughout the state to deliver a variety of trainings, including the district and school-level trainings associated with implementing the three tiers of PBS (Universal, Secondary, and Tertiary), classroom management PBS, and other staff development related activities. These consultants will consist of both personnel within the districts that have been already trained who will redeliver trainings and other state and national personnel associated with PBS, especially experts in tertiary implementation.

Travel

» The travel in state will involve travel to deliver trainings, provide technical assistance, and conduct formal evaluation assessments of the fidelity of implementation of all three tiers of PBS. Out-of-state travel would involve attending the Association of Positive Behavior Support (APBS) conference to improve training skills and expertise in the training and implementation of PBS. It would also involve conferring with other states to develop more knowledge in the expansion of the state-wide initiative.

Materials/Supplies

» Posters and other supplies needed to implement PBS.

Other

» None.

RESEARCH INFORMATION: School-wide Positive Behavior Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. SWPBS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.

Among the most rigorous standards for documenting that a practice/procedure is "evidence-based" is demonstration of at least two peer-reviewed randomized control trial research studies that document experimental control. To meet this standard the practice/procedure must be operationally defined, there must be formal measures of fidelity, there must be formal outcome measures, and these elements must be used within a randomized control trial group research design.

There have been innumerable studies conducted by a multitude of universities regarding the outcomes of the implementation of Positive Behavior Support with fidelity. The below are a couple of scientific studies completed:

1. Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press) conducted a study, "A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools." *Journal of Positive Behavior Interventions* that showed that implementation of PBS was associated with students meeting reading standard.
2. Bradshaw, C., Mitchell, M., & Leaf, P. (in press) in examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions* showed that implementation of SWPBIS was related to (a) high fidelity of implementation, (b) reduction in office discipline referrals, (c) reduction in suspensions, and (c) improved fifth grade academic performance.

Evaluation studies examining SWPBS that used research quality measures, but did NOT employ experimental designs document both implementation of the core feature by typical school personnel, and either improved academic performance, or reductions in office discipline referrals.

Barrett, S., Bradshaw, C., & Lewis-Palmer, T. (2008). Maryland state-wide PBIS initiative. *Journal of Positive Behavior Interventions*, 1005-114.

Benedict, E., Horner, R.H., & Squires, J. (in press). Assessment and implementation of Positive Behavior Support in preschools. *Topics in Early Childhood Special Education*.

Biglan, A. (1995). Translating what we know about the context of antisocial behavior in to a lower prevalence of such behavior. *Journal of Applied Behavior Analysis*, 2, 479-492

Blonigen, B., Harbaugh, W., Singell, L., Horner, R.H., Irvin, L., & Smolkowski, K. 2008). Application of economic analysis to school-wide positive behavior support programs. *Journal of Positive Behavior Interventions*

Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. (2006).School-wide application of positive behavior support in an urban high school: A case study. Journal of Positive Behavior Interventions 8(3), 131-145

Chapman, D., & Hofweber, C., (2000). Effective behavior support in British Columbia. *Journal of Positive Behavior Interventions*, 2 (4), 235-237.

Colvin, G., & Fernandez, E., (2000). Sustaining Effective Behavior Support Systems in an Elementary School. Journal of Positive Behavior Interventions 2(4), 251-253.

De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 255-267.

POSITIVE BEHAVIOR SUPPORT (PBS)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Stipends for Teachers for PD	☒	☒	☒		☒				☒			☒	☒	
	Sub Pay for Teachers for PD	☒	☒	☒		☒				☒			☒	☒	
200	**Employee Benefits**														
		☒	☒	☒		☒				☒			☒	☒	
300	**Purchased Professional /Tech SVC**														
	Consultants to Provide PD	☒	☒	☒		☒				☒			☒	☒	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒				☒			☒	☒	
	Travel visit local schools	☒	☒	☒		☒				☒			☒	☒	
	Travel-Out of State					☒				☒			☒	☒	
600	**Supplies (Less Than ' 5,000)**														
	Rewards	☒	☒	☒						☒			☒	☒	☒
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Response to Intervention (RTI)

LDOE Priority Goals: 2, 3, 4, 5, 6

Purpose Response To Intervention (RTI) is a process of evaluating the success of instruction and providing appropriate interventions to give early, effective assistance to children who are not achieving grade level success.

Available Amount and Funding Source: Multiple funding sources are utilized to fund this initiative. (i.e. state, local, federal).

Targeted Population RTI is designed to assess and provide early interventions for all students who are struggling learners.

Detail how this LDOE initiative supports academic achievement RTI seeks to ensure academic success through early intervention, frequent progress monitoring, and increasingly intensive research-based instructional interventions for students according to their need.

PROGRAM/ACTIVITY: Data Review and District and School Professional Development

PROGRAM/ACTIVITY DESCRIPTION: Support the RTI process throughout the State by providing assistance to districts as they develop their RTI plans and implement the RTI process.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» District RTI Coordinator to coordinate the district program, review overall progress of schools, and lead the development of the District RTI Implementation Plan.
» Academic coaches to provide embedded professional development to teachers about RTI implementation and to assist with student intervention plans and data analysis.
» Academic interventionists to work with students and teachers to improve the academic achievement of struggling learners.

Professional Development

» In-services and webinars - to provide implantation strategies for effective RTI implementation.
» Job embedded professional develop to model appropriate differentiated instructional strategies to improve student academic achievement.

Travel

» In-state - travel to schools by coordinator, coaches and interventionists to improve student achievement by providing Technical Assistance through data analysis, intervention planning, job-embedded P.D, as well as direct student assistance by interventionists. Travel to other districts to view model schools and to attend state in-services.
» Out of state - Travel to conferences that focus on RTI implementation strategies that are designed to improve student achievement of struggling learners through instructional or intervention strategies and data analysis strategies to inform the decision making process in determining specific intervention changes that may need to be made for struggling learners.

Materials/Supplies

» Teacher and student related materials - manuals, CDs, PowerPoint presentations, videos/DVDs, technology (Tracker - online management tool).

Other

» Supplies to facilitate PD activities.
» Computer intervention software and materials to improve the academic achievement of students achieving below grade level.

RESEARCH INFORMATION: The Response to Intervention (RTI) Process is composed of the following essential elements: a three-tiered framework, strong research-based instruction and interventions, universal screening, progress-monitoring, and data driven-decisions. These elements have been exhaustively researched and published in educational journals. Following are a few sample references:

Fuchs, D., Compton, D. L., Fuchs, L. S., & Bryant, J. (2008). Making "secondary intervention" work in a three-tier responsiveness-to-intervention model: Findings from the first-grade longitudinal reading study at the National Research Center on Learning Disabilities. *Reading and Writing: An Interdisciplinary Journal*, 21, 413–436.

Fuchs, D., & Fuchs, L. S. (2005). Responsiveness-to-intervention: A blueprint for practitioners, policymakers, and parents. *Teaching Exceptional Children*, 38, 57–61.

Fuchs, D., & Fuchs, L. S. (2006). Introduction to responsiveness-to-intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93–99.

Fuchs, L. S., & Fuchs, D. (2008). The role of assessment within the RTI framework. In D. Fuchs, L. S. Fuchs, & S. Vaughn (Eds.), *Response to intervention: A framework for reading educators* (pp. 27–49). Newark, DE: International Reading Association.

Fuchs, L. S., & Stecker, P. M. (2003). Scientifically based progress monitoring. National Center on Student Progress Monitoring: Washington, DC. Retrieved May 15, 2009.

Good, R. H., Simmons, D. C., & Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. *Scientific Studies of Reading*, 5, 257–288.

McMaster, K. L., & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.). *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 223–233). New York: Springer.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	RTI Site Coaches	☒	☒	☒		☒				☒			☒	☒	
	Stipends for Teacher PD	☒	☒	☒		☒				☒			☒	☒	
	Sub-Pay for Teachers	☒	☒	☒		☒				☒			☒	☒	
	RTI School Site Interventionist	☒	☒	☒						☒			☒	☒	
	RTI District Coordinator	☒		☒		☒				☒			☒	☒	
200	**Employee Benefits**														
	RTI Site Coaches	☒	☒	☒		☒				☒			☒	☒	
	Stipends for Teacher PD	☒	☒	☒		☒				☒	☒		☒	☒	
	Sub-Pay for Teachers	☒	☒	☒		☒				☒			☒	☒	
	RTI School Site Interventionist	☒	☒	☒						☒			☒	☒	
	RTI District Coordinator	☒		☒		☒				☒			☒	☒	
300	**Purchased Professional /Tech SVC**														
	Webinars	☒	☒	☒		☒	☒			☒			☒	☒	
	PD Consultants	☒	☒	☒		☒				☒			☒	☒	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒				☒			☒	☒	
	Travel-Out of State	☒	☒	☒		☒				☒			☒	☒	
	Travel - District	☒	☒	☒		☒				☒			☒	☒	
600	**Supplies (Less Than ' 5,000)**														
	RTI PD Materials	☒	☒	☒		☒				☒			☒	☒	
	Specialized Software	☒	☒	☒			☒			☒			☒	☒	
	Intervention Materials	☒	☒	☒						☒			☒	☒	
	Assessment Materials	☒	☒	☒						☒			☒	☒	
	Computers/Printers	☒	☒	☒			☒			☒			☒	☒	
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

Senior Project®

LDOE Priority Goals: 6, 7

Purpose The Senior Project® is a rigorous, relevant, standards-based program for high school seniors that includes four related components: issue-based research paper, project/ product/ service, a comprehensive portfolio, and an oral presentation before a panel of 4-5 judges composed of school/district staff and community members. Senior Project® is a process that includes intense professional development and training for secondary educators, administrators, district personnel, and community and business volunteers.

Available Amount and Funding Source Funding for 2008-09 included 8g and state general funds (professional development and training for 35 schools, substitute and partial travel reimbursements; local funding for participant travel & lodging expenses, web-based tracking system for two schools). Funding for 2009-10 could be obtained by pooling resources from High School Redesign, Curriculum and Standards, Title I, Title II, IDEA, Career-Tech, and Workforce.

Targeted Population Secondary students and parents, teachers, administrators, district personnel, and community and business volunteers

Detail how this LDOE initiative supports academic achievement The Senior Project® process reinforces and refines the necessary skills for IEP (gifted/talented and special needs), IB/AP/Dual Enrollment, Vocational and Career Diploma, ELL, and regular education students to be successful in their transition to their career pathway after high school:

For seniors, the Senior Project® instills a deep, sustained learning experience and confidence while increasing clarity and understanding related to complex problem solving, application of effective interpersonal skills, demonstration of work ethic and meeting expectations, importance of personal goals, and, yes, even their dreams. For schools and school staff, Senior Project® addresses drop-out issues, raises high school graduation standards, aligns with curriculum, incorporates 21st century skills, initiates full staff involvement, engages the community, and increases staff and parent understanding of not only what seniors know but also how seniors can apply their knowledge and skills.

PROGRAM/ACTIVITY: Professional Development and training; Louisiana Senior Project® web-based network

PROGRAM/ACTIVITY DESCRIPTION: To provide professional development and Phase I, Phase II, and Next Steps training for 100 Louisiana high schools to develop and implement rigorous, consistent Senior Project® programs that meet Bulletin 741 requirements. In addition, to provide a Louisiana online Senior Project Network™ (LASPN) for 3-5 staff members from each of the 100 schools. This online tool would facilitate a rapid and accurate flow of Senior Project® information and resources for participating districts and/ or high school staff members, program Coordinators, and the LDOE Senior Project® support team staff. This web-based network would offer:

- Direct and efficient communication and collaboration opportunities for the LA Senior Project® High Schools across the state.
- Downloadable and reproducible Senior Project® support resources, i.e., Pathfinder (62 page Senior Project® student manual; teacher manuals; Leap (school to career materials aligning with Senior Project® and school to career portfolio).
- A secure discussion board for all members and for the LA Senior Project® State Advisory Council.
- Accurate and current calendar of events.
- Senior Project® Podcasts and PowerPoint Presentations.
- Senior Project® information: research, related articles; skill sheets; LDOE communications.
- Archive of Senior Project® newsletters.

Managing the LASPN, the Senior Project Center™ would quickly and efficiently upload for the LDOE staff any related documents, calendar updates, messages directed at the Senior Project® high schools. The Senior Project® Center team would also keep information current and fresh, provide updates, relevant information, and new downloads.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» To assist and support students with individual needs in development of students' Senior Projects, i.e., guiding the process of selecting topics; facilitating the research process; coaching writing of research papers; steering students in obtaining mentors; guiding student budgeting of project; monitoring, evaluating and assessing student progress and communicating progress to appropriate parties; aligning Senior Projects with IEPs; aiding students in presentations; monitoring and developing culminating portfolio process; communicating with school staff, parents, and community; assisting in developing and adjusting time schedules and due dates; maintaining records; and providing clerical support.

Professional Development

» Professional Development (PD) by National Senior Project Consultants (Phase I, Phase II, Next Steps, Bridges and Transitions, Tracker (online management tool) and other Senior Project related PD for educators, i.e., teachers, Senior Project Coordinators, administrators, and guidance counselors.

Travel

» Local - reimburse Senior Project related travel expenses for teachers, administrators, Senior Project Coordinators, and guidance counselors to attend Senior Project related training and PD, judging, and conferencing/networking.
» Regional - reimburse Senior Project related travel expenses for teachers, administrators, Senior Project Coordinators, and guidance counselors to attend Senior Project related training and PD, judging, and conferencing/networking.
» State - reimburse Senior Project related travel expenses for teachers, administrators, Senior Project Coordinators, and guidance counselors to attend Senior Project related training, conferences, meetings, and PD; Senior Project site visitations; judging Senior Project presentations; and conferencing/networking.

Materials/Supplies

» Teacher and student related materials--manuals, CDs, PowerPoint presentations, videos/DVDs, technology (Tracker--online management tool).

Other

» None.

RESEARCH INFORMATION: Established more than 2 decades ago, the award-winning Senior Project® advocates a pivotal requirement in the senior year. States, districts, and high schools focused on restructuring, raising high school standards, and actively engaging all seniors in a challenging and relevant educational process incorporate the Senior Project® program. It is a nationally acclaimed educational program that was developed in 1982 and is supported by numerous states and/or districts, i.e., Rhode Island, North Carolina, Hawaii, Oregon, California, Pennsylvania, New York, Massachusetts, Mississippi, Texas, Georgia, Wisconsin, Washington, Idaho, Ohio, and DC, to name a few. In addition, various colleges within universities that require Senior Projects, such as Hoffstra University, University of Iowa, University of North Carolina, Purdue University, Colorado State University, Louisiana State University, and many others, follow the Partnership for Learning's Senior Project® model and components of the program. In addition, many groups and publications support Senior Project®, such as National Commission on the Senior Year, USDOE; South Eastern Regional Vision for Education (SERVE); Southern Regional Education Board (SREB), High Schools That Work; *Education Leadership-NEA Today–Education Weekly–American School Board Journal–Exemplary Practices in Education English Journal Washington Post Wall Street Journal Los Angeles Times Sacramento Bee*, and *Detroit News*. See the links below for articles.

SREB: Slide 1 - Southern Regional Education Board (slide 12); High schools seeking to raise graduation rates offer a number of ... (page 13--graduation rates and SP)

Bill Dagget: http://www.leadered.com/pdf/Improve%20Perf%20with%20declining%20resources.pdf

NASSP: http://www.principalspartnership.com/seniorproject.pdf

Feds: Raising our Sights: http://www.perfspot.com/docs/doc.asp?id=1009 (page 5 col. 1; page 32 col 1, page 33, col. 1)

SERVE: (4 research docs) http://www.serve.org/SDImprov/products4.php

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	SP Teacher/Para														
	Stipends for teacher and admin for PD	☒	☒	☒		☒	☒			☒		☒			
	Sub-pay for teachers to participate in PD	☒	☒	☒		☒	☒			☒		☒			
200	**Employee Benefits**														
		☒	☒	☒		☒	☒			☒		☒			
300	**Purchased Professional /Tech SVC**														
	SP consultants	☒	☒	☒		☒				☒					
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒	☒			☒		☒			
	Travel-Out of State	☒	☒	☒		☒				☒		☒			
600	**Supplies (Less Than ' 5,000)**														
	PD Supplies	☒	☒	☒		☒				☒		☒			
	Student/Teacher manuals														
	Miscellaneous Supplies														
	LASP Network (LASPN)	☒	☒	☒			☒			☒		☒			
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

TAP™: The System for Teacher and Student Advancement

LDOE Priority Goals: 2, 3, 4, 5, 6

Purpose TAP™ is a system to attract, retain, develop, and motivate talented people to the teaching profession. TAP™ is designed to improve teacher quality and increase student achievement.

Available Amount and Funding Source Multiple funding sources are utilized to fund this school-wide initiative (i.e. state, local, Federal – Title I, Title II, Title III, Title IV, IDEA, EEF, School Improvement 1003(a) and 1003(g), MFP At-Risk Factor, 8(g) $2,000,000).

Targeted Population TAP™ is a comprehensive, whole school reform structure that is available to any PK-12 school in Louisiana.

Detail how this LDOE initiative supports academic achievement TAP™ is a comprehensive, research-based reform model that is built upon four critical elements: (1) multiple career paths and career advancement opportunities; (2) ongoing, on-site, job-embedded, applied professional development driven by the needs of the students in the school; (3) a fair, transparent instructionally-focused accountability system (evaluation) for teachers; and (4) differentiated compensation for teachers based on the teachers' performance in the classroom and on the performance of their students. Student academic gains are measured using a value-added statistical methodology developed by William Sanders.

PROGRAM/ACTIVITY: Ongoing, Applied, Job-embedded Professional Development
PURPOSE: To provide professional development to the instructional staff providing the student strategies and teaching strategies that directly address identified student academic needs.
TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers, Administrators and PK-12 students
PROGRAM/ACTIVITY DESCRIPTION: TAP™ schools re-configure their daily schedule to allow for 60 to 90 minutes of uninterrupted, quality collaborative learning time in grade-alike or subject-alike groups called cluster meetings each week. These cluster meetings provide teachers the collaborative opportunity to identify specific student needs based on data. Once these broad needs are identified, the focus is narrowed to specific student skills that support those broad areas of student need. A school goal is established, as well as specific cluster cycle goals outlining a timeline for cluster groups to focus on specific areas. Master teachers then find research-based strategies to target those needs, do field testing with students in the building, and then model the strategies for other teachers. Master and mentor teachers provide follow-up support to classroom teachers as they implement the strategies and bring back student work to help frame their next steps. Although master teachers are prepared with numerous researched-based, field-tested strategies, it is the student work that dictates the direction the cluster will take. The typical protocol for a cluster meeting, *STEPS for Effective Learning*, involves 5 specific steps for master teachers to follow: 1. Career teachers identify the specific student need based on student work. 2. Master/mentor teachers model a researched-based strategy that has been field tested pointing out critical attributes of the strategy to career teachers to ensure effective transfer. 3. Career teachers develop the new strategy or part of the strategy into their anticipated lessons for the coming week with guidance from the master and mentor teachers. 4. Career teachers make plans to apply the strategy in their classrooms while master and mentor teachers make plans to tailor the support each career teacher will need. (team teach, model, observe and provide feedback, etc.). 5. All career teachers bring back student work to the next meeting in order to evaluate the effectiveness of the strategy and make appropriate modifications.

PROGRAM/ACTIVITY: Multiple Career Paths

PURPOSE: TAP™ enables good teachers to move into a variety of teaching positions—career, mentor, and master teacher—depending upon their interests, abilities, and accomplishments. As they move up the ranks, their qualifications, roles, and responsibilities increase and so does their compensation. Mentor teachers and master teachers play an integral role in TAP™ by providing critical support and modeling of teaching practices on an ongoing basis. The roles of mentor and master teachers support professional advancement for teachers without the teachers having to "leave the classroom." Through a competitive hiring process, schools advertise, interview, and hire master and mentor teachers who share instructional leadership with the principal.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: **Master teachers** generally do not carry a classroom teaching assignment but put in a large amount of teaching time through modeling and team teaching with career teachers. They share in the evaluation/conferencing responsibilities of the school leadership team. Master teachers are also responsible for supporting the principal in guiding the leadership team in the disaggregating of data and outlining the school's focus for improvement. They specifically locate research-based instructional strategies that target the identified areas of student need, field test those strategies with students within the building, and then model those strategies for career and mentor teachers during weekly grade-alike or subject-alike professional development sessions called "cluster meetings." The master teachers, along with mentor teachers, provide follow-up and support to classroom teachers in the form of observation with feedback, team teaching, modeling, etc., as the teachers are implementing new instructional strategies. Master teachers also guide career and mentor teachers in the development of an Individual Growth Plan (IGP). The IGP is a record-keeping log to support teachers in their own professional growth and to ensure that growth in classroom practice connects to measurable increases in student achievement. The recommended ratio of master teachers to career teachers is 1:15.

Mentor teachers maintain a full class load and are given release time to support the master teachers as they plan and deliver professional growth opportunities for teachers throughout the building. They serve on the school leadership team with the administrators and master teachers and accept evaluation/conferencing responsibilities. Mentor teachers support career teachers with their IGPs. The recommended ratio of mentor to career teachers is 1:8.

Career teachers are regular classroom teachers. These teachers may be new to teaching or may have taught for many years. The career teachers participate fully in cluster group meetings, are evaluated by the principal, master teacher, and mentor teacher, and are eligible to receive a performance bonus award each year. After two years of successful teaching experience, career teachers may apply to fill open mentor teacher positions and may apply to fill open master teacher positions after five years of successful teaching experience.

PROGRAM/ACTIVITY: Instructionally-Focused Accountability of Teachers (Evaluation)

PURPOSE: The TAP™ teacher evaluation process is designed to provide teachers with observations and evaluations that support their growth and improvement. Teachers in TAP™ schools are held accountable for high quality classroom instruction through the use of the TAP™ Instructional Rubric. During the first year of implementation in a TAP™ School, a considerable amount of time in cluster meetings is spent on introducing the teaching staff to the indicators in the instructional rubric. Master teachers continue to embed the instructional rubric into weekly cluster meetings which provide a solid opportunity for them to model what specific indicators look like and sound like in effective classroom teaching.

The TAP™ Instructional Rubric measures teacher effectiveness in four Domains:

- Designing and Planning Instruction which includes three indicators (Instructional Plans, Student Work, and Assessment).
- The Learning Environment which includes four indicators (Expectations, Managing Student Behavior, Environment, and Respectful Culture).
- Instruction which includes twelve indicators (Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Learning Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Content Knowledge, Teacher Knowledge of Students, Thinking, and Problem Solving).
- Responsibilities which include seven indicators (Staff Development, Instructional Supervision, School Responsibilities, Mentoring, Community Involvement, Growing and Developing Professionally, and Reflecting on Teaching).

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: TAP™ teachers are evaluated four times during the school year (one announced and three unannounced). These evaluations are completed by administrators, master teachers, and mentor teachers, all of whom participate in intensive training on the TAP™ Instructional Rubric, inter-rater reliability, and pre/post-conferencing skills. Periodically the leadership team (administrators, master teachers, and mentor teachers) conduct inter-rater reliability checks within their team by watching, scripting, scoring, and planning post conferences with a video library of teaching episodes provided by the NIET.

After each evaluation, a teacher completes a "self evaluation" of the lesson. During the instructional post-conference held after each evaluation, the teacher is guided through cognitive coaching to self-reflect on the lesson with a focus on a specific area of reinforcement and a specific area of refinement from the TAP™ Instructional Rubric. The scores from a teacher's four evaluations combine with a "responsibility score" to make up part of his/her opportunity to pull from a bonus pool of money in the performance-based pay element of TAP™. Administrators are trained in the Comprehensive Online Data Entry (CODE) system, an online data management system in which principals enter teacher evaluation scores and are able to generate specific reports that identify trends in teacher evaluation reports, so that they can plan support for teachers in specific instructional areas within the school. Administrators also use CODE to monitor for score inflation.

PROGRAM/ACTIVITY: Differentiated Compensation/Performance Pay

PURPOSE: To acknowledge and reward teachers based on performance.

TARGETED POPULATION: Career Teachers, Mentor Teachers, Master Teachers

PROGRAM/ACTIVITY DESCRIPTION: TAP™ changes the current system by providing additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students. Although base salaries remain the same, salary addendums are given to master and mentor teachers because these teachers take on more responsibility and share instructional leadership with the principal.

Additionally, all teachers in a TAP™ school are eligible for financial awards from a pool of money created by the district specifically to reward teachers for their classroom teaching performance AND student growth. This pool of money ranges from ⊠1,000 to ⊠5,000 per teacher. Teachers are able to draw from this pool of money based on:

» The average scores they earn on the four evaluations of their classroom teaching performance (50%).

» Their students' classroom level achievement growth using a value-added model (30%).

» School-level achievement growth as measured using a value-added model (20%).

For teachers assigned to grades/subjects not state tested, the opportunity for financial award is based 50% on the four evaluations and 50% on school-wide value-added gains. The TAP™ program currently uses statistician William Sanders' model of value-added growth calculations to determine value-added gains of students.

Current state assessment data (LEAP and *i*LEAP) are sufficient to meet the requirements for calculating value-added growth using the Sanders model. All student test data and historical test data are submitted by the State Department of Education. Districts enter into separate contracts with the Sanders group for their value-added reports.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» TAP Master Teacher Base Salary - Provides ongoing and targeted PD on identified screening and monitoring needs of students and teachers, models lessons, team teaches, field test strategies, uses screening and progress monitoring data to identify skill deficits, engage teachers in aligning instruction with standards and benchmarks, engage teachers in assessing and monitoring student mastery, engage teachers in differentiating and aligning learning activities.
» Master Teacher/Mentor Teacher Salary Augmentation - This cost consists of the additional compensation master teachers and mentor teachers received for their position. This addendum represents compensation for the additional responsibilities assigned to master/mentor teachers and for the performance of the additional tasks associated with being a master or mentor teacher.
» One-Time Performance Awards - Teacher and principal Stipends for performance based on student gain, school gain, and teacher effectiveness score.

Professional Development

» Stipends - For teachers before or after regular work hours for Cluster Meetings.
» Sub Pay - Note: Only Allowable to allow teacher to participate in PD during regular work day. Hire sub during work day to allow mentor teachers to model lessons, participate in Clusters, and or to conduct peer observations to enhance teaching/implementation of new teaching strategies.
» Master Teacher/Mentor Teacher Stipend - Master and mentor teachers will often work additional school days beyond the regular school calendar according to local arrangement.
» One-Time Performance Awards - Teacher and principal Stipends for performance based on student gain, school gain, and teacher effectiveness score.

Travel

» State-Out-of-State - Cost of travel for school staff members to visit other TAP schools, attend state TAP trainings, and attend TAP National Conference that is aligned with the SIP.

Materials/Supplies

» **Materials** for on-going, job-embedded professional development for the teachers
» **Computer -** for Master Teachers to use in cluster meetings and PD presentations
» **Infocus Projector -** for TAP PD

Other

» **Value-Added Calculations -** Value-Added calculations are done by SAS, Inc.
» **Observation Management System: CODE** - The CODE (Comprehensive Online Data Entry) system enables principals and leadership teams to input and archive teacher evaluation data and generate individual summative evaluation scores for teachers.

RESEARCH INFORMATION: TAP™ was developed based upon scientific research as well as best practices from the fields of education, business and management. A bibliography of national research that supports the four critical components of TAP™ is available at http://tapsystem.org/policyresearch/policyresearch.taf?page=elements?biblio.

A July 2009 Center for American Progress report highlights TAP™ as a system that builds teaching capacity in high-need schools and districts. Aligned by Design: How Teacher Compensation Reform Can Support and Reinforce Other Educational Reforms cites TAP™ as a system that reforms teacher compensation, along with other support structures, in an effective and sustainable way. Complete report is available at http://www.americanprogress.org/issues/2009/07/pdf/teacher?alignment.pdf.

The number of TAP™ schools has grown steadily. Most of this nationwide growth comes from the participation of high-need schools. Nearly 88% of TAP™ schools in 2008-2009 are high-need schools. At 78% of TAP™ schools nationwide, students gain a full year or more of achievement growth during one year of schooling. This high performance has remained stable over several years even while the number of schools included in the statistic (especially the number of schools serving higher-need communities) has expanded. According to nationwide data, TAP™ teachers on average show higher student achievement growth than non-TAP™ teachers. And on average, more TAP™ schools outperform similar non-TAP™ schools in producing an average year's growth or more in both reading and math achievement. More detailed national results are available at http://tapsystem.org/policyresearch/policyresearch.taf?page=results?nat.

Similarly, Louisiana has grown in the number of TAP™ schools and in the academic achievement of students in those schools. In 2006-2007, over 68% of the schools demonstrated student growth of at least one year, with 31% at over one year of growth. In 2007-2008, over 69% of the schools demonstrated student growth of at least one year, with 47% at over one year of growth. In 2008-2009, over 92% of the schools demonstrated student growth of at least one year, with 77% at over one year of growth.

The following are promising indicators of success in Louisiana (June 2009 data analysis completed by Dr. Peggy Kirby):

1. Number of TAP™ schools in Louisiana is 8 times greater in 2009 than in 2005.
2. TAP™ schools serve greater proportions of minority students and those eligible to receive free or reduced lunch than Louisiana public schools in general.
3. TAP™ schools at least doubled the state 2008 to 2009 gains in 4th, 5th, 9th, and 10th grade *ELA*, and in 5th, 8th, 9th, and 10th grade Math.
4. The longer a Louisiana school participated in TAP™, the higher its percentages of students scoring ?*AS*?C or ABOVE on *i*LEAP 3rd grade and LEAP 4th grade *ELA* and MATH.
5. TAP™ process appears to effectively distinguish teacher knowledge and skills as evidenced by the positive correlation between average SKR (teacher knowledge and skills) scores and 4th grade LEAP performance in TAP™ schools from 2005 to 2008.

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title ☒				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	Master Teacher Salary	☒	☒	☒		☒		☒		☒			☒	☒	
	Master Teacher Addendum	☒	☒	☒		☒		☒		☒			☒	☒	
	Mentor Teacher Addendum	☒	☒	☒		☒		☒		☒			☒	☒	
	One-time Performance Pay for Teachers/ Principals	☒	☒	☒		☒		☒		☒			☒	☒ teachers only	
	Stipends for Teacher PD	☒	☒	☒		☒		☒		☒			☒	☒	
	Sub-Pay for teacher participation in PD	☒	☒	☒		☒		☒		☒			☒	☒	
200	**Employee Benefits**														
		☒	☒	☒		☒		☒		☒			☒	☒	
300	**Purchased Professional /Tech SVC**														
	Contract for Value-Added Calculations	☒	☒	☒		☒		☒		☒			☒	☒	
	CODE Management System	☒	☒	☒		☒		☒		☒			☒	☒	
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State☒	☒	☒	☒		☒		☒		☒			☒	☒	
	Travel-Out of State☒	☒	☒	☒		☒		☒		☒			☒	☒	
600	**Supplies (Less Than ' 5,000)**														
	TAP™ PD Supplies	☒	☒	☒		☒		☒		☒			☒	☒	
	Computer: Master Teacher PD	☒	☒	☒		☒		☒		☒			☒	☒	
	Infocus: TAP™ PD	☒	☒	☒		☒		☒		☒			☒	☒	
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

☒All travel should be in alignment with SIP

Teaching, Learning and Technology Centers (TLTC)

LDOE Priority Goals: 2, 3, 4, 5, 6

Purpose The primary goal of the TLTC Competitive Grants (Teaching, Learning, and Technology Centers) is to improve student academic achievement through the use of technology in elementary and secondary schools. They are also designed to assist every student, regardless of race, ethnicity, income, geographical location, or disability, in becoming technologically literate by the end of the eighth grade and to encourage the effective integration of technology resources and systems with professional development to promote research-based instructional methods that can be widely replicated.

Available Amount and Funding Source Approximately $1.9 million (reflects approx. 62% cut in Enhancing Education through Technology (EETT) Program funds using tentative calculations) will be awarded. Each award will be approximately $225,000.00 Eight TLTC grants will be funded. Additional sources include Title I, Part A; Title II, Part A; Title II, Part D; IDEA; EEF.

Targeted Population High-need LEAs based on poverty level. Poverty level to be adjusted (if necessary) based on data provided using the U.S. Census site. Previous year funding reflected an 18.8% or greater poverty level. The LEA had 18.8% or more of children from families with incomes below the poverty line living within the LEA.

Detail how this LDOE initiative supports academic achievement Professional development opportunities for teachers, principals, and administrators as provided by TLTC will serve to enhance ongoing efforts to improve teaching and learning through the use of technology including improving student achievement through the use of technology, by assisting all students to become technology literate by the end of the 8th grade and through improved instructional opportunities provided by effective curriculum integration.

PROGRAM/ACTIVITY: TLTC Competitive Grants

PROGRAM/ACTIVITY DESCRIPTION: TLTC (Teaching, Learning and Technology Regional Centers) establish one TLTC in each BESE region serving as an extension of the Louisiana Department of Education (LDOE) assisting with the development and implementation of technology-integrated professional development and technology leadership programs while supporting existing state curriculum standards and effective implementation of the state endorsed Louisiana Comprehensive Curriculum. TLTCs support ALL districts in a BESE region.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel
» TLTC Facilitator – LEA hosting a TLTC can pay for the lead technology facilitator at the site.
» TLTC Asst. Facilitator – LEA hosting a TLTC can pay for the asst. technology facilitator at the site.

Professional Development
» Stipends – For attendance at a TLTC sponsored technology integration PD offering.
» Sub Pay – Sub to cover attendance at a TLTC sponsored technology integration PD offering.

Travel
» Travel-In State – Travel to attend a TLTC Technology Integration PD Training class/session.
» Travel Out of State – Travel to attend a TLTC Technology Integration PD Training class/session ex. NECC, Intel, etc.

Materials/Supplies
» Conference Registration – Instructional Technology conferences only.
» Computer Software – Software that teachers receive training on at a TLTC.
» Workshop Materials – Materials to support TLTC PD technology integration classes.

Other
» None.

RESEARCH INFORMATION: Education Week's 2009 "Technology Counts" report gave Louisiana a perfect score of 100 and an A in its Use of Technology in the classroom. Eight other states – Arizona, Georgia, Maryland, North Carolina, South Carolina, South Dakota, Utah and West Virginia – also earned perfect scores and therefore share the number one designation with Louisiana. Teachers trained to deliver instruction in a 21st Century classroom, students have access to appropriate technology and digital resources for technology-integrated curriculum activities on the campus, in the district, at home, or at key locations in the community. Teachers seamlessly integrate technology in a student-centered learning environment where technology is used to solve real-world problems in collaboration with business, industry, and higher education. Teachers and students apply technology across all subject areas to provide learning opportunities that are not possible without the technology. The student-to-computer ratio, as reported via technology surveys, has improved from a dismal 88:1 to approximately 2.54:1. Approximately 99.79% of Louisiana schools have Internet access. Teacher and student use of technology continues to grow.

TEACHING, LEARNING AND TECHNOLOGY CENTERS (TLTC)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X				
		Part A			Part C										
Budget Code	Activity		1003A	1003G	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento		Part B	Early Intervening	Preschool
100	**Salaries**														
	TLTC Facilitator						☒			☒					
	TLTC Assistant, if needed						☒			☒					
	Stipends - Teacher Trainings	☒	☒	☒		☒	☒			☒			☒		
	SubPay - Teacher TLTC Trainings	☒	☒	☒		☒	☒			☒			☒		
200	**Employee Benefits**														
							☒								
300	**Purchased Professional /Tech SVC**														
400	**Purchased Property Services**														
500	**Other Purchased Services**														
	Travel -In State	☒	☒	☒		☒	☒			☒			☒		
	Travel-Out of State	☒	☒	☒		☒	☒			☒			☒		
600	**Supplies (Less Than ' 5,000)**														
	Computer Software	☒	☒	☒		☒	☒			☒					
	Workshop Materials	☒	☒	☒		☒	☒			☒					
700	**Property (Greater Than ' 5,000)**														
800	**Other Objects**														

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Louisiana Department of EDUCATION

Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802-5243
877.453.2721 | www.louisianaschools.net

Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: B. Edward Boudreaux Middle School	Today's date: 4/12/2010

Superintendent Information

☐ Mr. ☐ Ms. ☐ Mrs. X Dr.	Superintendent Name: Donald W. Aguillard	Superintendent Email: daguillard@stmary.k12.la.us
	Phone: 337-836-9661	Fax: 337-836-5461

Address: P. O. Box 170

City: Centerville	State: LA	ZIP Code: 70380

School Information

☐ Mr. ☒ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Naomi Harding	Principal Email: nharding@stmary.k12.la.us
	Years at the School: ~~1~~ 2	Total years as principal at any school: ~~1~~ 3

School address: 18333 Highway 182 W	District: St. Mary Parish

School Phone: 337-924-7996	School fax:337-923-4199	School website: http://www.stmary.k12.la.us/beb/
City: Baldwin	State: LA	ZIP Code: 70514

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS:** 71.7 **AYP Status:** AYP Met

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☒

Number of Students: 324

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 8

Number of classroom teachers: 24

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 28

Percentage of students:	Eligible for Free/Reduced Lunch: 92 %	Receiving ESL services: .3%

What percentage and number of teachers in your school voted to implement TAP? 96%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret Ballot

Appendix A: TAP Planning Worksheet

School Profile Worksheet

School Name: Donaldsonville High School		Today's date: 4/17/08
SUPERINTENDENT INFORMATION		
x☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Donald Songy	Superintendent Email: songyd@apsb.org
	Phone: 225-473-7981	Fax: 225-473-7820
Address: P.O Box 189		
City: Donaldsonville	State: LA	ZIP Code: 70346
SCHOOL INFORMATION		
☐ Mr. x☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Gwen Boudreaux	Principal Email: boudreauxg@apsb.org
	Years at the School: 1 1/2	Total years as principal at any school: 5
School address: 100 Tiger Drive		District: Ascension
School Phone: 225-474-2730	School fax: 225-473-4496	School website: www.edline.net/pages/Donaldsonville_High_School
City: Donaldsonville	State: LA	ZIP Code: 70346
Grade Levels Served (check all that apply): ☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x☐ 7 x☐ 8 x☐ 9 x☐ 10 x☐ 11 x☐ 12		
Please use numbers from the fall of 20____ for the following questions:		**AYP Status:**
Check appropriate description:	Title I school x	School-wide Program x Targeted Assistance ☐
Number of Students: 625		
Number of Administrators: 5	Number of non-certified instructional staff (e.g., Teacher Aides): 7	
Number of specialist teachers (non-core): 17	Number of classroom teachers (grade level and core) (FTE): 40	
Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 62		
Percentage of students:	Eligible for Free/Reduced Lunch: 85 %	Receiving ESL services: 0 %
What percentage/number of teachers in your school voted to implement TAP? 72%		
What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot		

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Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Donaldsonville Primary School	Today's date: April 12, 2010

Superintendent Information

☒ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Donald Songy	Superintendent Email: Donald.Songy@apsb.org
	Phone: 225-257-2000	Fax: 225-473-8058

Address: P. O. Box 189 1100 Webster St.

City: Donaldsonville	State: Louisiana	ZIP Code: 70346

School Information

☐ Mr. ☒ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Marydine K. Emery	Principal Email: Marydine.Emery@apsb.org
	Years at the School: 6 years	Total years as principal at any school: 10 years

School address: 38210 Hwy. 3089		District: Ascension
School Phone: 225-257-2600	School fax: 225-257-2601	School website: www.apsb.org
City: Donaldsonville	State: Louisiana	ZIP Code: 70346

Grade Levels Served (check all that apply):

☒ PK ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS:** 64.4 **AYP Status:** N/A

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☒

Number of Students: 575

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 19

Number of classroom teachers: 44

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 53

Percentage of students:	Eligible for Free/Reduced Lunch: 92%	Receiving ESL services: 1.3%

What percentage and number of teachers in your school voted to implement TAP? 82% - 37 teachers

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret Ballot

Year 1 TAP School Application

Cover Page: School Profile Worksheet

School Name: Logansport Elementary	Today's date: April 6, 2009

SUPERINTENDENT INFORMATION

X Mr. ☐ Mrs. ☐ Ms. ☐ Dr.	Superintendent Name: Walter Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318-872-2836	Fax: 318-872-1324

Address: 201 Crosby Street		
City: Mansfield	State: Louisiana	ZIP Code: 71052

SCHOOL INFORMATION

☐ Mr. ☐ Mrs. X Ms. ☐ Dr.	Principal Name: Terri Foley	Principal Email: tfoley@desotopsb.com
	Years at the School: 27	Total years as principal at any school: 13
School address: P.O. Box 489		District: DeSoto
School Phone: 318-697-4873	School fax: 318-697-6507	School website: www.desotopsb.com/dept.asp?dept_id=1
City: Logansport	State: Louisiana	ZIP Code: 71049

Grade Levels Served (check all that apply):

X PK X 1 X 2 X 3 X 4 X 5 X 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from the fall of 2008 for the following: **SPS: 89.6** **AYP Status: YES**
met AYP subgroup component

Check appropriate description: LINCS School Literacy School **X** Reading First School **X** Title I School **X**

Number of Students: 425

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 17

Number of classroom teachers: 35

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 39

Percentage of students:	Eligible for Free/Reduced Lunch: 70%	Receiving ESL services: 3%

What percentage/number of teachers in your school voted to implement TAP? 80

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Year 1 TAP School Application

Cover Page: School Profile Worksheet

School Name: Logansport High School	Today's date: April 4, 2009

SUPERINTENDENT INFORMATION

☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Mr. Walter C. Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318 872-2836	Fax: 318 872-1324

Address: 201 Crosby Street

City: Mansfield	State: Louisiana	ZIP Code: 71052

SCHOOL INFORMATION

☐ Mr. Ms. ☐ Mrs. ☐ Dr.	Principal Name: Ms. Lillie P. Giles	Principal Email: lgiles@desotopsb.com
	Years at the School: 7	Total years as principal at any school: 7

School address: P. O. Box 549 17228 Hwy. 5		District: Desoto Parish School District
School Phone: 318 697-4338	School fax: 318 697-1120	School website: http://www.desoto.k12.la.us/dept.asp?dept_id=7
City: Logansport	State: Louisiana	ZIP Code: 71049

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

Please use numbers from the fall of 2008 for the following: SPS: 86.4 AYP Status: Made AYA for SPS

Check appropriate description: LINCS School ☒ Literacy School ☐ Reading First School ☐ Title I School ☐

Number of Students: 283

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 4.5

Number of classroom teachers: 25

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 29

Percentage of students:	Eligible for Free/Reduced Lunch: 60%	Receiving ESL services: 2%

What percentage/number of teachers in your school voted to implement TAP? 90%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret Ballot

Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Lowery Elementary School	Today's date: April 12, 2010

Superintendent Information

☒ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Donald Songy	Superintendent Email: Donald.Songy@apsb.org
	Phone: 225-473-7981	Fax: 225-473-7820

Address: 1100 Webster Street		
City: Donaldsonville	State: Louisiana	ZIP Code: 70346

School Information

☐ Mr. ☐ Ms. ☒ Mrs. ☐ Dr.	Principal Name: LaKesa B. Dixon	Principal Email: LaKesa.Dixon@apsb.org
	Years at the School: 2 years	Total years as principal at any school: 12 years
School address: 2389 B Hwy 1 S		District: Ascension
School Phone: 225-473-2530	School fax: 225-473-2539	School website: www.apsb.org
City: Donaldsonville	State: Louisiana	ZIP Code: 70346

Grade Levels Served (check all that apply):

PK 1 2 **X 3** **X4** ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS: 66.8** **AYP Status: Not Met**

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☒

Number of Students: 326

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 14

Number of classroom teachers: 28

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 42

Percentage of students:	Eligible for Free/Reduced Lunch: 97%	Receiving ESL services: 1%

What percentage and number of teachers in your school voted to implement TAP? Will vote on April 27, 2010 91%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret Ballot

Appendix A: TAP Planning Worksheet

School Profile Worksheet

School Name: Lowery Intermediate		Today's date: April 21, 2008
SUPERINTENDENT INFORMATION		
x☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Donald Songy	Superintendent Email: SongyD@apsb.org
	Phone: (225) 473-7981	Fax: 225-473-7820
Address: P.O. Box 189		
City: Donaldsonville	State: LA	ZIP Code: 70346
SCHOOL INFORMATION		
☐ Mr. ☐ Ms. x☐ Mrs. ☐ Dr.	Principal Name: Monica Hills	Principal Email: HillsM@apsb.org
	Years at the School: 3	Total years as principal at any school: 6 mos.
School address: 2389 – A Hwy 1 South		District: Ascension
School Phone: 225-473-2534	School fax: 225-473-2514	School website: www.apsb.org (Click on Schools then Lowery Intermediate
City: Donaldsonville	State: LA	ZIP Code: 70346
Grade Levels Served (check all that apply): ☐ PK ☐ 1 ☐ 2 ☐ 3 x☐ *4* x☐ *5* x☐ *6* ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12		
Please use numbers from the fall of 20_07___ for the following questions:		**AYP Status: SPS- NO; Subgroup - Yes**
Check appropriate description:	Title I school x☐	School-wide Program ☐ Targeted Assistance ☐
Number of Students: 289		
Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 9	
Number of specialist teachers (non-core): 8	Number of classroom teachers (grade level and core) (FTE): 18	
Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 28		
Percentage of students:	Eligible for Free/Reduced Lunch: 92%	Receiving ESL services: 0%
What percentage/number of teachers in your school voted to implement TAP? 100%		
What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot		

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Appendix A: TAP Planning Worksheet

School Profile Worksheet

School Name: Mansfield High School			Today's date: 4-17-08
SUPERINTENDENT INFORMATION			
☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter C. Lee	Superintendent Email: wlee@desotopsb.com	
	Phone: 318-872-2836	Fax: 318-872-1324	
Address: 201 Crosby Street			
City: Mansfield	State: LA	ZIP Code: 71052	
SCHOOL INFORMATION			
☐ Mr. ☐ Ms. x☐ Mrs. ☐ Dr.	Principal Name: Carol Junkin	Principal Email: cjunkin@desotopsb.com.	
	Years at the School: 7	Total years as principal at any school: 0.5	
School address: 401 Kings HIghway		District: DeSoto Parish School Board	
School Phone: 318-872-0793	School fax: 1318-872-2223	School website:	
City: Mansfield	State: LA	ZIP Code: 71052	
Grade Levels Served (check all that apply): ☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 6 7 8 X☐ 9 X☐ 10 X☐ 11 X☐ 12			
Please use numbers from the fall of 2007 for the following questions:		**AYP Status: Yes/AA1**	
Check appropriate description:	Title I school ☒	School-wide Program ☐	Targeted Assistance ☐
Number of Students: 330			
Number of Administrators: 3	Number of non-certified instructional staff (e.g., Teacher Aides): 2		
Number of specialist teachers (non-core): 3	Number of classroom teachers (grade level and core) (FTE): 26		
Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 35			
Percentage of students:	Eligible for Free/Reduced Lunch: 84 %	Receiving ESL services: 0 %	
What percentage/number of teachers in your school voted to implement TAP? 100%			
What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot			

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Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Mansfield Middle School	Today's date: February 22, 2010

Superintendent Information

x Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318 872-2836	Fax: 318 872-1324

Address: 201 Crosby Street		
Mansfield,	State: LA	ZIP Code: 71052

School Information

X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Grayson Collins	Principal Email: gcollins@desotopsb.com
	Years at the School: 2 1/2	Total years as principal at any school: 2 1/2
School address: 1915 McArthur Drive		District: Desoto
School Phone: 318 872-1309	School fax: 318 872-1319	School website: desotopsb.com
City: Mansfield,	State: LA	318 872-1319

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 x 6 x 7 x 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS:** 73.2 **AYP Status:** Exemplary

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School x

Number of Students: 291

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 4

Number of classroom teachers: 22

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 26

Percentage of students:	Eligible for Free/Reduced Lunch: 93%	Receiving ESL services: 0

What percentage and number of teachers in your school voted to implement TAP? 80%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret Ballot

Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: North DeSoto 3-5 Elementary	Today's date: April 14, 2010

Superintendent Information

X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318-872-2836	Fax: 318-871-0305

Address: 273 Crosby Street		
City: Mansfield	State: LA	ZIP Code: 71457

School Information

X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Brandon Burback	Principal Email: bburback@desotopsb.com
	Years at the School: 1	Total years as principal at any school: 3
School address: 2535 Hwy 171		District: DeSoto
School Phone: 318-925-1610	School fax: 318-925-2970	School website: www.desotopsb.com
City: Stonewall	State: LA	ZIP Code: 71078

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 x 3 x 4 x 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: SPS: 92.6 AYP Status: no

Check appropriate description: Literacy School X Reading First School X Title I School X

Number of Students: 465

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 6

Number of classroom teachers: 27.5

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 31.5

Percentage of students:	Eligible for Free/Reduced Lunch: 53%	Receiving ESL services: 11%

What percentage and number of teachers in your school voted to implement TAP? 100% of the teachers in attendance; one was out on sick leave. Speech therapist was at another school.

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Principal Commitment Form

For Schools Applying to be a Year One TAP School

Year 1 TAP School Application

Cover Page: School Profile Worksheet

School Name: North DeSoto High School	Today's date: April 7, 2009

SUPERINTENDENT INFORMATION

X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318-872-2836	Fax: 318-872-1324

Address: 201 Crosby Street		
City: Mansfield	State: LA	ZIP Code: 71052

SCHOOL INFORMATION

X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Bart Weaver	Principal Email: bweaver@desotopsb.com
	Years at the School: 11	Total years as principal at any school: 4

School address: 2571 Hwy 171		District: DeSoto
School Phone: 318-925-6917	School fax: 318-925-1940	School website: www.desotopsb.com
City: Stonewall	State: LA	ZIP Code: 71078

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 X 9 X 10 X 11 X 12

Please use numbers from the fall of 2008 for the following: **SPS:** 92.6 **AYP Status:** Made

Check appropriate description: LINCS School ☐ Literacy School ☐ Reading First School ☐ Title I School **X**

Number of Students: 504

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 4

Number of classroom teachers: 36

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 42

Percentage of students:	Eligible for Free/Reduced Lunch: 38%	Receiving ESL services: 1%

What percentage/number of teachers in your school voted to implement TAP? 93

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Appendix A: TAP Planning Worksheet

School Profile Worksheet

School Name: North DeSoto Middle School		Today's date: 4-15-08
SUPERINTENDENT INFORMATION		
☒ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter C. Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318-872-2836	Fax: 318-872-1324
Address: 201 Crosby Street – Mansfield		
City: Mansfield	State: Louisiana	ZIP Code: 71052
SCHOOL INFORMATION		
☒ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Keith Simmons	Principal Email: ksimmons@desotopsb.com.
	Years at the School: 8	Total years as principal at any school: 8
School address: P.O.Box 310 2573 Highway 171		District: DeSoto
School Phone: 318-925-4520	School fax: 318-925-4719	School website: Desoto Parish School Board
ity: Stonewall	State: Louisiana	ZIP Code: 71078
Grade Levels Served (check all that apply): ☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12		
Please use numbers from the fall of 20 08 for the following questions:		**AYP Status: Made AYP for SPS Component (98.5) Made AYP for Subgroup Component**
Check appropriate description:	Title I school ☒	School-wide Program ☐ Targeted Assistance ☐
Number of Students: 400		
Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 4	
Number of specialist teachers (non-core): 7	Number of classroom teachers (grade level and core) (FTE): 29	
Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 29		
Percentage of students:	Eligible for Free/Reduced Lunch: 44%	Receiving ESL services: 1%
What percentage/number of teachers in your school voted to implement TAP? 100%		
What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot		

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Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: North DeSoto PK-2 Elementary		Today's date: April 14, 2010
Superintendent Information		
X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318-872-2836	Fax: 318-871-0305
Address: 273 Crosby Street		
City: Mansfield	State: LA	ZIP Code: 71457
School Information		
X Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Brandon Burback	Principal Email: bburback@desotopsb.com
	Years at the School: 3	Total years as principal at any school: 3
School address: 2535 Hwy 171		District: DeSoto
School Phone: 318-925-1610	School fax: 318-925-2970	School website: www.desotopsb.com
City: Stonewall	State: LA	ZIP Code: 71078

Grade Levels Served (check all that apply):

X PK X 1 X 2 3 4 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: SPS: 92.6 AYP Status: no

Check appropriate description: Literacy School X Reading First School X Title I School X

Number of Students: 570

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 17

Number of classroom teachers: 32.5

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 46

Percentage of students:	Eligible for Free/Reduced Lunch: 58%	Receiving ESL services: 1.6%

What percentage and number of teachers in your school voted to implement TAP? 83%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Principal Commitment Form

For Schools Applying to be a Year One TAP School

Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Patterson Junior High School	Today's date: 4/12/2010

Superintendent Information

☐ Mr. ☐ Ms. ☐ Mrs. X Dr.	Superintendent Name: Donald W. Aguillard	Superintendent Email: daguillard@stmary.k12.la.us
	Phone: 337-836-9661	Fax: 337-836-5461

Address: P. O. Box 170		
City: Centerville	State: LA	ZIP Code: 70380

School Information

☐ Mr. ☐ Ms. ☒ Mrs. ☐ Dr.	Principal Name: Mrs. Molly Stadalis	Principal Email: mstadalis@stmary.k12.la.us
	Years at the School: 12	Total years as principal at any school: 9
School address: 1101 First Street		District: St. Mary Parish

School Phone: 985-395-6772X8	School fax:985-395-6773	School website: http://www.stmary.k12.la.us/pjhs/
City: Patterson	State: LA	ZIP Code: 70392

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS: 83.7** **AYP Status: Met AYP**

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☒

Number of Students: 600

Number of Administrators: 3	Number of non-certified instructional staff (e.g., Teacher Aides): 12

Number of classroom teachers: 49

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 52

Percentage of students:	Eligible for Free/Reduced Lunch: 71%	Receiving ESL services: .6%

What percentage and number of teachers in your school voted to implement TAP? 94%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? E-mail response tally

4/16

Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Pelican All Saints High	Today's date: April 9, 2010

Superintendent Information

☒ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter C. Lee	Superintendent Email: wlee@desotopsb.com
	Phone: 318-872-2836	Fax: 318-872-1324

Address: 201 Crosby St.

City: Mansfield	State: LA	ZIP Code: 71052

School Information

☐ Mr. ☐ Ms. ☒ Mrs. ☐ Dr.	Principal Name: Tamekia Smith	Principal Email: tsmith@desotopsb.com
	Years at the School: 3	Total years as principal at any school: 3

School address: 200 All Saints Rd.		District: DeSoto
School Phone: 318-755-2318	School fax: 318-755-2066	School website: desotopsb.com
City: Mansfield	State: LA	ZIP Code: 71052

Grade Levels Served (check all that apply):

☒ PK ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

Please use numbers from fall 2009 for the following: SPS: 74.7 AYP Status: N

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☒

Number of Students: 177

Number of Administrators: 1	Number of non-certified instructional staff (e.g., Teacher Aides): 4

Number of classroom teachers: 15

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 17

Percentage of students:	Eligible for Free/Reduced Lunch: 93%	Receiving ESL services: .5%

What percentage and number of teachers in your school voted to implement TAP? 75%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret Ballot

Year One TAP School Application

9/16

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Rosenwald Elementary	Today's date: April 16, 2010

Superintendent Information

☐ Mr. ☐ Ms. X Mrs. ☐ Dr.	Superintendent Name: Linda D'Amico	Superintendent Email: lindad@pcpsb.k12.la.us
	Phone: 225 638-8674 ext 4801	Fax: 225 638-3904

Address: PO Drawer 579		
City: New Roads	State: LA	ZIP Code: 70760

School Information

☐ Mr. ☐ Ms. x Mrs. ☐ Dr.	Principal Name: Karla Jack	Principal Email: karlaj@pcpsb.k12.la.us
	Years at the School: 3	Total years as principal at any school: 3
School address: 1100 New Roads St.		District: Pointe Coupee
School Phone: 225 638-6341	School fax: 225 638-7148	School website: pointecoupee.rosenwald.groupfusion.net
City: New Roads	State: LA	ZIP Code: 70760

Grade Levels Served (check all that apply):

x PK x 1 x 2 x 3 x 4 x 5 x 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS:** 60.2 **AYP Status:** One Star

Check appropriate description: Literacy School ☐ Reading First School x Title I School x

Number of Students: 601

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 19

Number of classroom teachers: 43

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 40

Percentage of students:	Eligible for Free/Reduced Lunch: 92%	Receiving ESL services: 0%

What percentage and number of teachers in your school voted to implement TAP? 88.3%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Year 1 TAP School Application

Cover Page: School Profile Worksheet

School Name: St. Helena Elementary School	Today's date: April 5, 2009

SUPERINTENDENT INFORMATION

☐ Mr. ☐ Ms. ☐ Mrs. ☒ Dr.	Superintendent Name: Dr. Daisy Slan	Superintendent Email: dslan@sthpk-12.net
	Phone: 225-222- 6861	Fax: 225-222-4937

Address: 354 Sitman		
City: Greensburg	State: LA	ZIP Code: 70441

SCHOOL INFORMATION

☐ Mr. ☐ Ms. ☐ Mrs. ☒ Dr.	Principal Name: Linda Saucier	Principal Email: lsaucier@sthpk-12.net
	Years at the School: 2	Total years as principal at any school: 2

School address: 1798 Hwy 1042, Greensburg, LA 70441		District: St. Helena
School Phone: 225-222-4364	School fax: 225-222-4399	School website: http://www.sthpk12.net/
City: Greensburg	State: LA	ZIP Code: 70441

Grade Levels Served (check all that apply):

☒ PK ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from the fall of 2008 for the following: **SPS:** 61.5 **AYP Status: Not in AYP**

Check appropriate description: LINCS School ☐ Literacy School ☐ Reading First School ☒ Title I School ☒

Number of Students: 512

Number of Administrators: 1	Number of non-certified instructional staff (e.g., Teacher Aides): 8

Number of classroom teachers: 31

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 26

Percentage of students:	Eligible for Free/Reduced Lunch: 94%	Receiving ESL services: 0%

What percentage/number of teachers in your school voted to implement TAP? 88%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

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Year One TAP School Application

4/16

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Stanley High School	Today's date: 01-29-10

Superintendent Information

x Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Walter Lee	Superintendent Email: wlee@desotopsb.com
	Phone: (318)872-2836	Fax: (318) 871 0305

Address: 273 Crosby Street

City: Mansfield	State: LA	ZIP Code: 71052

School Information

☐ Mr. ☐ Ms. x Mrs. ☐ Dr.	Principal Name: Carolyn W. Phillips	Principal Email: cphillips@desotopsb.com
	Years at the School: 9	Total years as principal at any school: 8

School address: 14323 Hwy 84	District: DeSoto

School Phone: (318)697-2664	School fax: (318)697-0984	School website: www.desoto.k12.la.us
City: Logansport	State: LA	ZIP Code: 71049

Grade Levels Served (check all that apply):

x☐ PK x☐ 1 x☐ 2 x☐ 3 x☐ 4 x☐ 5 x☐ 6 x☐ 7 x☐ 8 x☐ 9 x☐ 10 x☐ 11 x☐ 12

Please use numbers from fall 2009 for the following: **SPS: 92.2**_____ **AYP Status: no**

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School x☐

Number of Students: 369

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 6

Number of classroom teachers: 26

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 31

Percentage of students:	Eligible for Free/Reduced Lunch: 36%	Receiving ESL services: 0.8%

What percentage and number of teachers in your school voted to implement TAP? 100%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Year One TAP School Application

Deadline: Friday, April 16, 2010 4/15

Cover Page: School Profile Worksheet

School Name: West St. Mary High School	Today's date: 4/12/2010

Superintendent Information

☐ Mr. ☐ Ms. ☐ Mrs. X Dr.	Superintendent Name: Donald W. Aguillard	Superintendent Email: daguillard@stmary.k12.la.us
	Phone: 337-836-9661	Fax: 337-836-5461

Address: P. O. Box 170		
City: Centerville	State: LA	ZIP Code: 70380

School Information

☐ Mr. ☐ Ms. ☐ Mrs. ☒ Dr.	Principal Name: Derrick White	Principal Email: dewhite@stmary.k12.la.us
	Years at the School: 1	Total years as principal at any school: 1

School address: 18333 Highway 182 W		District: St. Mary Parish
School Phone: 337-924-7990	School fax:337-924-7990	School website: http://www.stmary.k12.la.us/wsmhs/
City: Baldwin	State: LA	ZIP Code: 70514

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☒ 9 ☒ 10 ☒ 11 ☒ 12

Please use numbers from fall 2009 for the following: **SPS: 81.2** **AYP Status: Met AYP**

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☐

Number of Students: 399

Number of Administrators: 2	Number of non-certified instructional staff (e.g., Teacher Aides): 6

Number of classroom teachers: 32

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 34

Percentage of students:	Eligible for Free/Reduced Lunch: 78 %	Receiving ESL services: 0%

What percentage and number of teachers in your school voted to implement TAP? 90%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Open Vote

Year One TAP School Application

Deadline: Friday, April 16, 2010

4/16

Cover Page: School Profile Worksheet

School Name: Westside Middle School	Today's date: 4-13-10

Superintendent Information

☒ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Superintendent Name: Mark Kolwe	Superintendent Email: mark.kolwe@tangischools.org
	Phone: 985-748-2502	Fax: 985-748-8587

Address: 59656 Puleston Road

City: Amite	State: Louisiana	ZIP Code: 70422

School Information

☐ Mr. ☒ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Melissa Ryan	Principal Email: Melissa.ryan@tangischools.org
	Years at the School: 2	Total years as principal at any school: 2

School address: 401 West Oak Street	District: Tangiapahoa

School Phone: 985-474-8270	School fax: 985-748-9225	School website: www.tangischools.org/schools/wsm.index.htm
ity: Amite	State: Louisiana	ZIP Code: 70422

Grade Levels Served (check all that apply):

☐ PK ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS:** 70.7 **AYP Status:** no

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School ☒

Number of Students: 546

Number of Administrators: 3	Number of non-certified instructional staff (e.g., Teacher Aides): 2

Number of classroom teachers: 37

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 32

Percentage of students:	Eligible for Free/Reduced Lunch: 90%	Receiving ESL services: 0%

What percentage and number of teachers in your school voted to implement TAP? Will send numbers after testing 90%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Open vote

Appendix A: TAP Planning Worksheet

School Profile Worksheet

School Name: William Hart Elementary		Today's date: April 21, 2008
SUPERINTENDENT INFORMATION		
☐ Mr. ☐ Ms. ☐ Mrs. X☐ Dr.	Superintendent Name: Dr. Diane Roussel	Superintendent Email: diane.roussel@jppss.k12.la.us
	Phone: (504) 349-7802	Fax: (504) 349-7690
Address: 501 Manhattan		
Harvey	State: La.	ZIP Code: 70058
SCHOOL INFORMATION		
☐ Mr. ☐ Ms. X☐ Mrs. ☐ Dr.	Principal Name: Christi Rome	Principal Email: christi.rome@jppss.k12.la.us
	Years at the School: 6	Total years as principal at any school: 7
School address: 2001 Hancock St.		District: Jefferson
School Phone: (504) 366-4346	School fax: (504) 366-2054	School website: www.jppss.k12.la.us
City: Grenta	State: La	ZIP Code: 70053
Grade Levels Served (check all that apply): x☐ PK x☐ 1 x☐ 2 x☐ 3 x ☐ 4 x☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12		
Please use numbers from the fall of 20__07__ for the following questions:		**AYP Status:**
Check appropriate description:	Title I school x☐	School-wide Program ☐ Targeted Assistance ☐
Number of Students: 328		
Number of Administrators: 1	Number of non-certified instructional staff (e.g., Teacher Aides): 0	
Number of specialist teachers (non-core):	Number of classroom teachers (grade level and core) (FTE):	
Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.):		
Percentage of students:	Eligible for Free/Reduced Lunch: 95%	Receiving ESL services: 33%
What percentage/number of teachers in your school voted to implement TAP? 100%		
What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? ballot		

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Year One TAP School Application

Deadline: Friday, April 16, 2010

Cover Page: School Profile Worksheet

School Name: Woodland West Elementary	Today's date: March 16, 2010

Superintendent Information

☐ Mr. ☐ Ms. ☐ Mrs. X☐ Dr.	Superintendent Name: Dr. Diane Roussel	Superintendent Email: diane.roussel@jppss.k12.la.us
	Phone: 504-349-7802	Fax: 504-349-7960

Address: 1901 Manhattan Blvd.

City: Harvey	State: LA	ZIP Code: 70058

School Information

☐ Mr. ☐ Ms. ☐ Mrs. ☐ Dr.	Principal Name: Peggy B. Rome	Principal Email: peggy.rome@jppss.k12.la.us
	Years at the School: 7	Total years as principal at any school: 7
hool address: 2143 Mars Street		District: Jefferson

School Phone: 504-366-5308	School fax: 504-366-6962	School website: woodlandwest@jppss.k12.la.us
City: Harvey	State: LA	ZIP Code: 70058

Grade Levels Served (check all that apply):

X PK X 1 X 2 X 3 X 4 X 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Please use numbers from fall 2009 for the following: **SPS:** 77.4 **AYP Status:** Not AUS

Check appropriate description: Literacy School ☐ Reading First School ☐ Title I School X

Number of Students: 770

Number of Administrators: 3	Number of non-certified instructional staff (e.g., Teacher Aides): 21

Number of classroom teachers: 55

Total Number of Certified Staff (Administrators, media, counselor, teacher, etc.): 61 + 3 certified hearing impaired interpreters=64

Percentage of students:	Eligible for Free/Reduced Lunch: 89%	Receiving ESL services: 19%

at percentage and number of teachers in your school voted to implement TAP? 75%

What was the means of obtaining this result (i.e. secret ballot, open vote, petition)? Secret ballot

Leadership Team Observation Rubric

(for use when observing a Leadership Team meeting)

5 Exemplary	3 Proficient	1 Emerging
Leadership Team Planning: The Leadership Team meeting is planned for **exemplary** results by providing: ▪ **Quantifiable** outcome(s) **directly** connected to the follow-up from the previous meeting to **clearly** demonstrate the progress of the Leadership Team ▪ **Highly** specific and **action-oriented** outcome to focus the Leadership Team on an objective(s) ▪ Follow-up is **clearly** linked to the meeting's outcome and **specific** Leadership Team members have assignments to be completed **prior** to the next meeting ▪ A **focused, concise** agenda to provide opportunities for **in-depth** analysis	**Leadership Team Planning:** The Leadership Team meeting is planned for **proficient** results by providing: ▪ **Quantifiable** outcome(s) connected to the follow-up from the previous meeting to demonstrate the progress of the Leadership Team ▪ Specific and **action-oriented** outcome (s) to focus the Leadership Team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and Leadership Team members have assignments to be completed **prior** to the next meeting ▪ A **focused, concise** agenda to provide opportunities for analysis	**Leadership Team Planning:** The Leadership Team meeting is planned for **emerging** results by providing: ▪ Outcome(s) from the previous meeting to demonstrate the progress of the Leadership Team ▪ Specific outcome (s) to focus the Leadership Team on an objective(s) ▪ Follow-up is linked to the meeting's outcome and Leadership Team members have assignments to be completed **prior** to the next meeting ▪ An agenda to provide opportunities for analysis
Leader as Facilitator: The leader(s) **demonstrates expertise** as evidenced by his or her **ability** to: ▪ Include **specific, focused, high-quality** review of cluster, data, the evaluation process, conferencing or growth plans**.** ▪ Be prepared with appropriate, **high quality** materials **analyzed prior** to Leadership Team meeting**.** ▪ Provide an agenda with **measurable** outcomes**, aligned** assignments**,** and specific leadership team members responsible for **definitive** follow-up.	**Leader as Facilitator:** The leader(s) **demonstrates adequate knowledge** as evidenced by his or her **ability** to: ▪ Include review of cluster, data, the evaluation process, conferencing or growth plans. ▪ Be prepared with appropriate, materials for Leadership Team meeting**.** ▪ Provide an agenda with **adequate** outcomes, assignments, and specific leadership team members responsible for follow-up.	**Leader as Facilitator:** The leader(s) does not **demonstrate knowledge** as evidenced by his or her **inability** to: ▪ Include review of cluster, data, the evaluation process, conferencing or growth plans. ▪ Be prepared with appropriate, materials for Leadership Team meeting**.** ▪ Provide an agenda with outcomes, assignments, and specific leadership team member as person responsible for follow-up.
Member Participation/Preparation: The leader(s) **demonstrates expertise when presenting** as evidenced by his or her **ability** to: ▪ Lead all members to participate and **actively engage** in the leadership team meeting agenda **to increase their proficiency in one <u>or more</u> of the core TAP areas.** ▪ Prepare members to come to Leadership Team with completed preliminary assignments **aligned to the specific TAP processes** ▪ **Solicit meaningful contribution of significant** student or teacher information/artifacts to inform decisions during the Leadership Team meeting.	**Member Participation/Preparation:** The leader(s) **demonstrates adequate knowledge when presenting** as evidenced by his or her **ability** to: ▪ Lead all members to participate in the leadership team meeting agenda **to increase their proficiency in one of the core TAP areas.** ▪ Prepare members to come to Leadership Team with completed preliminary assignments **aligned to the specific TAP processes** ▪ **Solicit contribution of significant** student or teacher information/artifacts to inform decisions during the Leadership Team meeting.	**Member Participation/Preparation:** The leader(s) **does not demonstrate knowledge when presenting** as evidenced by his or her **inability** to: ▪ Lead members to participate in the leadership team meeting agenda**.** ▪ Prepare members to come to Leadership Team with completed preliminary assignments ▪ **Solicit contribution of any** significant student or teacher information/artifacts to inform decisions during the Leadership Team meeting.

Leadership Team/TAP Connection: The leader(s) **demonstrates expertise when presenting new learning** as evidenced by his or her **ability** to: ▪ Establish a **strong sense** of purpose **demonstrated through the examination of data** in order to **connect what members are implementing in the school to student achievement** ▪ **Throughout the year, the following areas are consistently addressed during multiple leadership team meetings** at the exemplary level**:** ▪ Frequent, on-going checks for inter-rater reliability utilizing data from CODE ▪ Continuous analysis of student data and performance levels used to make adjustments in long range plans ▪ Monitoring/adjusting the TAP evaluation schedule ▪ Reviews of new strategy, Critical Attributes, modifications, field test results analyzed ▪ Monitoring and modeling the coaching skills of LT members ▪ Monitoring of growth plan for targeted areas of refinement and progress toward student achievement goals	**Leadership Team/TAP Connection:** The leader(s) **demonstrates adequate knowledge when presenting new learning** as evidenced by his or her **ability** to: ▪ Establish a **sense** of purpose which **connects what members are implementing in the school to student achievement** ▪ **Throughout the year, the following areas are periodically addressed during leadership team meetings** at the proficient level: ▪ Frequent, on-going checks for inter-rater reliability utilizing data from CODE ▪ Continuous analysis of student data and performance levels used to make adjustments in long range plans ▪ Monitoring/adjusting the TAP evaluation schedule ▪ Review of new strategy, Critical Attributes, modifications, field test results analyzed ▪ Monitoring and modeling the coaching skills of LT members ▪ Monitoring of growth plan for targeted areas of refinement and progress toward student achievement goals	**Leadership Team/TAP Connection:** The leader(s) does not **demonstrate knowledge when presenting new learning** as evidenced by his or her **inability** to: ▪ Establish a purpose which **connects what members are implementing in the school to student achievement** ▪ **Throughout the year, the following areas are not addressed during leadership team meetings** at the emerging level: ▪ Frequent, on-going checks for inter-rater reliability utilizing data from CODE ▪ Continuous analysis of student data and performance levels used to make adjustments in long range plans ▪ Monitoring/adjusting the TAP evaluation schedule ▪ Review of new strategy, Critical Attributes, modifications, field test results analyzed ▪ Monitoring and modeling the coaching skills of LT members ▪ Monitoring of growth plan for targeted areas of refinement and progress toward student achievement goals

Budget Narrative

Budget Narrative

Attachment 1:
Title: **LA TIF Budget Narrative** Pages: **23** Uploaded File: **I:_DPD\DPD Shared\TIF\Attachments for TIF egrant\July 5 final\LA TIF Budget Narrative.doc**

Louisiana TIF Budget Narrative

Louisiana is approaching this proposal as an opportunity to alleviate the fragmentation that exists within current systems and while providing a system that supports a culture of continuous improvement in classrooms, schools, and districts. The comprehensive and integrated nature of the TAP System, along with Louisiana's early successes with TAP implementation, supports Louisiana's decision to submit a TIF proposal that ***strategically expands*** (increases in number of TAP schools over three years) ***and enhances TAP*** (adds administrator compensation and a district focus) as a vehicle to advance our reform efforts. The strategic expansion of the PBCS in the partner LEAs requires the Department to request an increase amount in succeeding budget years. The projected increase is due to the increase in the number of teachers, administrators, and schools during the first three years of the project.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
# of Schools	**19**	**45**	**70**	**70**	**70**
# of teachers	**705**	**1525**	**2561**	**2561**	**2561**
# of Mentor Teachers	**86**	**182**	**313**	**313**	**313**
# of Master Teachers	**46**	**101**	**167**	**167**	**167**
# of Assistant Principals	**24**	**45**	**69**	**69**	**69**
# of Principals	**19**	**45**	**70**	**70**	**70**
TIF Funds	**$5,660,925**	**$9,353,779**	**$13,225,721**	**$11,356,937**	**$9,497,430**

Under the Teacher Incentive Fund Main TIF competition, the Louisiana Department of Education requests $49,454,928, for a five year period, beginning October 1, 2010 to September 30, 2015. The proposed grant award will be used to increase the percent of effective educators in

schools, increase the capacity of partner LEAs to implement a performance-based compensation system (PBCS), and increase student achievement.

PERSONNEL

The LDOE employees are paid in accordance with Louisiana State Department of Civil Service rules and schedules. Employees are eligible for a 4% annual merit increase after six months of continuous state service and every year thereafter until they reach the maximum of the pay schedule. These increases are not automatic but are based on the employee's job performance. All State Louisiana TIF personnel will work solely on this single Federal Award. Charges for their salaries will be supported by periodic certifications that the employees work solely on the Louisiana TIF program for the period covered by the certification. These certifications will be prepared semi-annually and will be signed by the employee having firsthand knowledge of the work performed by the employee. [11(h)(2), 11(h)(3)]

In order for Louisiana TIF to be successful, funding from the TIF proposal will be used to hire (5) Full Time Employees (FTE) to assist the state with the implementation of Louisiana TIF. These positions are necessary to support the implementation at the school-level, to work with district leaders to expand and sustain TAP within the district, to engage key stakeholders at the district and state level to leverage the success of this project into expansion throughout the state. The descriptions are provided below:

1-FTE-Louisiana TIF Grant Coordinator: The LDOE will hire a Grant Coordinator to work closely with the State TAP Director on all TIF grant requirements. The scope of responsibilities will include: budget oversight, record-keeping, performance reporting,

submitting appropriate reports to US DOE, monitoring expenditures on current awards, communicating regularly with partner LEA TIF contact persons, and working with statewide leadership to provide needed information to support a sustainable PBCS system in Louisiana. For 60 months, the TIF Grant Coordinator will devote 100% of his/her work time to the administrative responsibilities of the project. The candidate should have previous experience with grant administration complimented by strong technology, organizational, and communication skills. The salary budgeted for this position is based on the Pay Schedule level AS 619 of $69,311 for 12 months with a 4% cost of living (COL) increase each year.

1-FTE Administrative Assistant (AA)-The AA will assist the Louisiana TIF staff in data collection and reports, correspondence dissemination to all stakeholders, and assist with organizing the project's training efforts. The position requires clerical, technology, and organizational skills. The AA will be assigned 100% of the time to the project for 60 months 100% being administrative assistant responsibilities. The salary budgeted for this position is based on the Pay Schedule Level AS605 Quartile 3 of $26,809 for 12 months with a 4% COL increase each year.

3-FTE-State Executive Master Teachers (EMTs)-The salary budgeted for this position is based on the Unclassified Pay Schedule for a State Executive Master Teacher of $74,000 for 12 months with a 4% COL increase each year. State EMTs will train leadership team members, identify effective research-based practices to target a specific student need, field-test those strategies in schools where they are to be implemented, and model the effective use of the strategies during weekly cluster meetings. The State EMTs will plan monthly State Technical Assistance Meetings to provide school-based master teachers and administrators with the needed

professional development and leadership skills to ensure successful implementation of the Louisiana TIF. The State EMTs are responsible for supporting the implementation of Louisiana TIF and are assigned to 8-10 Louisiana TIF schools.

LOUISIANA TIF State Personnel		**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	%	Starting Salary	COL 4% Increase	COL 4% Increase	COL 4% Increase	COL 4% Increase
1-Grant Coordinator	100%	69,311	72,083	74,967	77,965	81,084
1-Administrative Assistant	100%	26,809	27,881	28,997	30,156	31,363
3-Executive Master Teachers	100%	222,000	230,880	240,115	249,720	259,709
Total State Personnel		318,120	330,845	344,079	357,842	372,155

Under **Absolute Priority I –Differentiated Levels of Compensation for Effective Teachers and Principals** the LDOE will implement Louisiana TIF, a coherent and integrated pay reform that will strengthen the educator workforce in the participating LEAs. Louisiana TIF is a PBCS that rewards, at differentiated levels, teachers and principals who demonstrate their effectiveness by improving student achievement. TIF's design includes three kinds of differentiated pay, Hard-to-Staff Recruitment Incentive, Advanced Role and Responsibilities Pay, and Performance Pay for Teachers and Principals.

Hard-to-Staff Subject Recruitment Incentives: Hard-to-Staff School Pay is to assist high-need schools retain effective teachers in teaching positions in hard-to-staff subjects and specialty areas. A pool of $6,000 annually in recruitment incentives will be available for each school during the first two years of TIF implementation. The purpose of the recruitment incentive pool is to attract effective teachers to TIF schools-particularly in hard to staff subjects such as mathematics, science, and special education. The recruitment incentive pool will be used

to provide bonuses (in amounts not less than $2,000 and no more than $4,000) to teachers who have proven to be effective in increasing student achievement seeking employment in Louisiana TIF schools. Specific compensation amounts will be determined by the school and district administration. Each compensation amount will be based on need, and priority will be given to hard-to-staff subjects areas for teachers.

Recruitment Incentive Pool						
Year	Hard to Staff Pay @ $6,000/school					
2010-11	**19**	**# schools**	**X**	**$6,000**	**/school**	**$114,000**
2011-12	**45**	**# schools**	**X**	**$6,000**	**/school**	**$270,000**
2012-13	**51**	**# schools**	**X**	**$6,000**	**/school**	**$306,000**
2013-14	**25**	**# schools**	**X**	**$6,000**	**/school**	**$150,000**

Advanced Roles and Responsibilities Pay –The Louisiana TIF Advanced Roles and Responsibilities Pay or "Multiple Career Paths" provides annual salary "augmentations" of $10,000 for Master Teachers and $5,000 for Mentor Teachers, who assume leadership roles that include additional responsibilities beyond their own classrooms and work a longer school year than the typical classroom teacher. TAP master and mentor teachers are hired through a competitive, rigorous, performance-based selection process. These teacher leaders can be from within the school or from outside schools or districts. They must have expert curricular knowledge, outstanding instructional skills, and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to have a longer work year. Master and mentor teachers form a TAP Leadership Team with the principal. The TAP Leadership Team members drive school planning, lead weekly professional development sessions and become trained teacher evaluators.

Teacher and Principal Performance Pay-The Louisiana TIF Teacher Performance Pay offers all teachers, including Master and Mentor Teachers, a variable annual bonus based on three weighted factors: the scores they earn on their observed skills, knowledge and responsibilities performance evaluation; the learning gains of students in their own classroom based on a value-added analysis of student achievement; and school-wide learning gains also based on a value-added analysis of student achievement. In determining principal effectiveness, the Louisiana TIF Principal Performance Pay is based on three weighted factors: school-wide learning gains based on valued-added analysis of student achievement, the scores they earn on the TAP School Review based on the implementation of TAP, and the VAL-ED Effective Leadership Survey score.

The level of incentive amounts chosen were based on the average state teacher, assistant principal and principal salaries. These amounts were selected based on their relationship to the average base salary in Louisiana, Louisiana's early experience with TAP implementation, and current best research in regards to "sufficient size of performance pay." As the following chart indicates, the per educator performance pay pool amounts represent a minimum of 5% of the current average salary.

	Average State Salary	Incentive Pay	Percent of Salary
Teacher	$48,626	$2,500	5%
Assistant Principal	$65,601	$5,000	7.6%
Principal	$77,079	$10,000	13%

The performance bonus pool for which the year-end incentives will be calculated will be $2,500 per teacher, $5,000 per assistant principal and $10,000 per principal. It should be noted that the actual performance bonuses could range from zero to significantly above the established

amount per pool since the bonuses are based on performance. The goal is to create the possibility for the most effective teachers and administrators to earn substantial annual performance bonuses. The partner LEAs will assume a 20% share of the cost performance bonuses beginning in Year 2 of the grant, and their share will increase by ten (10) percent each year for the remainder of the grant. The chart below provides the number of schools that enter TIF per year, as well as the total amount per year of the Differentiated Effectiveness Incentive Pay paid with TIF funds and the total amount assumed by the partner LEAs beginning in Year 2.

LaTIF Participating LEAs Count												
			2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Continuing	
			19	(# of Schools)	45	(# of Schools)	70	(# of Schools)	70	(# of Schools)	70	(# of Schools)	70	(# of Schools)
			705	# teachers	1525	# teachers	2561	# teachers	2561	# teachers	2561	# teachers	2561	# teachers
			86	# Mentors	182	# Mentors	313	# Mentors	313	# Mentors	313	# Mentors	313	# Mentors
			46	# MTs	101	#MTs	167	# MTs	167	# MTs	167	# MTs	167	#MTs
			24	# Asst. Principals	45	# Asst. Principals	69	# Asst. Principals	69	# Asst. Principals	69	# Asst. Principals	69	# Asst. Principals
			19	# Principals	45	# Principals	70	# Principals	70	# Principals	70	# Principals	70	# Principals
Additional Responsibilities and Leadership Roles														
MTs Addendum @ $10,000 /benefits@ 30%														
# of MTs	X	**$10,000**		$460,000		$1,010,000		$1,670,000		$1,670,000		$1,670,000		$1,670,000
Mentors Addendum @ $5,000 /benefits@30%														
# of Mentors	X	**$5,000**		$430,000		$910,000		$1,565,000		$1,565,000		$1,565,000		$1,565,000
Differentiated Effectiveness Incentive Payment														
$ 2,500	**X**		Career Teachers@ $2,500	$ 1,762,500		$ 3,812,500		$ 6,402,500		$ 6,402,500		$ 6,402,500		$ 6,402,500
$ 2,500	**X**		Mentor Teachers@$2,500	$ 215,000		$ 455,000		$ 782,500		$ 782,500		$ 782,500		$ 782,500
$ 2,500	**X**		Master Teachers@$2,500	$ 115,000		$ 252,500		$ 417,500		$ 417,500		$ 417,500		$ 417,500
$ 5,000	**X**		Asst. Principals@$5,000	$ 120,000		$ 225,000		$ 345,000		$ 345,000		$ 345,000		$ 345,000
$ 10,000	**X**		Principals@$10,000	$ 190,000		$ 450,000		$ 700,000		$ 700,000		$ 700,000		$ 700,000
Total Projected Cost of the Differentiated Levels of Compensation				$ 3,292,500		$ 7,115,000		$ 11,882,500		$ 11,882,500		$ 11,882,500		$ 11,882,500
Percent of Differentiated levels of Compensation and Effectiveness Payment to be paid with TIF Funds				**100%**		**80%**		**70%**		**60%**		**50%**		**0%**
Amount of Differentiated levels of Compensation and Effectiveness Payment to be paid with TIF Funds				**$ 3,292,500**		**$ 5,692,000**		**$ 8,317,750**		**$ 7,129,500**		**$ 5,941,250**		**$ -**
Percent of Differentiated levels of Compensation and Effectiveness Payment to be paid with Non-TIF Funds				**0%**		**20%**		**30%**		**40%**		**50%**		**100%**
Amount of Differentiated levels of Compensation and Effectiveness Payment to be paid with Non-TIF Funds				**$ -**		**$ 1,423,000**		**$ 3,564,750**		**$ 4,753,000**		**$ 5,941,250**		**$ 11,882,500**

Fringe Benefits

Fringe benefits include 22% Retirement, 1.45% Medicare, and 9.45% in health insurance for state employed LOUISIANA TIF staff members @ 32.9%. The LDOE is a LA State Employee Retirement Agency. The state is currently contributing 22% to employee's retirement fund. State employees may choose from available health insurance programs for coverage. The state pays 75% of the cost of the employee's coverage calculated medical insurance @ 9.45%. Fringe benefit charges are supported with time distribution records as stipulated in OMB A 87. [11].

The eight partner LEAs are members of the Teachers' Retirement System of Louisiana (TRSL). Fringe benefits rates of 20.2% (TRSL) Retirement, 1.45% Medicare, and 1.02 % Workman Compensation, will be applied to the Louisiana TIF Differentiated Levels of Compensation for effective teachers, assistant principals and principals at a charge of 22.67%. See page 20 of the Louisiana TIF Budget Narrative for budget details on Fringe Benefits.

The differentiated compensation is included in the "personnel" line item and costs generated by applying the fringe benefit rates are included in the "fringe benefits" line item.

Travel

All Louisiana TIF personnel will follow the Louisiana State Employees Travel Regulations Guidelines, PPM No.49. The following rates/allowances under Tier IV are used in calculating travel costs, unless otherwise listed:

- Round-trip airfare to a major U.S. city at $500 per trip

- Out-of-State Lodging expenses of $225 per night
- In-State Lodging expenses of $140 per night
- Parking at $36 per day with receipt
- Ground transportation at $40 per day with receipt
- Meals Breakfast-$13, Lunch-$18, Dinner-$29 = $60/day
- In-state mileage is based on $0.52 per mile
- Incidentals (internet access charges, baggage tips, luggage allowance) at $50 per day with receipts

Teacher Incentive Fund Grantee Meeting: Funds are requested for travel for the Project Director, Project Coordinator, and one additional Louisiana TIF staff to attend the Teacher Incentive Fund Grantee Meeting in Washington, D.C. The purpose of the 1.5 day meeting is to receive key information needed to manage and implement a discretionary grant awarded by the USDOE and receive technical assistance from experts. Three participants including the Project Director are required to attend these annual meetings.

Teacher Incentive Funds Topical Meeting: Funds are requested for travel for the Project Director and Project Coordinator to attend the annual Teacher Incentive Fund Topical Meeting in Washington, D.C. or major U. S. city. The purpose of the meeting is to receive in-depth information on topics related to PBCS implementation. Three participants including the Project Director are required to attend these annual meetings.

TAP State Director and TIF Coordinator Training: NIET provides training for state level TAP personnel who support the TAP System across the country. The TAP State Director and TIF Coordinator will attend two three-day trainings each year. These trainings may be

individualized or in conjunction with others being trained across the country. The purpose of the training is to prepare State Louisiana TIF staff to become certified in the PBCS elements. These yearly trainings will provide needed updates and changes that will build in-house capacity for sustainability after the end of TIF funding.

Annual National TAP Conference: Each year NIET hosts the National TAP Conference which includes plenary sessions featuring national experts in relevant education policy issues and intensive training sessions for new and continuing TAP schools. By gathering TAP Leadership Teams members from across the country, this three-day conference provides a forum for a robust sharing of ideas and practices. TAP Leadership Team members learn from other schools, districts, and states that are in different stages of implementation or have similar school-level challenges. The State TIF Project Coordinator, State TAP Director and three-State Executive Master Teachers will attend the annual conference each year held in a major U. S. city. The conference provides opportunities for Louisiana TIF staff to learn more about TAP's elements and their practical applications that can be redelivered to school leadership teams. In addition, the conference promotes collaboration and sharing among TAP schools, districts and states on strategies to strengthen and sustain TAP. Five Louisiana TIF staff will attend each year.

National TAP Summer Institute: The National TAP Summer Institute's purpose is to provide in depth technical assistance to TAP school/district/state leadership teams on how to systematically strengthen the skills and effectiveness of TAP implementation. During the three-day Institute, participants delve into and refine key TAP practices, including analyzing data, setting school goals, providing rigorous weekly professional development, and effectively observing and coaching teachers' instruction in the classroom. The State TIF Project

Coordinator, State TAP Director and three State Executive Master Teachers will attend the annual conference each year held in a major U.S. city. Five TIF staff will attend each year.

In-State Travel: In-state travel is a regular (daily) and necessary part of the State Executive Master Teachers (EMTs) and State Director duties. In any given week, EMTs travel to schools approximately 80-90% of the time. EMTs travel every day of the week, with the exception of school holidays. Daily travel to the different TAP schools ranges between 20 to 300 miles per visit per EMT. If a school or district is located over 90 miles from the EMTs domicile then hotel and meals expenses are required.

The Louisiana TIF initiative is a comprehensive school reform initiative that will be implemented in 70 schools in eight LEAs across the state. These schools are provided direct, ongoing site-based support by TAP EMTs. The EMTs provide weekly program monitoring and implementation reports to the State Director. The State EMTs will conduct annual school reviews in years one- five of this project. School reviews are half-day visits that assess the fidelity to which TAP is being implemented in each school. Implementation is assessed on a rubric that includes both quantitative (structural) and qualitative (quality) measures of TAP implementation.

The TIF Advisory Board Meeting: Each year the TIF Advisory Board will meet in Baton Rouge, LA to discuss the progress and direction of the grant, as well as ensure the long-term sustainability and district capacity to continue and advance the program. The TIF Advisory Board will incorporate the involvement and support of all stakeholders to ensure effective feedback for program sustainability. $5,824 has been budgeted annually to cover expenses

associated with this one day meeting. See page 20-22 of the Louisiana TIF Budget Narrative for budget details on Travel.

Equipment

Per Title 34-Government Contracts, Procurement and Property Control Equipment includes all tangible non-consumable moveable property with an acquisition cost of $1,000 or more. Office equipment for Louisiana TIF staff includes a laptop/computer, projector and printer for each of the 5-Louisiana TIF staff. The laptop and projector will be used for all Louisiana TIF trainings and will provide easy access to information needed during onsite visits by the Louisiana TIF staff. The total cost of equipment is $14,750.

Supplies

State TIF Supplies for TIF training- Training supplies and materials will be needed for the face-to-face trainings. Examples include: flash drives, card stock, markers, poster board, name tags, folders, refreshments, overhead manipulative, post-its, binders, chart tablets, pens, pencils, toner, etc. Leadership teams from each Louisiana TIF school will attend multiple trainings each year. The leadership team members include the Master Teachers, Mentor Teachers, Assistant Principals, and Principals. The training materials and supplies are figured at a cost of $150/leadership team member per year. See page 21of the Louisiana TIF Budget Narrative for budget details on Supplies.

Contractual

The LDOE assures that it shall follow all requirements imposed by Federal Laws, regulations, and the procedures for procurement under 34CFR Parts 74.40-74.48 and Part 80.36 with funds provided by the TIF.

Independent Evaluation Consultant- An external evaluator will be selected on the basis of research experience, familiarity with the state PBCS program, and regional reputation. The evaluator will meet at least quarterly with the State TAP Director, TAP Grant Coordinator and Division Director to review the evaluation plan to ensure feedback and continuous improvement in the operation of Louisiana TIF. The evaluator will provide progress monitoring and recommend any mid-course corrections to ensure that all data are collected in a timely manner to ensure that TAP is being implemented with fidelity. For all participating schools, the evaluator will collect, analyze, and report TAP Annual Program Review data (qualitative and quantitative); annual value-added teacher and school scores; annual teacher SKR scores; and annual LEAP and iLEAP scores by school in English/Language Arts, Math, Science, and Social Studies. The evaluator will also interview principals, assistant principals, master, mentor, and career teachers each semester regarding their attitudes toward the TAP components and its implementation to prepare the annual and final evaluation reports at a cost of $175/hour for 285 hours per year.

Outreach and Communication Expansion-will include the development of a brochure and pamphlets on communicating the Louisiana TIF goals to stakeholders. Information media tools will be developed to inform and help frame the many conversations about the measurement of Louisiana TIF participants relative to educator quality and effectiveness. These tools will allow districts and the state the means to explain the value-added model to teachers and principals to enable them to use data as a basis of improvement. A Media Specialist will be

contracted to develop the information media tools needed to create an awareness of the success of the TAP comprehensive performance management system to other LEAs in the state. The cost is $75/hour for 500 hours per year.

VAL-ED Paper and On-line Assessment- The Vanderbilt Assessment of Leadership in Education instrument will be used to inform principal effectiveness. VAL-ED utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning. The VAL-ED measures core components and key processes. Core components refer to characteristics of schools that support the learning of students and enhance the ability of teachers to teach. VAL-ED cost is $360/principal/year. See page 21 of Louisiana TIF Budget Narrative for budget detail on Contractual.

Indirect cost is 14.6% is calculated on the direct cost less items of equipment.

A TIF award, along with Louisiana's experience and success in building and sustaining TAP with existing school resources, will allow the state to substantially extend TAP's long-term impact by building district capacity and fiscal sustainability to implement TAP. At the end of the project period, three school districts will have 98% or above of their students, teachers, and administrators in the TAP System.

	Ascension	**De Soto**	**Jefferson**	**Pointe Coupee**	**St Helena**	**St Mary**	**Tangipahoa**	**West Baton Rouge**
% in TAP	31%	98%	22%	100%	100%	34%	37%	71%

As districts participate through the TIF, they will provide an increasingly greater share of the performance-based pay paid to teachers and principals, ultimately fully absorbing the costs for the program.

TIF funds will primarily be used to support performance pay incentive awards for teacher, assistant principals, and principals. Districts will redirect allocations of non-TIF funds (federal, state, local, private) over the course of the five-year project period and beyond to support performance-based compensation cost.

Increased Share of the PBCS of Non-TIF Funds						
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**Continuing Annual Cost**
Total PBCS Cost	**$3,292,500**	**$7,115,000**	**$11,882,500**	**$11,882,500**	**$11,882,500**	**$11,882,500**
% paid by TIF	100%	80%	70%	60%	50%	0%
Amount of PBCS to paid by TIF Funds	**$3,292,500**	**$5,692,000**	**$8,317,750**	**$7,129,500**	**$5,941,250**	**$0**
% paid by Non-TIF Funds	0%	20%	30%	40%	50%	100%
Amount of PBCS to paid byNon-TIF	**$0**	**$1,423,000**	**$3,564,750**	**$4,753,000**	**$5,941,250**	**$11,882,500**

The chart below identifies funding sources and amounts that will be utilized to support and sustain TAP beyond the life of the grant. The additional cost to the district to implement the PBCS includes Master teachers' salaries and benefits, the Comprehensive Online Data Entry (CODE), the value-added calculation cost, travel to attend state TIF trainings, national

conferences, and cluster room training materials and supplies. In addition, each LEA partner has committed to hiring a district Executive Master Teacher when there are 5 schools implementing TAP in the district.

Identified Cost to Implment TAP in 8 LEAs	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Continuing Annual Cost
Amount of Differentiated Effectiveness Incentive Payment to be paid by LEAs	**$0**	**$1,423,000**	**$3,564,750**	**$4,753,000**	**$5,941,250**	**$11,882,500**
Additional Cost of LEAs to Implement TAP (MT salaries and benefits,	$4,628,000	$9,911,200	$16,075,741	$16,449,100	$16,816,625	$18,667,250
Total Cost of TAP/Performance-Based	**$4,628,000**	**$11,334,200**	**$19,640,491**	**$21,202,100**	**$22,757,875**	**$30,549,750**
Identified LEA Non-TIF Funds to Sustain PBCS	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**Continuing Annual Cost**
Title I, Part A	$ 821,000	$ 2,553,144	$ 4,710,835	$ 5,378,675	$ 7,608,019	$ 9,521,080
Title I, Part A 1003 A	$ 344,000	$ 180,500	$ 175,000	$ 179,025	$ 190,125	$ 250,000
Title I, Part A 1003 G	$ -	$ -	$ 1,925,000	$ -	$ -	$ -
Title II	$ 231,000	$ 1,198,984	$ 2,375,758	$ 3,827,464	$ 4,522,579	$ 5,415,904
Title III	$ -	$ -	$ -	$ -	$ -	$ -
Title VI REAP	$ -	$ 20,000	$ 435,000	$ 435,000	$ 440,000	$ 445,000
IDEA, Part B	$ -	$ 50,000	$ 283,780	$ 25,000	$ 1,025,000	$ 1,025,000
IDEA, EIS	$ 100,000	$ 691,215	$ 1,691,100	$ 2,068,500	$ 2,161,900	$ 2,598,900
MFP(State)	$ 100,000	$ 847,507	$ 971,582	$ 1,247,507	$ 1,147,507	$ 1,147,507
EEF(State)	$ -	$ 420,000	$ 841,320	$ 842,020	$ 867,720	$ 1,576,220
RTT	$ -	$ 2,407,600	$ 2,363,191	$ 3,043,709	$ 348,000	$ 500,000
Other	$ 3,032,000	$ 2,965,250	$ 3,867,925	$ 4,155,200	$ 4,447,025	$ 6,896,109
Other	$ -	$ -	$ -	$ -	$ -	$ 1,174,030
Total LEA Non-TIF Funds to Sustain PBCS	**$ 4,628,000**	**$11,334,200**	**$19,640,491**	**$21,202,100**	**$22,757,875**	**$30,549,750**

PR/Award # S385A100109

LOUISIANA TIF BUDGET DETAIL											
							2010-11	2011-12	2012-13	2013-14	2014-15
1. Personnel											
State TIF Personnel								COL 4%	COL 4%	COL 4%	COL 4%
1-FTE-LATIF Grant Coordinator							69,311	72,083	74,967	77,965	81,084
1-FTE-Administrative Assistant							26,809	27,881	28,997	30,156	31,363
3- FTE- Executive Master Teachers							222,000	230,880	240,115	249,720	259,709
Subtotal of State TIF Personnel							**318,120**	**330,844**	**344,079**	**357,841**	**372,156**
Personnel-Differentiated Levels of Compensation											
Additional Responsibilities and Leadership Roles											
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**					
Master Teachers	Augmentation	# of Masters	# of Masters	# of Masters	# of Masters	# of Masters					
	$ 10,000	46	101	167	167	167	$ 460,000	$ 1,010,000	$ 1,670,000	$ 1,670,000	$ 1,670,000
Mentor Teachers	Augmentation	# of Mentors	# of Mentors	# of Mentors	# of Mentors	# of Mentors					
	$ 5,000	86	182	313	313	313	$ 430,000	$ 910,000	$ 1,565,000	$ 1,565,000	$ 1,565,000
Differentiated Effectiveness Incentive Pay											
Career Teachers	Incentive Pay	# of teachers	# of teachers	# of teachers	# of teachers	# of teachers					
	$ 2,500	705	1525	2561	2561	2561	$ 1,762,500	$ 3,812,500	$ 6,402,500	$ 6,402,500	$ 6,402,500
Mentor Teachers	Incentive Pay	# of Mentors	# of Mentors	# of Mentors	# of Mentors	# of Mentors					
	$ 2,500	86	182	313	313	313	$ 215,000	$ 455,000	$ 782,500	$ 782,500	$ 782,500
Master Teachers	Incentive Pay	# of Master	# of Master	# of Master	# of Master	# of Master					
	$ 2,500	46	101	167	167	167	$ 115,000	$ 252,500	$ 417,500	$ 417,500	$ 417,500
Assistant Principals	Incentive Pay	# of Asst Principal	# of Asst Principal	# of Asst Principal	# of Asst Principal	# of Asst Principal					
	$ 5,000	24	45	69	69	69	$ 120,000	$ 225,000	$ 345,000	$ 345,000	$ 345,000
Principals	Incentive Pay	# of Principal	# of Principal	# of Principal	# of Principal	# of Principal					
	$ 10,000	19	45	70	70	70	$ 190,000	$ 450,000	$ 700,000	$ 700,000	$ 700,000
Total Project Cost of Differentiated Levels of Compensation							$ 3,292,500	$ 7,115,000	$ 11,882,500	$ 11,882,500	$ 11,882,500
Percent of Differentiated Levels of Compensation Paid with TIF Funds							100%	80%	70%	60%	50%
Amount of Differentiated Levels of Compensation Paid with TIF Funds							$ 3,292,500	$ 5,692,000	$ 8,317,750	$ 7,129,500	$ 5,941,250

LOUISIANA TIF BUDGET DETAIL												
							2010-11	2011-12	2012-13	2013-14	2014-15
Hard To Staff Recruitment Incentives for each campus during the first two years											
Schools	Pool/School	# of	# of	# of	# of	# of Schools					
	$ 6,000	19	45	51	25	0	$ 114,000	$ 270,000	$ 306,000	$ 150,000	$ -
Total Hard to Staff Recruitment Incentives							$ 114,000	$ 270,000	$ 306,000	$ 150,000	$ -
Total Personnel							**$ 3,724,620**	**$ 6,292,844**	**$ 8,967,829**	**$ 7,637,341**	**$ 6,313,406**
2. Fringe Benefits											
State TIF Personnel Total		x	32.9%	Fringe Benefits			$ 104,661	$ 108,848	$ 113,202	$ 117,730	$ 122,439
Total TIF Differentiated Levels of Compensation Paid with TIF		x	22.67%	Fringe Benefits			$ 746,410	$ 1,290,376	$ 1,885,634	$ 1,616,258	$ 1,346,881
Total Hard to Staff Recruitment Incentives		x	22.67%	Fringe Benefits			$ 25,844	$ 61,209	$ 69,370	$ 34,005	$ -
Total Fringe Benefits							**$ 876,915**	**$ 1,460,433**	**$ 2,068,206**	**$ 1,767,992**	**$ 1,469,321**
3. Travel											
Teacher Incentive Funds Grantee Meeting											
Air Fare @	$ 500	x	3	TIF Staff			$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
Lodging $225/day	$ 225	x	2	Nights x	3	Staff	$ 1,350	$ 1,350	$ 1,350	$ 1,350	$ 1,350
Ground Transportation	$ 40	x	2	Days x	3	Staff	$ 240	$ 240	$ 240	$ 240	$ 240
Meals/day @	$ 60	x	3	Days x	3	Staff	$ 540	$ 540	$ 540	$ 540	$ 540
Incidentals @	$ 50			x	3	Staff	$ 150	$ 150	$ 150	$ 150	$ 150
Teacher Incentive Funds Topical Meeting											
Air Fare @	$ 500	x	3	TIF Staff			$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
Lodging $225/day	$ 225	x	2	Nights x	3	Staff	$ 1,350	$ 1,350	$ 1,350	$ 1,350	$ 1,350
Ground Transportation	$ 40	x	2	Days x	3	Staff	$ 240	$ 240	$ 240	$ 240	$ 240
Meals/day @	$ 60	x	3	Days x	3	Staff	$ 540	$ 540	$ 540	$ 540	$ 540
Incidentals @	$ 50			x	3	Staff	$ 150	$ 150	$ 150	$ 150	$ 150

LOUISIANA TIF BUDGET DETAIL							2010-11	2011-12	2012-13	2013-14	2014-15
TAP State Director and TIF Coordinator Training											
Air Fare @	$ 500	x	2	TIF Staff			$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000
Lodging $225/day	$ 225	x	3	Nights x	2	Staff	$ 1,350	$ 1,350	$ 1,350	$ 1,350	$ 1,350
Ground Transportation	$ 40	x	3	Days x	2	Staff	$ 240	$ 240	$ 240	$ 240	$ 240
Meals/day @	$ 60	x	3	Days x	2	Staff	$ 360	$ 360	$ 360	$ 360	$ 360
Incidentals @	$ 50			x	2	Staff	$ 100	$ 100	$ 100	$ 100	$ 100
Annual National TAP Conference											
Air Fare @	$ 500	x	5	TIF Staff			$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Lodging $225/day	$ 225	x	3	Nights x	5	Staff	$ 3,375	$ 3,375	$ 3,375	$ 3,375	$ 3,375
Ground Transportation	$ 40	x	3	Days x	5	Staff	$ 600	$ 600	$ 600	$ 600	$ 600
Meals/day @	$ 60	x	3	Days x	5	Staff	$ 900	$ 900	$ 900	$ 900	$ 900
Incidentals @	$ 50			x	5	Staff	$ 250	$ 250	$ 250	$ 250	$ 250
TAP Summer Institute											
Air Fare @	$ 500	x	5	TIF Staff			$ 2,500	$ 2,500	$ 2,500	$ 2,500	$ 2,500
Lodging $225/day	$ 225	x	3	Nights x	5	Staff	$ 3,375	$ 3,375	$ 3,375	$ 3,375	$ 3,375
Ground Transportation	$ 40	x	3	Days x	5	Staff	$ 600	$ 600	$ 600	$ 600	$ 600
Meals/day @	$ 60	x	3	Days x	5	Staff	$ 900	$ 900	$ 900	$ 900	$ 900
Incidentals @	$ 50			x	5	Staff	$ 250	$ 250	$ 250	$ 250	$ 250
In-State Travel of TIF Staff											
Mileage @	$ 0.52	x	25000	miles x	5	Staff	$ 65,000	$ 65,000	$ 65,000	$ 65,000	$ 65,000
Lodging $140/day	$ 140	x	60	Nights x	5	Staff	$ 42,000	$ 42,000	$ 42,000	$ 42,000	$ 42,000
Meals/day @	$ 60	x	60	Days x	5	Staff	$ 18,000	$ 18,000	$ 18,000	$ 18,000	$ 18,000
In-State Travel of TIF Advisory Board											
Mileage @	$ 0.52	x	200	miles x	16	members	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664
Lodging $140/day	$ 140	x	1	Nights x	16	members	$ 2,240	$ 2,240	$ 2,240	$ 2,240	$ 2,240
Meals/day @	$ 60	x	2	Days x	16	members	$ 1,920	$ 1,920	$ 1,920	$ 1,920	$ 1,920
						Total Travel	**$ 156,684**	**$ 156,684**	**$ 156,684**	**$ 156,684**	**$ 156,684**

							Total Travel	**$ 156,684**	**$ 156,684**	**$ 156,684**	**$ 156,684**	**$ 156,684**
LOUISIANA TIF BUDGET DETAIL												
								2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**
5. Equipment												
Laptop Dell Latitude E6410 and E/Port Plus: Laptops will be used by LA TIF staff to provide PD training, presentations and documentation of on-site school visits.												
$1,650	x	5	LATIF Staff					$8,250	$0	$0	$0	$0
Office Desktop computer: Office computers will be used by La TIF staff for correspondence, developing pd activity, researching research based strategies.												
$1,300	x	5	LATIF Staff					$6,500	$0	$0	$0	$0
							Total Equipment	**$ 14,750**	**$ -**	**$ -**	**$ -**	**$ -**
5. Supplies												
InFocus Projector: used for school, district and state training.												
$649	x	5	LATIF Staff					$3,245				
Training supplies and materials will be needed for the face-to-face trainings. Examples												
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**						
$150		# of	# of	# of	# of	# of Teams						
	$ 150	177	373	619	619	619		$ 26,550	$ 55,950	$ 92,850	$ 92,850	$ 92,850
							Total Supplies	**$ 29,795**	**$ 55,950**	**$ 92,850**	**$ 92,850**	**$ 92,850**
6. Contractual												
Independent Evaluation Consultant												
$175	per hour x	300	hours	per year				$52,500	$52,500	$52,500	$52,500	$52,500
Communication-Public Awareness Campaign-Develop brochures, pamphlets, newsletters, email alerts and update website with Q and A.												
$75	per hour x	500	hours	per year				$37,500	$37,500	$37,500	$37,500	$37,500
VAL-ED Paper and On-line Assessment - Assessment instrument used to inform												
		Year 1	Year 2	**Year 3**	**Year 4**	**Year 5**						
		# of Principals	# of Principals	# of Principals	# of Principals	# of Principals						
VAL-ED at	$ 360	19	45	70	70	70		$6,840	$16,200	$25,200	$25,200	$25,200
TAP PD Training Portal- Online Strategies Library, training material, videos on-line.												
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**						
		# of Schools	# of Schools	# of Schools	# of Schools	# of Schools						
TAP Portal	$ 2,000	21	45	70	70	70		$42,000	$90,000	$140,000	$140,000	$140,000
							Total Contractual	**$ 138,840**	**$ 196,200**	**$ 255,200**	**$ 255,200**	**$ 255,200**

LOUISIANA TIF BUDGET DETAIL					
	2010-11	2011-12	2012-13	2013-14	2014-15
Total Contractual	**$ 138,840**	**$ 196,200**	**$ 255,200**	**$ 255,200**	**$ 255,200**
9. TOTAL DIRECT COST (Lines 1-8)	$ 4,941,604	$ 8,162,111	$ 11,540,769	$ 9,910,067	$ 8,287,461
10. INDIRECT COST @ 14.6%	$ 719,321	$ 1,191,668	$ 1,684,952	$ 1,446,870	$ 1,209,969
11. TOTAL COST (Lines 9-11)	**$ 5,660,925**	**$ 9,353,779**	**$ 13,225,721**	**$ 11,356,937**	**$ 9,497,430**